

Thursday, April 11, 2019



AGENDA

- I. **CALL TO ORDER - 9:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** (*Limited to 3 minutes. The Board may ask clarifying questions, otherwise no feedback will be provided.*)
- IV. **CONSENT AGENDA**
 - A. Meeting Minutes of March 14, 2019
 - B. Withdrawal Student/Farmington School Board – SB-FY-19-02-011
- V. **PUBLIC HEARINGS** (*Limited to 3 minutes. The Board may ask clarifying questions, otherwise no feedback will be provided.*)
 - A. **9:30 AM** – Technology and Engineering Teacher (Ed 507.05, Ed 612.31 and Ed 612.36 through Ed 612.39)
 - B. **10:00 AM** - Custodian of Records (Ed 502.03)

Times below are approximate ~ agenda items may be heard earlier if there is no or limited commentary at the scheduled public hearings.

- VI. **ADJUDICATIVE APPEALS**
 - A. **10:30 AM** – Student/Rye School Board Re-hearing – SB-FY-18-02-011
 - B. **11:00 AM** – Student/Gorham Randolph Shelburne Cooperative School Board – SB-FY-19-09-002
- VII. **REPORTS, NEW BUSINESS and/or DEPARTMENT UPDATE**
 - A. **11:30 AM** – Spark Academy of Applied Technology Charter School Application ~ SARAH SHAKOUR CARTER, Spark Academy
 - B. **12:00 PM** – The Founders Academy Charter Renewal ~ KIM LAVALEE, Assistant Dean and Founder
 - C. **12:15 PM** – The Founders Academy Charter Amendment ~ KIM LAVALEE, Assistant Dean and Founder
 - D. **12:30 PM** – Granite State Arts Academy Charter Renewal ~ ANTHONY POLITO, Head of School
 - E. **12:45 PM** – Gate City Charter School for the Arts Charter Renewal ~ REBECCA FREDRICKSON, Director of Operation

VIII. OPEN BOARD DISCUSSIONS

A. **1:00 PM** - Learn Everywhere Discussion and Update

IX. OLD BUSINESS

X. NONPUBLIC SESSION

XI. ADJOURNMENT – 2:00 PM

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.

**Written Public Comment submitted
for
the State Board of Education's
Thursday, April 11, 2019 Meeting**

March 27th, 2019

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

Dear Members of the State Board of Education;

I write today in response to the recently revised, proposed rules for Learn Everywhere, and as a follow up to written testimony that I provided dated January 28th, 2019 (attached for your reference).

As I have previously stated, as a public educator with over two decades of experience, I wholeheartedly support personalized learning and extended learning opportunities (ELOs) for students. Pursuant to RSA and existing Administrative Rules for Education, local school boards have the sole authority to approve credit-bearing learning opportunities in their districts and schools – and they have done just that. Despite claims to the contrary, students across the state have access to **and** are engaged in a wide variety of extended learning opportunities.

Districts are required to submit many types of data throughout the school year. A calendar of data submission deadlines is published at the beginning of each school year. This allows for training on the data submissions, time to prepare student information systems for the data requests, time to ask questions and received answers, and the ability to ensure the data is formatted correctly for submission.

On February 28th, 2019, all school districts were sent an email asking them to complete a data-submission template regarding ELOs. This was due by March 11th. For many districts, February 28th was during school vacation week, and many districts also ended up having a snow day on Monday, March 4th.

The short time-frame for the ELO data collection request was challenging. As it was my understanding that it was essential to have this data and analysis complete in time for the March 14th State Board of Education meeting, I directed our i4see staff to delay other essential tasks and granted permission for overtime hours in order to meet the March 11th deadline. I attended the meeting on March 14th in anticipation of this data report. It was an incredible disappointment that the data collected and analyzed by the Department of Education was not presented, shared, discussed, or even referenced in any way at the meeting on March 14th given the sense of urgency and importance that was conveyed to those completing the data collection.

The data that was collected clearly demonstrated that ELOs are thriving in schools across the state. **Nearly 7,000 student identification numbers** across **62 public high schools** were assigned to **at least one ELO** during the 2018-19 school year. Given the short time frame for turn-around, a response rate of 62 public high schools is outstanding. The student-level data presented in the analysis of the data provided clearly demonstrates that public high schools in New Hampshire offer students an exceptional variety of extended learning opportunities. The report is attached for your reference.

Since the March 14th State Board of Education meeting, revised proposed rules for Learn Everywhere have been developed and released. The revised rules do not address the key fundamental concern about this program – that the authority to determine what educational opportunities earn credit towards a diploma in a local district lies solely with the local school board.

- RSA 189:1-a,II: “Elected school boards shall be responsible for establishing the structure, accountability, advocacy, and delivery of instruction in each school operated and governed in its district. To accomplish this end, and to support flexibility in implementing diverse educational approaches, school boards shall establish, in each school operated and governed in its district, instructional policies that establish instructional goals based upon available information about the knowledge and skills pupils will need in the future.”
- Ed 306.27, in its entirety, clearly and frequently refers to the authority of the local school board to award credit for graduation in their high school(s). Of particular note:
 - Ed 306.27 (e): “The local school board shall require that graduation be based on mastery of required graduation competencies as demonstrated through the accumulation of credits as outlined in Table 306-3 and by a certified educator. Each high school shall determine how completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity.”

Not all districts have an employee with the title of ELO Coordinator – but all districts have ELOs in some way, shape, or form that best meets the needs of the community and its students. Local school boards have sole legal authority to determine which educational opportunities earn credit in their schools. It is clear from the data collected by the Department of Education that local districts have indeed committed to developing and promoting extended learning opportunities.

If the main purpose of Learn Everywhere is to provide more opportunities for students, a more helpful and legal mechanism would be to provide additional resources for districts – funding to support local ELO coordinators, for example, or funding to defeat other barriers (such as transportation) that may exist in some districts.

Respectfully Submitted,



Lisa A. Witte
Superintendent of Schools
Monadnock Regional School District
600 Old Homestead Highway
Swansey, New Hampshire 03446
lwitte@mrsd.org
603.352.6955 x6977

Enclosures:

Correspondence to the State Board of Education – January 28th, 2019
New Hampshire Department of Education - Extended Learning Opportunity Data Submission Report – March 12th, 2019

January 28th, 2019

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

Dear Members of the State Board of Education;

As a public school educator with over two decades of experience, I wholeheartedly support personalized learning and extended learning opportunities for students. Now more than ever, learning experiences that occur beyond brick and mortar school buildings and traditional classrooms are an integral part of developing the skills it takes for the students of today to succeed in the 21st century – and beyond.

As I walk through schools across the state, I see many examples of the myriad ways in which our educators have blended classroom learning with more global opportunities. Online learning is one such option, and is accessible to students of all grade levels. My own daughter, who is in the third grade at Peterborough Elementary School, engages regularly in school and at home in many different valuable learning experiences through a variety of online tools. Whole class opportunities that allow students to explore the world around them – colloquially known as field trips – can take on a whole new dimension thorough interactive casting applications through the internet. For students in secondary grades, virtual online learning can assist with credit recovery, enrichment, and meeting graduation requirements. These opportunities, and so many more, are in place and flourishing in public schools across the state of New Hampshire.

It is not just online that our educators and students are finding exciting learning opportunities. In our middle schools and especially our high schools, educators have recognized the need for an embraced the potential of extended learning opportunities (ELOs). Many schools have dedicated ELO coordinators, and many others have educators who coordinate ELOs for students as part of their overall responsibilities. Internships are just one type of ELO – each experience can be unique. In Monadnock, a group of students took part in an ELO led by a retired teacher in which they studied the Ashuelot River in Swanzey. Their research and findings on macroinvertebrates and Biotic Index calculations were posted on the NH Fish and Game Watershed Education Program website. This ELO encouraged collaboration and community by incorporating training and partnerships with the Ashuelot River Advisory Board, NH Fish and Game Department, NH Department of Environmental Services, NH EdGIS Specialist Team, Ersi, and Keene State College. Students participated in activities that had real-world implications, which highlighted and emphasized the role of our resource agencies and how they work to protect our environment.

Additionally, students at the high school level have access to 30 high school career and technical centers across the state of New Hampshire. These centers offer a wide range of opportunities to students – from training and certification in trades such as construction or welding to professions such as health science, graphic design, or information technology (to name a few). These centers offer state-of-the-art, hands-on learning opportunities that prepare many students to enter the workforce after graduation, if they choose, or attend a two or four-year post-secondary program (1).

The types of personalized learning and extended learning opportunities that our public schools in the State of New Hampshire offer to students are, simply put, numerous and of very high quality. As such, I am unclear how the Learn Everywhere program will foster and support these programs at our public schools.

How will the Department of Education implement and monitor this program? Specifically, what resources will be needed (and where will they come from) in order to:

- Support the personnel necessary to evaluate applications from non-educational entities for compliance with local school district competencies
- Conduct site visits to ensure safety and appropriate supervision
- Coordinate with labor officials to ensure compliance with labor laws
- Conduct on-site observations of students

- Evaluate the cooperating non-educational entity's adherence to the credit-granting requirements
- Review completed student portfolios for the purpose of granting credit

This school year, our District received the attached letter regarding the school approval process. In short, while the Department was able to conduct the facility review, '*...due to a lack of resources, the department will not be completing the content review at this time (2).*' It concerns me that the Department of Education would allocate resources to developing an entirely new program that would permit non-educational entities to grant local high school credit. This is especially concerning given that a lack of resources is preventing the Department from fulfilling its obligation under RSA 186:8 to ensure that existing public schools meet the minimum standards set forth in Ed 306.

I would encourage the Board of Education to first look to ensure adequate resources exist to support existing public schools – including current personalized learning and extended learning opportunities already offered - before venturing into the creation of an entirely new program that frankly seems as though it would parallel, and potentially negatively impact, existing programs.

Respectfully,



Lisa A. Witte
Superintendent of Schools
Monadnock Regional School District
600 Old Homestead Highway
Swansey, New Hampshire 03446
lwitte@mrdsd.org
603-352-6955 x6977

(1) <http://nh-cte.org/>

(2) Attachment



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

August 27, 2018

Principal [REDACTED]

Subject: School Approval Facility Review for School Year 2018-2019

Dear Principal [REDACTED],

Pursuant to RSA 186:8, II, the Department of Education is responsible for ensuring schools meet the minimum standards for public school approval, as outlined in Ed 306. This verification process is completed through school approval visits. This school year, your school has been selected for a school approval review.

The school approval process includes two reviews: a content review and a facility review. This letter is to coordinate completion of the facility review. **Due to lack of resources, the department will not be completing the content review at this time.**

The facility review will include a site visit as well as examination of submitted documents. Your site visit has been scheduled for:

Monday, October 1, 2018 from 11:00 - 1:00 pm

The visit will be led by Marjorie Schoonmaker, our safe and healthy schools educator. Ms. Schoonmaker will need to walk around the facility with your facility director so it is helpful if he or she has keys to spaces that may be locked (boiler room, elevator, etc.). The visit typically takes between 1 and 4 hours, depending on the size and condition of the school. Ms. Schoonmaker will be reviewing similar items to those found on the School Facility Self-Assessment Checklist which is available on our public school approval website (https://www.education.nh.gov/program/school_approval/public_approval.htm or select 'P' from our A-Z list and click on the Public School Approval link). It is our experience that schools

that regularly self-assess their facility not only are more likely to provide a clean and healthy learning environment but they are also well prepared for a school facility visit.

The documents necessary to complete the review are listed below. Most of these items can be downloaded from our public school approval website.

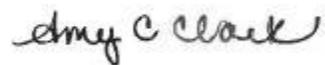
1. **Floor plans** - a week prior to your visit, please provide a copy of the floor plans to aid in the site visit. Standard letter size or 11" by 17" is suitable.
2. **Emergency Operations Plan (EOP)** - by September 1st, please submit your EOP plan via the secure EOP portal: https://prd.blogs.nh.gov/dos/hsem/?page_id=3910. Never include EOP information in an unsecured email or post it online. [RSA 189:64]
3. **Fire Inspection Report** – by December 15th, please submit your report to the State Fire Marshal's Office *and* provide a hard copy to DOE. [Ed 306.07, Ed 403.01(c) and RSA 153:14II(b)]
4. **Health Inspection Report** – by December 15th, please submit a hard copy of your report to DOE. [Ed 306.07 and EDD 403.01(c)]
5. **Fire drill schedule** – by December 15th, please submit your fire drill schedule for the previous school year, as well as this year's proposed schedule. Please keep in mind that *monthly* fire drills are required, as well as, two emergency response drills. Drills may be deferred in severe weather provided that you meet the requirements in Saf-C 6008.c. [Saf-C 6008.c, RSA 189:24, and RSA 189:64]
6. **Playground inspection** – by December 15th, if your school's liability and property insurance company performed an inspection of your playground in the last 5 years, please submit a copy for review. If the insurance company did not perform an inspection, please complete the Playground Safety Self-Inspection Checklist located on our public school approval website and submit a hard copy to DOE. [Ed 306.07]
7. **Indoor Air Quality (IAQ) Checklist** – at the end of each school year principals or their designees complete an annual IAQ checklist provided by the department. A review of the past 5 years of submissions will be completed. Please continue to submit your required IAQ checklist each year. [RSA 200:11a]
8. **IAQ policy** – by December 15th, please submit a copy of your indoor air quality policy and indicate the date it was last reviewed by the school board. [RSA 200:48 and Ed 306.07]

Excluding the EOP, you can either hand deliver these documents at the time of your site visit or email them to Ms. Schoonmaker by **December 15th**. If more time is needed to submit a specific item, please contact Ms. Schoonmaker prior to December 15th.

If you have any questions concerning your facility review, please feel free to contact me at (603) 271-2037 or amy.c.clark@doe.nh.gov or Marjorie Schoonmaker at (603) 271-3620 or marjorie.schoonmaker@doe.nh.gov.

We look forward to our visit with you.

Sincerely,



Amy C. Clark
Administrator
School Safety & Facility Management Bureau

cc: Lisa A. Witte, superintendent #93
David Lapointe, facility director
Lisa Steadman, school board chair

**New Hampshire Department of Education
Division of Education Analytics and Resources
Bureaus of Educational Statistics and Data Management and Quality**

Extended Learning Opportunity Data Submission Report

March 12, 2019

On February 28, 2019 the New Hampshire Department of Education issued a request for the submission of extended learning opportunity (ELO) data to New Hampshire public school superintendents, charter school administrators and ELO coordinators. Coordinators were asked to complete a template supplied by the ELO Network Leadership Team and then work with their school district i4See coordinator to submit the template as a file to the Department by March 11, 2019.

It should be noted the submission request was new and was issued without any prior notice to school districts. Standard practice at the Department is to notify districts about new submission requirements at the semi-annual i4See trainings that take place each fall and spring. This advanced notice allows school personnel to incorporate data requirements into their student information systems, ask questions about submission requirements, and format data to comply with validation rules. Without any advance notice and despite the challenging time of year, school districts embraced the request as an opportunity to share the exciting work taking place in their schools.

Several schools contacted the Department to inquire about the definition of *ELO* and were advised to include data that aligned to their own district's definition. Minimum Standards for School Approval define extended learning opportunity (ELO) as the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including, but not limited, to: apprenticeships; community service; independent study; on-line courses; internships; performing groups; and private instruction. However, many local districts do not include on-line courses in their ELO definition, as this method of coursework has become a part of their regular operation. Combing through thousands of student records to extract on-line course for inclusion in the ELO submission was not feasible given the short turnaround expected. Therefore most schools did not include on-line courses, including VLAC's courses, in their ELO submission. It is important to highlight this as the data presented below could be skewed and may not depict a true representation of the State's ELO definition or the vast number of on-line opportunities our NH students are engaged in.

The following highlights provide a summary of the data received to date:

- 62 public high schools reported over 6,900 student identification numbers assigned to at least one extended learning opportunity during the 2018-2019 school year.
- 5 of 62 schools reported online course participation.
- The majority of reported ELO experiences were internships and work-based learning opportunities.
- A large number of partners and partner industries were represented in the data submission. This report includes random selection of 40 partners, 40 industry types, 40 work-based opportunity titles, and 40 subject areas addressed through an ELO.
- A Sample of Partner Industries Include:
 - Athletics
 - Agriculture
 - Animal and Wildlife Science
 - Information Technology
 - Law Enforcement
 - Manufacturing

- Automotive
- Aviation
- Biomedical
- Building and Construction
- Choral Music
- Commercial Art
- Communication
- Computer Science and Programming
- Dentistry
- Education
- Emergency Medical Services
- Engineering and Defense
- Environmental Services
- Finance
- Fire Prevention
- Healthcare
- Hospitality
- Marine Technology
- Marketing
- Media Art
- Nursing and Rehabilitation Services
- Personal Fitness
- Physical Therapy
- Physics
- Publishing
- Graphic Design
- Real-estate
- Retail
- Science and Engineering
- Social Services
- Sports Medicine
- Textiles
- TV Media
- Veterinary Medicine

- A Sample of Community Partners Include:

- Alliance Dental
- APEX
- Applebee's
- Atkinson Police Department
- BAE
- Banks Chevrolet
- Bella Viaggio
- Belmont Fire Department
- Canobie Lake Veterinary Medicine
- Comcast
- Comserve
- Concord Hospital
- Derry Imaging
- Essex Ortho
- Five Guys
- Foy Insurance
- Havenwood Heritage Heights
- HK Powersports
- Hydratec Inc.
- IBM
- Lamprey Health and Spine
- Littleton Regional Healthcare
- Loft Light Media
- Market Basket
- Milton Veterinary
- New England Wire Technology
- NH Center for STEM Invention
- NH Fish and Game
- NorthEast Precision CNC
- Northeast Rehabilitation Services
- NRH Physical Therapy
- Parkland Medical Center
- Pleasant Valley Nursing Home
- Salem Family Resources
- Salem Fire Department
- Salvation Army
- State of New Hampshire
- Team Phoenix
- Turf Depot
- Turner EMS Solutions

- A Sample of Work-based Opportunities Include:

- Architect Intern
- Automotive Sales
- Automotive Technician
- Civil Engineer Internship
- Congressional Campaign
- Dental Hygienist
- Digital Photography
- Emergency Medical Technician
- Engineering and Cable System Redesign
- Child Development Intern
- Cosmetologist
- Economist
- Event Planner
- Human Trafficking Investigative Intern
- Journalist
- Junior Project Manager
- Law Office Intern
- Literary Publisher

- Firefighter Explorer
- Graphic Design Artist
- IT/Network Engineer Intern
- Machinist
- Physical Education Teacher
- Plumbing
- Safety and Security
- Senate Page
- Solid Works Certification
- Summer Architectural Program
- Teen Court Advocate
- Medical Technologist
- Mental Health Services Intern
- Music Producer
- Pastry Chef
- Personal Fitness Instructor
- Police Officer Explorer
- Quality Manager
- Software Developer
- Song Writer and Producer
- Television Director
- Veterinary Technician

- A Sample of Subject Areas Include:

- Advanced English Language Arts
- Anatomy and Physiology
- Art History
- College Algebra
- Communications
- Computer Science
- Creative Writing
- Criminology
- Cultural Climate Exploration – Travel (Hawaii, Costa Rica, Spain, Dominican Republic)
- Digital Photography
- Earth Science
- Equine Therapy
- Food and Nutrition
- Forensic Science
- Horticulture
- Library Science
- Marketing
- Programming Fundamentals
- Quantitative Analysis
- Woodworking
- Advanced Art
- Advanced Graphic Design
- Automotive Mechanics
- Calculus
- Chemistry
- Child Development
- Dance, Jazz, Ballet, Creative Movement
- Earth and Space Science
- Engineering Concepts
- Entrepreneurship
- Health Sciences
- Languages: Spanish, German, Chinese, Latin, French, Japanese
- Mythology and Folklore
- Quantitative Reasoning
- Safety and Security
- Statistics
- Theater
- US Government
- US History
- Workforce Development

The data collected through this submission, along with the feedback we have received, will be incorporated into our future work. The following highlights some of the Department's plans:

- Continue to improve our documents, document guidance, data dictionary, templates, and definitions to ensure the Department is collecting and presenting complete and accurate data.
- Future data submissions will include coding for subject area, type of ELO opportunity (work-based learning, community service, on-line learning, independent study, etc.), and industry so that more succinct reporting is possible.
- Future submissions will include Career and Technical Centers as large numbers of students at these centers participate in work-based learning opportunities, internships, and apprenticeships.
- Submission requirements will be incorporated into our annual training.
- Data sets will be included in iExplore.

The Department received a great deal of support from the NH School Superintendents, the NH School Boards Association, the Extended Learning Network, NH Charter School Administrators, ELO Coordinators, i4See Coordinators, Principals, Guidance Counselors, and a vast array of school and district personnel throughout this collection effort. We are excited to continue this important work together and look forward to sharing more information in the coming months.

Respectfully submitted,

Sandie MacDonald, Ed.D.
Bureau of Education Statistics
March 12, 2019

New Hampshire
State Board of Education
Department of Education
Londergan Hall, Room 100F
101 Pleasant Street
Concord, NH 03301
Minutes of the March 14, 2019 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:00 AM at the State Department of Education, 101 Pleasant Street, Concord, NH. Drew Cline presided as Chairman.

Members present: Kate Cassady, Cindy Chagnon, Drew Cline, Chairman, Sally Griffin, Helen Honorow, and Ann Lane. Christine Brennan, Deputy Commissioner of Education was also present. Phil Nazzaro and Commissioner Frank Edelblut were unable to attend due to other commitments.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Chairman Cline led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Deputy Commissioner Christine Brennan introduced her Yellow Lab puppy, Coconut, who is being trained to be a Seeing Eye dog for the blind, to the Board and everyone in attendance. She explained the training process and how wearing her “Seeing Eye Dog” vest signifies she is on the clock and working.

The following individuals provided testimony to the State Board in support of The Founders Academy Public Charter School (TFA) charter extension and renewal:

- Gabriella Alvarez, Manchester, NH
- Jonathan Lawton, Manchester, NH (*submitted written testimony*)
- Francesca Vesey, Manchester, NH (*submitted written testimony*)
- Susan Lawton, Manchester, NH
- Jennifer Nelson, Amherst, NH (*submitted written testimony*)
- Jackson Huot, Manchester, NH

John Larochele, Manchester, NH – Mr. Larochele expressed his interest in technology and desire to attend Spark Academy, as well as the academic reasons for doing so. He supports the State Board approving the charter.

Harrison Williams, Manchester, NH – Mr. Williams feels Spark Academy would have been a good technical high school for him due to his interest in engineering. A skilled workforce is good for New Hampshire and all the

businesses within its borders. He supports the State Board approving the charter.

Mimi Thomas, Hudson, NH - North Point Construction (*submitted written testimony*) - Ms. Thomas represents her and her husband as owners of North Point Construction. The pool of construction tradesmen is decreasing every year; therefore, they support the State Board approving the charter for Spark Academy as a solution for the education of prospective skilled workers.

Matt Mercier, Hooksett, NH - Mr. Mercier owns a small technology services business and is a former Board member of The Founders Academy and on the Advisory Committee for The Children's Scholarship Fund of New Hampshire. He thanked the State Board for TFA's charter extension. He also supports the charter approval for Spark Academy. Charter schools allow students to have a choice in their education beyond traditional public schools. That is beneficial for the entire public school system.

Bonnie Dunham, Merrimack, NH - Ms. Dunham testified that this afternoon the Department of Health and Human Services is holding a public hearing on the proposed amendments to the Medicaid to Schools Program rules. Proposed changes include eliminating wrap-around and consultative services as covered sources.

AGENDA ITEM IV. CONSENT AGENDAA. Meeting Minutes of February 14, 2019

MOTION: Cindy Chagnon made a motion, seconded by Ann Lane, to approve the minutes of February 14, 2019, as presented.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

AGENDA ITEM V. SPECIAL PRESENTATIONSA. Teacher of the Year and Finalists

Ms. Lori Kincaid, Teacher of the Year Coordinator for NHDOE introduced herself. The Council of Chief State School Officers (CCSSO) brings state teachers together for several events and provides them with professional learning opportunities. The Teacher of the Year is a teacher who speaks for and energizes the teaching profession, as well as representing the contributions of all teachers statewide. Applications for 2020 nominees are due tomorrow and all those with completed applications will be honored on April 1, 2019. The Teacher of the Year Selection Committee narrows it down to semifinalists who are then observed in the classroom and interviewed. Five finalists then submit essays

and present a speech, at which time the selection committee chooses one teacher. The four 2019 finalists, followed by the 2019 Teacher of the Year, will speak today.

Aaron Blais, a public school teacher at Exeter High School, is proud to be a nominee and learned a lot about his own teaching during the process. Mr. Blais noted that the students he is teaching will retire from jobs that have not yet been invented. Educational focus should be on job skills, STEM, and standardized tests without diminishing civic education and the humanities.

Alice Donahoe, a fourth grade teacher in Merrimack, who attributes becoming a teacher to her dedicated fifth grade teacher who assisted her when she became ill in childhood. Alice challenges herself with her reading and then challenges her students. She gains real satisfaction from teaching and seeing engagement, passion, and desire in her students.

Allison Leach teaches at Spaulding High School in Rochester. Since childhood she has been recording teaching strategies she wanted to use as a teacher. Ms. Leach explained that she has a neurologic condition that led to long-term disability and forced her to change her lifestyle and pastimes. The entire community helped fundraise for her treatment and she was able to return to teaching. After cycles of therapy and teaching, she looks at life differently. She hopes to teach her students that problems can be solved one step at a time.

Lori Christerson teaches at Bishop Brady High School in Concord. The biggest challenge she sees for teachers is the limited amount of time to address all content. She created a poster for her classroom of her teaching mindsets, which are: relationships matter, especially believing in students; consequences are necessary in education to learn from mistakes in a meaningful way; make learning social; stay innovative and support teacher professional development; and it is important for educators to stay informed about compassion for students and understand where they are coming from. Ms. Christerson attributes her teaching success to these mindsets.

Keith Noyes, Teacher of the Year, teaches at Belmont Middle School. He explained that he struggled in school as a child and sees students struggling every day as a teacher. He wants students to think not only about their future, but also about community engagement. Mr. Noyes developed the CARE program, Compassion, Acceptance, Respect and Empathy for students to write essays about and develop passion in something that matters to them. Having his students write memoirs helps him, as well as their parents, to learn more about them. It will be important to encourage the next generation of teachers. He is excited about Empower, a learning management system that will allow students to learn at their own pace. He hopes the State Board can help bring awareness to the mental health crisis and would like to see mental health therapists in the

schools that need them. As Teacher of the Year, he will be a voice and a sounding board for all teachers in the state.

AGENDA ITEM VI. REPORTS, NEW BUSINESS and/or DEPARTMENT UPDATE

A. Windham Woods School (WWS) Nonpublic School Approval

Ryan DeJoy, Head of School at the Windham Woods School (WWS), presented a history and background on the school. WWS is located on the former Quarrybrook Outdoor Learning Center campus. Eight team members are currently working on putting the curriculum together for WWS. The students that will attend WWS are those that struggle with homework and do not have time for afterschool activities, struggle with getting rest at night and have difficulty maintaining meaningful connections with peers. WWS creates a positive environment by setting guidelines around known obstacles such as homework. They deal with issues like executive functional weaknesses, attentional issues, sensory integration problems, and nonverbal learning disabilities. WWS hopes to serve families who are at the end of the line and need a very small class size.

Matt Taffel, Middle School Director, also reiterated the team's excitement to service those students with specific needs who need extra support and a small learning environment. Much research has been done to create a physical

environment to tailor to the students' needs. If WWS is not the right school for them, WWS helps find the right placement. Their curriculum moves at the pace of the students so they don't struggle with feeling left behind.

Parents are responsible for transportation to the school, but will be linked to transportation companies that the school has a relationship with. Students plan to come from as far as Massachusetts and Maine, a traveling radius of about an hour away. If the student is a good fit, the parents are willing to do whatever it takes to get them to the school.

The WWS Admissions Director comes with 25-30 years of experience and connections. She helps get the word out about the school through speaking events and outreach through social media. WWS stands out because they embrace students with learning disabilities. In addition, the campus sits on 25 acres of land, so has a large outdoor space with four miles of connected trails that have 25 learning stations, allowing for outdoor classes. This is very beneficial to students with attentional difficulties and other issues.

The school's tuition is as low as it can be and there is also an abundance of financial aid resources for families in need. This is done on a case-by-case basis, but if the need were there, a student could attend on 100% scholarship.

Students stay enrolled at the school as long as the parents feel comfortable, but a transition will be made after ninth grade to another school. The goal in the future is to expand by building a high school on the property and eventually consider a boarding element when finances allow. Most students are on Individual Educational Plans (IEPs) if they attended a public school, but could also be on a 504 Plan and do not intend to seek approval to provide special ed services.

MOTION: Cindy Chagnon made the motion, seconded by Ann Lane, to approve the Windham Woods School Nonpublic School Approval.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

B. iPlatform

Dina Rabuck, NHDOE, Technical Support Specialist, Bureau of Educational Statistics - Data Management & Quality, demonstrated for the State Board how to navigate iPlatform and explained its functions in more detail. The driving forces of iPlatform are to satisfy the new ESSA reporting guidelines and allow for data transparency, access and provide service to the community.

A requirement of the Every Student Succeeds Act (ESSA) is to provide specific report cards to parents. iPlatform is the data transparency portal for all data managed by the department. It is made up of 4 tools – iReport, iExplore, iDefine and iDiscover. iDiscover is going to be a “frequently asked questions” (FAQ) section for surveying any data needs in the field. iDefine acts as the Data dictionary for all data elements collected by the department. iDiscover is currently in development while iDefine is live with minimal functionality and still a work in progress. As for iReport, the focus is on the actual school, district or state and it looks at data elements that contribute to the picture of the school. Dina explained that three years of data is a good number to find trends and there is no plan to backfill data prior to iReport’s implementation and noted that historical data is still available on the old portal which is still accessible. On iReport, domains such as student achievement, finance, college and career readiness, and academic growth can be examined for a given school, district or across the whole state.

Dina explained that iExplore allows for more complex data analysis. The focus of iExplore is to examine the data element across all schools rather than in one school. There are 16 data elements (*narrowed down from 106*) for example, cost per pupil, student achievement, % of Economically disadvantaged students and student/teacher ratios. Users can disaggregate by region, school approval level and she noted there is no subgrouping on iExplore yet. Queries can be sorted by school name or by using the map.

Chairman Cline suggested expanding the number of comparisons that can be made at one time to five. Dina also noted that there are analytics that will identify who is accessing the site and how frequently.

C. Perkins V: Strengthening Career and Technical Education for the 21st Century Act

Jeff Beard, Education Consultant, Bureau of Career Development, provided the State Board the following information in his presentation. Career and Technical Education (CTE) is a focused and sustained career preparation for learners. There are 25 regional CTE centers in New Hampshire, a small number of CTE centers are in Vermont with NH students, and 7 community colleges that receive Perkins V funding. This funding is designed to supplement local funding. The full Perkins V plan will go into effect in 2020. It will ensure programs are: of sufficient size, serve as many learners as possible; the scope meets the broad needs to prepare students for careers, and quality of the programs. In order to secure Perkins V funds, every four years New Hampshire's State Plan is developed from stakeholder input and is approved by the governor before it is submitted to the US Department of Education (USDOE).

Perkins V funds CTEs in New Hampshire with an allocation from the USDOE of about \$5 million dollars. It is meant to help students in poverty obtain the skills and knowledge needed for high-skilled and in-demand occupations. The funds help strengthen connections to industry, career advisement at the state level, promote transition from industry to career and technical education, as well as to develop the CTE programs, promote industry credentials, and expand work-based learning.

Local recipients of the funding as described above are assessed twice over the four years, so that their spending is directly tied to the results of the needs assessment. Special populations receive special consideration, such as gender nontraditional fields (*women pursuing automotive and construction, men pursuing cosmetology and healthcare*), single parents, out-of-work learners, youth-aged-out-of-foster care, and youth with parents on active-duty in the armed forces. While special populations are meant to promote equitable access, it might be worth assessing all populations to ensure one is not being overlooked.

Perkins V funds can pay for certain costs related to the development of CTE programs for high school students concurrently enrolled in community colleges. They can provide scholarships for entire programs, but cannot support students individually. Funds can also be used for program equipment purchases, expanding programs for high-demand skills and occupations, and upgrading

technology within the program. Students can also attend career academies after CTE programs to hone in on those skills they are looking to improve.

Perkins V funds allow for spending down to the fifth grade provided that career exploration and career development is done through an organized systematic framework. CTE professional development has now expanded to include career counselors, school counselors, teachers and administrators. Performance indicators include increasing graduation rates, proficiency, and related assessments. Student placement is important and includes postsecondary education or advanced training, military service, service programs, Peace Corps or employment. There are challenges with data collection, but the goal is to collect data post-graduation of a CTE program. Quality measures of CTE programs will be identified in the State Plan. Finding employment after the program is not a measure of quality of that program.

D. Charter Extension Request for Gate City Charter School for the Arts Renewal

Jane Waterhouse, NHDOE, Charter School Administrator, requested the State Board to approve an additional three-month extension of Gate City's charter in order to be better prepared when they give their charter renewal presentation at next month's meeting. They were not prepared for this meeting

due to extenuating circumstances which included school break and the passing of one of their students in a house fire.

MOTION: Ann Lane made the motion, seconded by Cindy Chagnon, to approve the extension of Gate City Charter School for the Arts charter for three months.

VOTE: The motion was approved by the State Board with a 4-1 vote with the Chairman abstaining.

AGENDA ITEM VII. LEGISLATIVE UPDATES

A. Final Proposal - School Year: Amend Ed 306.18(c) to Address High School Graduation Date

Amanda Phelps, NHDOE, Rules Administrator outlined the changes to the rule.

MOTION: Cindy Chagnon made a motion, seconded by Sally Griffin, that the State Board approves 306.18(c) relative to the high school graduation date in the school year rules.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

B. Final Proposal - Code of Conduct Requirement (Ed 505.08 and Ed 610.01)

Ms. Phelps explained that this will require all new applicants as well as all those renewing their credential or endorsement to acknowledge using a check box on the application that they have read the code of conduct. Only then are they able to submit their payment. It also requires all educator preparation programs in NH to include ethics training in their preparation courses. The updated application was provided to the State Board.

MOTION: Cindy Chagnon made a motion, seconded by Ann Lane, that the State Board approves Ed 505.08 and Ed 610.01 relative to the Code of Conduct requirements for licensure.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

C. Request to move Custodian of Records (Ed 502.03) Public Hearing to April 11, 2019

Ms. Phelps explained she was unable to receive the fiscal impact statement in time to address the issue and requests the Public Hearing be moved to April 11, 2019.

MOTION: Cindy Chagnon made a motion, seconded by Ann Lane, that the State Board holds a Public Hearing for this rule (Ed 502.03) on April 11, 2019.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

D. Update/clarification of non-public schools exemption from federal laws question from February's meeting

Ms. Phelps provided clarification that any school that receives federal funding must follow federal laws, they are not exempt.

AGENDA ITEM VIII. OPEN BOARD DISCUSSIONS

A. Learn Everywhere (LE) Ed 1400 Discussion

It was suggested that the stakeholder committee that developed the Code of Conduct be reconvened to hear feedback from the field and answer any language and implementation questions regarding LE. It was noted that the State Board would like to see more educators on the LE stakeholder committee.

It was also noted that Code of Ethics and Code of Conduct for NH educators have been printed and are now being distributed to the field. The Department has also issued a technical advisory on the codes.

The Department is in the process of collating all the input received from the Public Hearing regarding LE (Ed 1400). There will be a meeting next week with stakeholders to work towards drafting a final proposal which includes educators and special education professionals. Over the next month, this stakeholder group will meet and work to rewrite the proposal, which will be brought back in April to the State Board for more discussion.

It was noted the importance of finding common ground with those in the field to ensure that LE is a sustainable opportunity for students.

Points of discussion on LE included:

- Having local districts determine how many credits can come from LE programs. It was noted that in the past, districts rejected Virtual Learning Academy (VLACS) credits when they had the control.
- Local control allowing for diploma requirements beyond State requirements, with supplements to core high school courses being looked at carefully.
- Districts with limited budgets and smaller programs without Extended Learning Opportunity (ELO) coordinators may need more help.
- How educators might be more involved with LE programs as they have a responsibility to their students.

- The possibilities of students who struggle with core programs offered by the district or are economically disadvantaged participating in LE programs as core courses keeping them engaged in their public school, and having a system that works for students who learn differently.
- Having LE be accessible to the economically disadvantaged.

The State Board is scheduled to vote on the final proposal by May. It was also noted that there is an opportunity to request an extension.

It was noted that Senate Bill (SB) 140 passed unanimously and is moving on to the House of Representatives for their vote. SB 140 would allow only local school boards to determine whether to grant academic credit for alternative, extended learning, and work-based programs and puts into question the State Board of Education's authority to require districts to take LE credits.

AGENDA ITEM IX. OLD BUSINESS

There was no old business.

AGENDA ITEM X. NONPUBLIC SESSION

The State Board entered into nonpublic session at 2:03 PM and returned to public session at 4:05 PM.

MOTION: Chairman Cline made the motion, seconded by Ann Lane to move into nonpublic session in accordance with RSA 91-A:3, II(e).

VOTE: The motion was approved by roll call vote at 2:03 PM by State Board of Education members, Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline and Helen Honorow.

MOTION: Cindy Chagnon made the motion, seconded by Kate Cassady to leave nonpublic session and return to public session.

VOTE: The motion was approved by roll call vote at 4:05 PM by State Board of Education members, Sally Griffin, Kate Cassady, Cindy Chagnon, Drew Cline and Helen Honorow.

MOTION: Sally Griffin 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 roll call vote by State Board of Education members, Sally Griffin, Kate Cassady, Cindy Chagnon, Drew Cline and Helen Honorow.

AGENDA ITEM XIII. ADJOURNMENT

MOTION: Cindy Chagnon made the motion, seconded by Sally Griffin, to adjourn the meeting at 4:05 PM.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

Secretary

Notice Number 2019-43

Rule Number

Ed 507.05, Ed 612.31 and
Ed 612.36 through Ed
612.39

1. Agency Name & Address:

State Board of Education
c/o Department of Education
101 Pleasant Street
Concord, NH 03301

2. RSA Authority:

RSA 186:11, X(a); RSA
186:11, X(c)

3. Federal Authority:

4. Type of Action:

Adoption _____

Amendment _____

Repeal _____

Readoption _____

Readoption w/amendment X

5. Short Title: **Technology and Engineering Teacher and Educator Preparation Programs for Various Endorsements**

6. (a) Summary of what the rule says and of any proposed amendments:

Ed 507.05 on certification as a comprehensive technology education teacher is being readopted with amendment before expiration as a technology and engineering teacher in order to align the rule with current standards and practices in the field. Ed 507.05 is scheduled to expire 8-12-19 but is subject to extension pursuant to RSA 541-A:14-a.

Ed 612.31 on career and technical education programs is being readopted with amendment and renumbered as Ed 612.31 and Ed 612.36 through Ed 612.39 in order to separate each endorsement area into its own educator preparation program rule as follows:

Ed 612.31 Comprehensive Agricultural Education;
Ed 612.36 Technology and Engineering Program;
Ed 612.37 Comprehensive Marketing Education;
Ed 612.38 Comprehensive Business Education; and
Ed 612.39 Comprehensive Family and Consumer Science.

6. (b) Brief description of the groups affected:

School districts, students, licensed educators and institutes of higher education that offer this endorsement are affected by these rules.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

| Rule | Statute |
|-----------|------------------|
| Ed 507.05 | RSA 186:11, X(a) |
| Ed 612.31 | RSA 186:11, X(c) |
| Ed 612.36 | RSA 186:11, X(c) |
| Ed 612.37 | RSA 186:11, X(c) |
| Ed 612.38 | RSA 186:11, X(c) |
| Ed 612.39 | RSA 186:11, X(c) |

NN 2019-43 Continued

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name: **Amanda Phelps** Title: **Administrative Rules
Coordinator**

Address: **Department of Education** Phone #: **(603) 271-2718**
101 Pleasant Street Fax#: **(603) 271-4134**
Concord, NH 03301 E-mail: **amanda.phelps@doe.nh.gov**
TTY/TDD Access: Relay NH 1-800-735-2964
or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **April 18, 2019**

Fax E-mail Other format (specify):

9. Public hearing scheduled for:

Date and Time: **April 11, 2019 at 9:30 a.m.**

Place: **Department of Education, State Board Room, 101 Pleasant Street,
Concord, NH 03301**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 19:025, dated 3/07/19

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 outline the criteria for a credentialing process that is already in place and is funded by credentialing fees.

Readopt with amendment Ed 507.05, effective 8-12-11 (Document #9974), to read as follows:

Ed 507.05 ~~Comprehensive Technology~~ **and Engineering Education** Teacher.

(a) To be certified as a ~~comprehensive technology~~ **and engineering education** teacher a candidate shall:

~~(1) Meet the qualifications for certification as a career and technical education teacher as provided in Ed 507.02;~~

~~(2) Meet the requirements of (b) below;~~

~~(3) Have at least a bachelor's degree; and~~

~~(4) Qualify for certification under one of the alternatives in Ed 505.01 – Ed 505.05; and~~

(b) A candidate for certification as a ~~comprehensive technology~~ **and engineering education** teacher 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 curriculum and instruction, the candidate shall have the ability to plan and implement units, projects, and lessons based on ~~the technological~~ design process, including, but not limited to:

a. Defining a problem by brainstorming or other methods;

b. Researching and generating ideas;

c. Selecting an approach after:

1. Identifying the criteria to be applied;

2. Specifying any constraints; and

3. Exploring various possible approaches;

d. Developing a design proposal;

e. Making a model or prototype;

f. Testing and evaluating the design;

g. Refining the design;

h. Producing and marketing the product; and

i. Communicating the processes and results;

(2) In the area of process skills, the candidate shall have the ability to model, teach, and encourage the development of:

- a. Math and science skills;*
- ab. Time management skills;*
- bc. Oral, written, and technological communication skills;*
- cd. Problem solving strategies;*
- de. Persistence and entrepreneurship;*
- ef. Technological documentation; and*
- fg. Collaborative group process and leadership skills;*

(3) In the area of safety, the candidate shall demonstrate the ability to model, teach, and encourage safe and efficient habits in the application of tools, materials, and ~~machines~~ **technologies**;

(4) In the area of knowledge of content, the candidate shall demonstrate ~~knowledge of, ability to produce products for, and~~ **the ability to apply a design lessons about present and future technologies in 3 or more of the following areas and development process in one or more technologies listed below:**

- a. Medical technologies;
- b. Agricultural technologies;
- c. Biotechnologies;
- d. Energy and power technologies;
- e. Information and communications technologies;
- f. Transportation technologies;
- g. Manufacturing technologies;
- h. Construction technologies;
- i. ~~New~~ **Robotics** and ~~emerging~~ **automation** technologies; and
- j. ~~Engineering principles and design~~ **Emerging technologies**; and

(5) In the area of technology and society, the candidate shall have the ability to integrate information and lessons involving careers, history of technology and ethical practice.:

- a. *Careers;*
- b. *History of technology;*
- c. *Engineering design ethics;*
- d. *Emerging technologies; and*
- e. *Social and economic impacts.*

Readopt with amendment Ed 612.31, effective 12-17-04 (Document #8229), as amended effective 8-12-11 (Document #9974), and expired 12-17-12 in paragraphs (a), (b), and (g), as amended effective 12-21-12 (Document #10246), and as amended effective 8-16-16 (Document #11154), and renumber as Ed 612.31 and Ed 612.36 – Ed 612.39 to read as follows:

Ed 612.31 ~~Career and Technical Education~~**Comprehensive Agrucultural Education.**

~~(a) EXPIRED~~

~~— (b) EXPIRED~~

~~(c)~~ (e) The preparation program in comprehensive agricultural education **program** shall provide the teaching candidate with following skills, competencies, and knowledge **gained through a combination of academic and supervised practical experience as outlined in Ed 507.04(b)**:

~~(1) In the area of plant science:~~

~~a. Relating to plant systems, the ability to:~~

- ~~1. Demonstrate knowledge of the structure and function of plant parts and the physiological processes of plants;~~
- ~~2. Identify types, varieties, characteristics, and uses of agriculturally important plants grown in New Hampshire and the United States; and~~
- ~~3. Identify the components of soil, describe the physical and chemical properties of soils, and classify different types of soils;~~

~~b. Relating to industrial applications, the ability to:~~

- ~~1. Apply principles of plant growth and reproduction to the cultivation of horticultural plants;~~
- ~~2. Demonstrate the function and operation of businesses that supply goods and services to plant related enterprises;~~

~~3. Demonstrate knowledge of the process, marketing, and distribution of plant-related products; and~~

~~4. Demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economics and trade, including knowledge of:~~

~~(i) Productive capacity;~~

~~(ii) Production potential; and~~

~~(iii) Comparative advantage;~~

~~c. Relating to integrated pest management, the ability to use integrated pest management practices to control horticultural plant pests;~~

~~d. Relating to ethical issues, the ability to use approved procedures for propagating horticultural plants; and~~

~~e. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;~~

~~(2) In the area of animal science:~~

~~a. Relating to animal systems, the ability to:~~

~~1. Describe the characteristics and uses of various breeds and types of animals of major economic importance in the United States;~~

~~2. Demonstrate knowledge of major organs and organ systems and physiological processes of various animals;~~

~~3. Apply principles of genetics to selected breeding of animals; and~~

~~4. Apply knowledge of natural and artificial breeding practices;~~

~~b. Relating to safe handling and management of animals, the ability to:~~

~~1. Demonstrate knowledge of general animal management procedures, including, but not limited to knowledge concerning:~~

~~(i) Immunization;~~

~~(ii) Taking vital signs;~~

~~(iii) Restraining;~~

~~(iv) Medicating; and~~

~~(v) Common surgical procedures; and~~

~~2. Identify signs, symptoms, and effects of common animal diseases, disorders, parasites, and nutritional deficiencies;~~

~~e. Relating to ethical issues, the ability to demonstrate how contemporary issues including but not limited to ethics and waste management affect the principles of genetics, breeding selection, nutrition, and care of animals for use in production, companionship and recreation;~~

~~d. Relating to animal industries, the ability to:~~

~~1. Analyze trends in the consumption of animal products in New Hampshire and the United States and health issues related to the consumption of animal products;~~

~~2. Apply the principles of the care and health of animals for use in production and recreation; and~~

~~3. Demonstrate knowledge of diversity of agriculture, agricultural production and its cultural impact on world economies and trade, including knowledge of productive capacity, production potential, and comparative advantage; and~~

~~e. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;~~

~~(3) In the area of natural resources:~~

~~a. Relating to ecological principles and concepts, the ability to:~~

~~1. Apply basic knowledge of environmental systems and cycles; and~~

~~2. Apply the principles and practices of ecology and conservation in the areas of air, water, land, and wildlife flora and fauna;~~

~~b. Relating to ethical issues, the ability to demonstrate the relationship among natural resources, the environment, and society;~~

~~c. Relating to industrial applications, the ability to:~~

~~1. Demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economies and trade, including, but not limited to, knowledge of:~~

~~(i) Productive capacity;~~

~~(ii) Production potential; and~~

~~(iii) Comparative advantage;~~

~~2. Apply knowledge of land use for best management practices for community planning;~~

~~3. Demonstrate the role of forest and agricultural management in protecting habitats and species; and~~

~~4. Apply the basic principles and methods of agricultural recreation management in the areas of forest, fish, and wildlife; and~~

~~d. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;~~

~~(4) In the area of agricultural mechanization:~~

~~a. Relating to the principles of agricultural mechanization, the ability to:~~

~~1. Apply principles and practices of mechanical systems including fluid, electrical, and fuel powered units;~~

~~2. Demonstrate knowledge of surveying practices and measuring equipment in agricultural applications;~~

~~3. Apply knowledge of structures to agricultural applications; and~~

~~4. Apply skills in repairing and maintaining agricultural machinery and structures;~~

~~b. Relating to safety, the ability to:~~

~~1. Identify and use personal safety equipment and identify hazards and safety needs in the home and workplace; and~~

~~2. Demonstrate knowledge of the safe and proper operation of agricultural tools, machinery, and equipment;~~

~~c. Relating to industrial application, the ability to demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economics and trade, including, but not limited to, knowledge of:~~

~~1. Productive capacity;~~

~~2. Production potential; and~~

~~3. Comparative advantage; and~~

~~d. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;~~

~~(5) In the area of principles of and business management in the agricultural industries:~~

~~a. Relating to agencies and laws, the ability to:~~

- ~~1. Analyze economic policies and their influence on agriculture; and~~
- ~~2. Apply basic knowledge of United States Department of Agriculture and other regulations and procedures for processing, grading, storing, and marketing agricultural products;~~
- ~~b. Relating to agriculture in New Hampshire, the ability to demonstrate knowledge of the agricultural industry in New Hampshire;~~
- ~~c. Relating to pricing and sales, the ability to:~~
 - ~~1. Apply principles of marketing and economics in agricultural business operations;~~
 - ~~2. Apply strategies for effective sales and service in agricultural applications; and~~
 - ~~3. Apply entrepreneurship principles to the development and operation of an agricultural business;~~
- ~~d. Relating to global trends, the ability to recognize the impact of world markets on United States and New Hampshire agriculture; and~~
- ~~e. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry; and~~
- ~~(6) In the area of personal growth and career awareness development in agricultural education, the ability to demonstrate knowledge of the:~~
 - ~~a. Unique leadership, personal growth, and career success through the structure of an organization for students of agricultural education, including but not limited to the National Future Farmers of America Organizations' activities;~~
 - ~~b. Principles and practices of community based organizations, including but not limited to Farm Bureau, 4 H, humane societies, Cooperative Extension, Chambers of Commerce, and Rotary Clubs; and~~
 - ~~e. Basic principles and practices of career planning and exploration.~~

Ed 612.36 Technology and Engineering Program.

~~—(d) The preparation program in comprehensive technology *and engineering program* education shall provide the teaching candidate with the following skills, competencies, and knowledge *gained through a combination of academic and supervised practical experience as outlined in Ed 507.05(b)*:~~

~~(1) In the area of curriculum and instruction, the candidate shall have the ability to plan and implement units, projects, and lessons based on the technological design process, including, but not limited to:~~

- ~~a. Defining a problem by brainstorming or other methods;~~
- ~~b. Researching and generating ideas;~~
- ~~c. Selecting an approach after:
 - ~~1. Identifying the criteria to be applied;~~
 - ~~2. Specifying any constraints; and~~
 - ~~3. Exploring various possible approaches;~~~~
- ~~d. Developing a design proposal;~~
- ~~e. Making a model or prototype;~~
- ~~f. Testing and evaluating the design;~~
- ~~g. Refining the design;~~
- ~~h. Producing and marketing the product; and~~
- ~~i. Communicating the processes and results;~~

~~(2) In the area of process skills, the candidate shall have the ability to model, teach, and encourage the development of:~~

- ~~a. Time management skills;~~
- ~~b. Oral, written, and technological communication skills;~~
- ~~c. Problem solving strategies;~~
- ~~d. Persistence and entrepreneurship;~~
- ~~e. Technological documentation; and~~
- ~~f. Collaborative group process and leadership skills;~~

~~(3) In the area of safety, the candidate shall demonstrate the ability to model, teach, and encourage safe and efficient habits in the application of tools, materials, and machines;~~

~~(4) In the area of knowledge of content, the candidate shall demonstrate knowledge of, ability to produce products for, and ability to design lessons about present and future technologies in 3 or more of the following areas:~~

- ~~a. Medical technologies;~~
- ~~b. Agricultural technologies;~~

- ~~e. Biotechnologies;~~
- ~~d. Energy and power technologies;~~
- ~~e. Information and communications technologies;~~
- ~~f. Transportation technologies;~~
- ~~g. Manufacturing technologies;~~
- ~~h. Construction technologies;~~
- ~~i. New and emerging technologies; and~~
- ~~j. Engineering principles and design; and~~

~~(5) In the area of technology and society, the candidate shall have the ability to integrate information and lessons involving careers, history of technology and ethical practice.~~

Ed 612.37 **Comprehensive Marketing Education.**

~~(e) The preparation program in comprehensive marketing education *program* shall provide the teaching candidate with following skills, competencies, and knowledge *gained through a combination of academic and supervised practical experience as outlined in Ed 507.48(b):*~~

~~(1) In the area of integration of standards, the ability to:~~

- ~~a. Integrate the New Hampshire academic content standards and the New Hampshire marketing education career field content standards in lesson planning and course of study development; and~~
- ~~b. Create, deliver, and assess multiple lessons integrating academic and marketing content standards;~~

~~(2) In the area of strategizing and planning marketing activities and support functions, the ability to:~~

- ~~a. Demonstrate strategic management skills, describe key marketing concepts, develop marketing plans for various types of businesses and assess identified return on marketing investment (ROMI);~~
- ~~b. Understand how to staff a marketing department, use organizational and management skills, and implement time management and project management skills;~~
- ~~c. Use business systems, set and monitor budgets, estimate project costs, manage financial resources, and analyze vendor performance;~~
- ~~d. Prepare research findings and reports and evaluate marketing research procedures and findings to assess the validity of data; and~~

~~e. Use marketing information to predict and analyze customer behavior, facilitate product and service management decisions, and assess marketing communications activities;~~

~~(3) In the area of the four Ps of marketing, which are place, price, product and service management, and promotion, the ability to:~~

~~a. Use information literacy skills and basic technology skills for a variety of business operations, including, but not limited to:~~

~~1. Internet;~~

~~2. Blogs;~~

~~3. Operating systems;~~

~~4. Search engine marketing;~~

~~5. Pay per click operations;~~

~~6. E-mail;~~

~~7. Personal information management and productivity;~~

~~8. Word processing;~~

~~9. Presentation software;~~

~~10. Spreadsheet;~~

~~11. Website construction, design, and development as a marketing tool;~~

~~12. Social media; and~~

~~13. Databases;~~

~~b. Use information technology tools to:~~

~~1. Manage and perform work;~~

~~2. Collect information to guide decision making; and~~

~~3. Identify needs for hardware and software;~~

~~c. Describe all aspects of pricing and employ and assess pricing strategies for products and services;~~

~~d. Explain the product and service management function, including in-depth knowledge of this function as it relates to marketing communications;~~

~~e. Generate product and marketing communications ideas for business success, evaluate the effectiveness of the marketing communications mix and employ product and service mix strategies;~~

~~f. Position products, service, and a company to create a business image;~~

~~g. Assess product packaging to improve its function and brand recognition;~~

~~h. Evaluate long term and short term results of promotional messages and use metrics to measure effectiveness of marketing communications;~~

~~i. Perform the following functions relating to sales:~~

~~1. Describe sales activities;~~

~~2. Acquire product knowledge;~~

~~3. Differentiate between consumer and business behavior;~~

~~4. Explain and employ sales processes and techniques;~~

~~6. Qualify customers;~~

~~7. Conduct pre-visit research; and~~

~~8. Perform pre-sales activities and prospects for customers; and~~

~~j. Understand management of channel activities and develop and assess channel management strategies;~~

~~(4) In the area of interpersonal and communications skills when doing business with external and internal marketing customers, the ability to:~~

~~a. Demonstrate teamwork, problem solving and leadership skills;~~

~~b. Use communication skills to foster open, honest communication and positive interactions with clients and to influence others in marketing environments;~~

~~c. Read to acquire meaning, listen actively, and use verbal skills to obtain and convey information, prepare written reports, and write internal and external business correspondence;~~

~~d. Communicate with employees, coworkers and supervisors and interact with customers in a manner that:~~

~~1. Enhances and reinforces the company image;~~

~~2. Fosters positive relationships with customers; and~~

- ~~3. Appropriately resolves conflicts; and~~
- ~~e. Teach self-development and professional career skills, including:~~
 - ~~1. Critical thinking;~~
 - ~~2. Career planning and advancement; and~~
 - ~~3. Job-seeking for marketing careers;~~
- ~~(5) In the area of general business administrative and management skills, the ability to:~~
 - ~~a. Demonstrate these skills in the following areas:~~
 - ~~1. Business law;~~
 - ~~2. Financial management;~~
 - ~~3. Personal finance;~~
 - ~~4. E-marketing and e-commerce;~~
 - ~~5. Consumer education;~~
 - ~~6. Entrepreneurship; and~~
 - ~~7. Business economics, math, and English;~~
 - ~~b. Assess management and operations functions and their applications in creating effective businesses;~~
 - ~~c. Describe the process for opening an entrepreneurial venture;~~
 - ~~d. Analyze financial data and use it in small business planning and to make informed decisions;~~
 - ~~e. Describe how businesses are organized and evaluate business systems and their role in success;~~
 - ~~f. Understand ethical business practices and their role in creating effective businesses;~~
 - ~~g. Describe business laws and regulations and their impact on businesses;~~
 - ~~h. Demonstrate the ability to use mathematics and technology to solve business problems and communicate results;~~
 - ~~i. Demonstrate an understanding of human resources policy and its impact on business;~~
 - ~~j. Demonstrate issues involved in operating multi-national enterprises;~~

- ~~k. Use oral and written communication skills in a variety of business situations;~~
- ~~l. Interpret data using statistical processes and use economic concepts in making decisions;~~
- ~~m. Understand and describe the legal rules associated with local, state, and national consumer protection, sales and advertising; and~~
- ~~n. Understand and describe the political and economic background, business incentives, risks and motivation, basic business activities, and associated business challenges involved with international trade.~~

Ed 612.38 **Comprehensive Business Education.**

~~—(f) The preparation program in comprehensive business education **program** shall provide the teaching candidate with following skills, competencies, and knowledge **gained through a combination of academic and supervised practical experience as outlined in Ed 507.49(b):**~~

~~(1) In the area of accounting:~~

- ~~a. Knowledge of and ability to apply accounting principles and practices;~~
- ~~b. Knowledge of the various steps of the accounting cycle for a proprietorship, partnership, and corporation;~~
- ~~c. Knowledge of and ability to apply assets, liabilities, and owner's equity according to generally accepted accounting principles;~~
- ~~d. Knowledge of and ability to apply accounting principles as they apply to ownership, payroll, income taxation, and managerial systems;~~
- ~~e. Ability to prepare, interpret, and analyze financial statements using manual and computerized systems;~~
- ~~f. Ability to apply:~~

~~1. Components of the accounting cycle, including:~~

- ~~_____ (i) Analysis of source documents;~~
- ~~_____ (ii) Procedures for journalizing and posting transactions to ledgers;~~
- ~~_____ (iii) Creating financial statements; and~~
- ~~_____ (iv) Closing entries; and~~

~~2. User manual accounting and financial software applications; and~~

~~g. Knowledge of and ability to apply legal and ethical principles pertaining to accounting;~~

~~(2) In the area of management and administration:~~

~~a. Knowledge of the importance of the basic tenets of management theories in the successful operation of an organization;~~

~~b. Knowledge of various organizational structures and the advantages and disadvantages of each;~~

~~c. Knowledge of the role of organized labor and its influences on government and business;~~

~~d. Knowledge of and ability to apply generally accepted operations management principles and procedures in order to be able to design an operations plan;~~

~~e. Knowledge of and ability to apply principles and methods of decision-making and mathematical operations leading to quantitative and qualitative analysis;~~

~~f. Knowledge of the differentiation between ethical and legal issues related to social responsibility and business management;~~

~~g. Knowledge of the various management functions and their interrelationships; and~~

~~h. Knowledge of and ability to apply legal and ethical principles pertaining to management and administration;~~

~~(3) In the area of business communications:~~

~~a. Knowledge of ability to apply the concepts and methods of business communication including verbal and nonverbal communication;~~

~~b. Knowledge of and ability to apply the methods of business communication and business technology to develop and deliver effective communication skills;~~

~~c. Knowledge of the importance of so-called soft skills, such as character development and acceptable attitudes, in professional and personal settings;~~

~~d. Knowledge of the social and human relations skills needed to work effectively in a professional environment;~~

~~e. Knowledge of the cultural and global differences as they relate to interpersonal business relationships; and~~

~~f. Knowledge of and ability to apply legal and ethical principles pertaining to business communications;~~

~~(4) In the area of business law:~~

~~a. Knowledge of and ability to apply knowledge relating to:~~

- ~~1. The relationship between ethics and the law;~~
- ~~2. The sources of the law;~~
- ~~3. The structure of the court system;~~
- ~~4. The different classifications of procedural law; and~~
- ~~5. The different classifications of substantive law;~~

~~b. Knowledge of the relationships among contract law, law of sales, and consumer law;~~

~~c. Knowledge of the role and importance of agency law and employment law and ability to apply such laws as they relate to the conduct of business in the national and international marketplaces;~~

~~d. Knowledge of and ability to apply legal rules that apply to personal property and real property;~~

~~e. Knowledge of and ability to apply advancements in computer technology and how they affect areas such as property law, contract law, criminal law, international law, intellectual law, and substantive law relevant to business areas and knowledge of other legal issues that affect business; and~~

~~f. Knowledge of and ability to apply legal and ethical principles pertaining to business law;~~

~~(5) In the area of entrepreneurship:~~

~~a. Knowledge of the unique characteristics of entrepreneurship;~~

~~b. Knowledge of and ability to apply the financial concepts and tools needed by the entrepreneur in making business decisions;~~

~~c. Ability to develop a business and management plan needed to make business decisions;~~

~~d. Knowledge of the different forms of management and ownership within an industry; and~~

~~e. Knowledge of and ability to apply legal and ethical principles pertaining to entrepreneurship;~~

~~(6) In the area of financial literacy:~~

~~a. Knowledge of and ability to apply the concepts of personal finance in order to make sound financial decisions;~~

~~b. Knowledge of the different consumer agencies that address consumer issues and concerns;~~

~~c. Knowledge of and ability to apply problem solving skills to consumer economic principles relating to the following consumer purchases, including, but not limited to:~~

~~1. Auto, health, and life insurance;~~

~~2. Food;~~

~~3. Clothing; and~~

~~4. Recreation;~~

~~d. Knowledge of and ability to apply financial decision making in the areas of taxes, budgeting, and investing, including, but not limited to, the following investments:~~

~~1. Stock market;~~

~~2. Precious metals;~~

~~3. Jewelry; and~~

~~4. Collectibles;~~

~~e. Knowledge of debit and credit options offered by financial institutions;~~

~~f. Ability to prepare, balance, and evaluate a spending or savings plan; and~~

~~g. Knowledge of and ability to apply legal and ethical principles pertaining to financial literacy;~~

~~(7) In the area of finance and economic systems:~~

~~_____ a. Knowledge of the features of different economic systems;~~

~~_____ b. Knowledge of the major features of the United States economy;~~

~~_____ c. Knowledge of the role of exchange and money in an economic system;~~

~~_____ d. Knowledge of the role of government in an economic system, especially the role of government in the United States economy;~~

~~_____ e. Knowledge of the role of international trade and investment and international monetary relations in the global economy;~~

~~_____ f. Knowledge of and ability to apply basic economic principles as they relate to microeconomic and macroeconomic theories and principles; and~~

~~g. Knowledge of and ability to apply legal and ethical principles pertaining to finance and economic systems;~~

~~(8) In the area of international business:~~

~~a. Knowledge of why societies develop economic systems;~~

~~b. Knowledge of and ability to apply principles of different economic systems and philosophies and to recognize how differences in culture, language, values and social behavior affect the ethical conduct of business across domestic and international borders;~~

~~c. Knowledge of international business as it relates to ethics, finance, management, marketing, import and export trade concepts, communication and culture, and the environment;~~

~~d. Ability to analyze the effect of interdependence on economic activity;~~

~~e. Knowledge of the different types of competitive structures and ability to illustrate the role of competitive markets in the United States and other economies;~~

~~f. Knowledge of the importance of economic relationships among nations; and~~

~~g. Knowledge of and ability to apply legal and ethical principles pertaining to international business;~~

~~(9) In the area of information systems and technology applications:~~

~~a. Knowledge of the development and impact of information technology and telecommunications on business and society;~~

~~b. Ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve personal quality of life;~~

~~c. Knowledge of and ability to apply learning principles as they relate to skill development when learning software applications;~~

~~d. Knowledge of and ability to apply technology in communicating, collaborating, conducting research, and solving problems; and~~

~~e. Knowledge of and ability to apply the legal and ethical principles pertaining to information systems and technology applications; and~~

~~(10) In the area of marketing:~~

~~a. Ability to recognize the customer oriented nature of marketing and to analyze the effect of marketing activities on the individual, business, and society;~~

~~b. Ability to analyze the elements of a marketing mix, their interrelationships, and how they are used in the marketing process;~~

~~c. Ability to conduct, prepare, and analyze marketing research in decision making; and~~

~~d. Knowledge of and ability to apply concepts in developing marketing plans for various types of businesses.~~

Ed 612.39 **Comprehensive Family and Consumer Science.**

~~(g) The preparation program in comprehensive family and consumer science education program shall provide the teaching candidate with:~~

~~(1) Skills, competencies, and knowledge gained through a combination of academic and supervised practical experience in the following areas as outlined in Ed 507.50(b):~~

~~a. In the area of human development, early childhood, and parenting the preparation program shall provide the candidate with the ability to:~~

~~1. Analyze principles of human growth and development throughout the lifespan;~~

~~2. Analyze and evaluate roles and responsibilities of parenting and parenting practices;~~

~~3. Identify strategies that promote growth and development over an individual's life span;~~

~~4. Identify external support systems that provide services for parents;~~

~~5. Identify career paths within the fields of human services and early childhood education;~~

~~6. Integrate curriculum and instruction to meet children's developmental needs and interests;~~

~~7. Create a safe and healthy learning environment and collaborative relationships with or for children;~~

~~8. Demonstrate knowledge of professional standards and practices related to working with children and families; and~~

~~9. Demonstrate knowledge of and appreciation for diverse perspectives, needs, and characteristics of individuals and families;~~

~~b. In the area of family and interpersonal relationships the preparation program shall provide the candidate with the ability to:~~

~~1. Identify external community resources that provide services to parents and families;~~

- ~~2. Comprehend and apply knowledge of the development of interpersonal relationships;~~
- ~~3. Comprehend and utilize principles of social resources management;~~
- ~~4. Demonstrate understanding of cross-cultural communication styles; and~~
- ~~5. Demonstrate knowledge of families' needs and priorities throughout the life cycle;~~

~~e. In the area of consumer education and resource management the preparation program shall provide the candidate with the ability to:~~

- ~~1. Identify essential family and individual needs for food, clothing, shelter, and nurture and how families meet those essential needs in different ways;~~
- ~~2. Describe how the resources of time, energy, skill, and money are used to fulfill needs;~~
- ~~3. Describe effective consumer practices and personal resource management strategies;~~
- ~~4. Evaluate the effect of consumer practices on the environment; and~~
- ~~5. Analyze technologies available to families and evaluate their effect on family function; and~~

~~d. In the area of nutrition, food preparation, and wellness the preparation program shall provide the candidate with the ability to:~~

- ~~1. Identify the factors that influence nutrition and wellness practices over an individual's lifespan;~~
- ~~2. Identify the nutritional needs of individuals and families at all different ages;~~
- ~~3. Identify the impact of science and technology on nutrition, food composition, and preparation safety;~~
- ~~4. Demonstrate knowledge of food safety and sanitation procedures within a foods lab setting; and~~
- ~~5. Acquire, prepare, and use foods to meet nutritional needs of individuals and families at all different ages; and~~

~~(2) Skills, competencies, and knowledge gained through a combination of academic and supervised practical experience in either of the following areas:~~

~~a. In the area of housing, interiors, textiles, and apparel management and design the preparation program shall provide the candidate with the ability to:~~

- ~~1. Identify the properties, characteristics, and uses of fibers and textiles;~~
 - ~~2. Identify career opportunities in textiles, apparel, fashion, housing, and interiors industries;~~
 - ~~3. Identify financial and legal aspects and industry standards impacted by local, state, and national housing policy issues;~~
 - ~~4. Assess apparel decisions in terms of value, function, design, and appearance;~~
 - ~~5. Apply elements and principles of design in the selection of textile and apparel products;~~
 - ~~6. Define basic skills needed to produce, alter, and repair textiles products and apparel;~~
 - ~~7. Evaluate fibers, design concepts, and construction techniques in textile products;~~
 - ~~8. Demonstrate evidence of skills and knowledge to teach students about safety of equipment used to produce, alter, and repair products and apparel within a lab setting;~~
 - ~~9. Demonstrate knowledge related to decisions involving space allocations, space planning, and technological influences on housing and its environment; and~~
 - ~~10. Compare architectural styles, furniture designs, and floor plans; or~~
- ~~b. In the area of hospitality, tourism, and facilities the preparation program shall provide the candidate with the ability to:~~
- ~~1. Explore the career opportunities in the hospitality and tourism industry;~~
 - ~~2. Apply the concepts of service to meet customer expectations;~~
 - ~~3. Identify organizational skills related to the management of functions, programs, events and travel;~~
 - ~~4. Demonstrate knowledge of housekeeping standards and procedures; and~~

~~5. Demonstrate knowledge of procedures and standards applied to safety, security, housekeeping and environmental issues.~~

Appendix I

| Rule | Statute |
|-------------|------------------|
| Ed 507.05 | RSA 186:11, X(a) |
| Ed 612.31 | RSA 186:11, X(c) |
| Ed 612.36 | RSA 186:11, X(c) |
| Ed 612.37 | RSA 186:11, X(c) |
| Ed 612.38 | RSA 186:11, X(c) |
| Ed 612.39 | RSA 186:11, X(c) |

Notice Number 2019-42

Rule Number Ed 502.03

| | |
|--|---|
| <p>1. Agency Name & Address:</p> <p>State Board of Education c/o NH Department of Education 101 Pleasant Street Concord, NH 03301</p> | <p>2. RSA Authority: <u>RSA 186:11, X(a)</u></p> <p>3. Federal Authority: _____</p> <p>4. Type of Action:</p> <p>Adoption _____</p> <p>Amendment _____</p> <p>Repeal _____</p> <p>Readoption _____</p> <p>Readoption w/amendment <u> x </u></p> |
|--|---|

5. Short Title: **Custodian of Records**

6. (a) Summary of what the rule says and of any proposed amendments:

Ed 502.03 addresses the requirements for retaining records pertaining to educator credentials and is being readopted with amendment to include a timeline for keeping records that are no longer valid. The proposal also adds a requirement to keep any applications that result in a denial for a period of 50 years or until the Department is notified that the applicant is deceased.

6. (b) Brief description of the groups affected:

The bureau of credentialing and credentialed educators are affected by this rule.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

| Rule | Statute |
|-----------|------------------|
| Ed 502.03 | RSA 186:11, X(a) |

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

| | |
|---|--|
| Name: Amanda Phelps | Title: Administrative Rules Coordinator |
| Address: Department of Education 101 Pleasant Street Concord, NH 03301 | Phone #: (603) 271-2718 |
| | Fax#: (603) 271-3830 |
| | E-mail: amanda.phelps@doe.nh.gov |
| | TTY/TDD Access: Relay NH 1-800-735-2964 or dial 711 (in NH) |

NN 2019-42 Continued

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **April 18, 2019**

 Fax E-mail Other format (specify):

9. Public hearing scheduled for:

Date and Time: **April 11, 2019 at 10:00 a.m.**

Place: **Department of Education, State Board Room, 101 Pleasant Street,
Concord, NH 03301**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 19:006, dated 1/29/19

- 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 this proposed rule to the state. This rule clarifies a process that is already in place regarding record keeping.

Readopt with amendment Ed 502.03, effective 3-27-14 (Document #10558), to read as follows:

Ed 502.03 Custodian of Records.

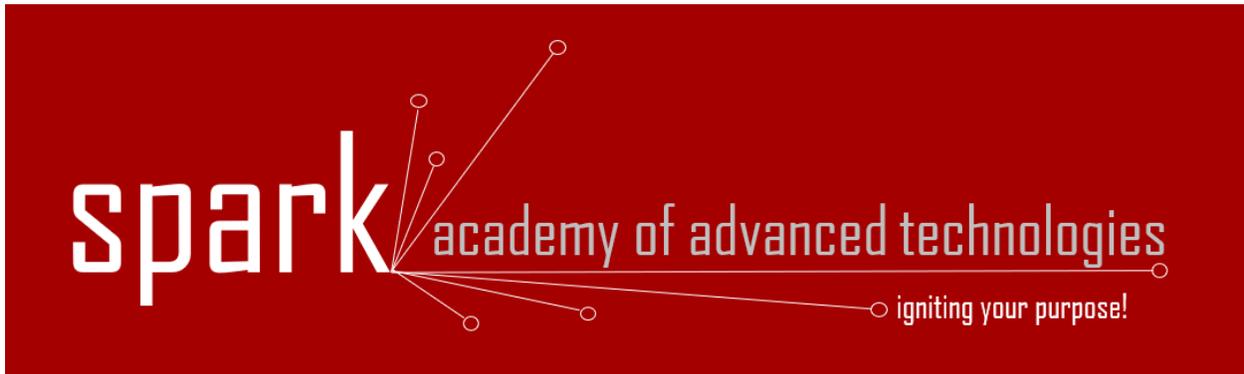
(a) All records regarding *state board issued* ~~educators or educational personnel~~ credentials shall be maintained by the bureau while the credential is valid.

(b) ~~Educator or educational personnel records~~ *State board issued credentials* which are no longer valid shall be maintained by the bureau *for a period of 50 years or until the bureau is notified that the credential holder is deceased.*

(c) *If an application for a state board issued credential is denied pursuant to Ed 512.01(a), the bureau shall maintain a record of the application and reason for denial for a period of 50 years or until the bureau is notified that the applicant is deceased.*

Appendix I

| Rule | Statute |
|-------------|------------------|
| Ed 502.03 | RSA 186:11, X(a) |



Chartered Public School

Charter School Application

Submitted To: New Hampshire Department of Education

Submitted By: The Founders Academy Foundation

Initial Date Submitted: November 7, 2018

Date Resubmitted: March 26, 2019

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| (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 | NA |
| (bb) A plan for the education of the school's pupils after the charter school may cease operation | 43 |
| (cc) In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract | NA |
| (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 | 43 |
| Appendix A-Level One Sample Unit Plans for Humanities and Physical Science Syllabus for Intro to Engineering Design and Syllabus for Robotic Design | See Attached |
| Appendix B-Five-Year Budget Plan | See Attached |
| Appendix C-Letters of Support | See Attached |

Contact Information:

Organization: The Founders Academy Foundation

Contact Name: Sarah M. Shakour Carter

Phone: (603)721-6022

Email: saffronandclove@gmail.com

Mailing Address: 5 Perimeter Rd. Manchester, NH 03103

(A) Mission and Vision

Mission: To empower our students with opportunities to master technical skills, both practical and theoretical, in the context of a high school and early college program that emphasizes the dignity and value of work. Students will discover an appreciation for the power of the sciences combined with an understanding of the humanities. They will develop into innovative problem-solvers ready to enter the technical careers of their choice upon graduation or through further study.

Vision: To provide our students with a high school and early college education based on problem-solving, real-world experience, and a sound work ethic. They will cultivate their skills, ingenuity, and character, ready to challenge the future with confidence, courage, and curiosity.

(B) Governance, Organizational Structure, and Plan

Ability to Submit Application

In accordance with provision to RSA 194-B:3, V, the application to establish Spark Academy of Advanced Technologies has been submitted by a non-profit organization, the Founders Academy Foundation.

Board of Trustees

In accordance with *RSA 194-B:5*, Spark Academy will be governed by a Board of Trustees that has general supervisory control and authority over operations of the charter school. The initial Board of Trustees will be appointed by members of the sponsoring entity, *The Founders Academy Foundation*. All additional trustees will be selected by a majority Board member vote. Board members will be trained on governance, operations, and compliance procedures outlined by The National Charter School Resource Center. Day-to-day administration of the school will be the responsibility of the Executive Director. Trustee selection by a majority Board member vote will be based on personal and professional background and a commitment to the school's mission, support, and sustainability. Trustees shall represent a diversity of stakeholders and contributors. Experience in Business Management, Finance, Fundraising, Education, or Law/ Legal work is recommended.

The Board of Trustees shall maintain up to a nine (9) member board. The greater of 25% of these Board members will be from the Spark Academy parental population. The Parent Support Committee will nominate and submit parental Board member options to the existing Board of Trustees for a majority vote selection. The Board may also establish *ex officio* board members and/or advisors who will be non-voting members of the Board.

Board of Trustees Members (pending approval):

- Dr. Susan Huard-President of Manchester Community College
- Katie McQuaid Cote-Columnist at *The Union Leader*
- Gary Thomas-President of North Point Construction Management
- Patricia Humphrey-Founder of the New Hampshire Center for Innovative Schools and founder of the Academy of Science and Design in Nashua, NH
- Aileen Clay- Director of Student Life at Manchester Community College

Board Purpose:

The purpose of the Board of Trustees is to nurture the school through oversight of the school's mission and to maintain a forward-looking vision. It will ensure the school's ongoing ability to adapt and grow to meet the needs of its current and future students. Those seeking membership on the Board should do so intending to be active participants in service to the school's mission to its students. A knowledgeable Board is an asset to every entity. The Board of Trustees shall use available resources regarding board conduct, non-profit board laws, charter school law, and other Board responsibilities. The training may be provided by variety of sources including online resources, legal counsel, or professional workshops. The information will be shared with new Board members after they are seated.

Board Duties:

Membership/Appointments:

- Reviewing and approving significant contracts, e.g., for facilities and benefits programs;
- Appointing members to committees;
- Designating the Executive Committee through the election of officers;
- Selecting the Executive Director;
- Establishing standing committees that may include finance, curriculum development, personnel, marketing, fundraising, and Board sub-committee recruitment.

Meetings:

- Meeting six times with school leadership to follow the prepared agenda. The first year will require additional meetings.
- Conducting on-site meetings of the Chair, Vice-Chair, the Executive Director and the Advisory Board to discuss school status and set the agenda for upcoming Board meetings;
- Organizing an annual on-site visit to the school emulating the state's charter renewal visit;
- Scheduling additional Board meetings for significant matters as needed; Following state legal requirements for 24-hour prior notification;
- Ensuring consistent training, attendance, and involvement on the part of Board members;

- Conducting the annual meeting in May to approve the next year’s budget and review policy;
- Overseeing its annual performance review of the Executive Director;
- Authorizing any public statements and spokespersons (Board Chair or Executive Director) relative to Board discussion, positions and decisions.

Policy:

- Establishing school legal requirements prior to the opening the school and reviewing policies annually or upon the request of the Executive Director. The Board of Trustees will adopt all required policies and follow RSA 193-A. Please see the required policies below:
 1. Records Retention pursuant to RSA 189:29-a
 2. Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.
 3. Sexual Harassment, as detailed in ED 303.02 (j) and (k).
 4. Pupil Safety and Violence Protection, pursuant to RSA 193-F
 5. Limited Uses of Child Restraint Practices, pursuant to RSA 126-U
 6. Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.
- Conforming to NH’s Right to Know Law

Finance:

- Forming the accounting and finance policy;
- Authorizing and receiving annual finance audits or reviews;
- Developing an annual financial timeline for the school, including budget development, internal financial reports, and financial reports to the state.

Community Outreach:

- Acquiring the knowledge of the total school experience needed to represent the school well to the greater community, thus providing the foundation for versatile community relations and school publicity;
- Creating a systematic fundraising plan and disseminating information to attract potential students.

Oversight/Regulatory:

- Complying with all state and federal requirements relative to oversight, legal requirements, and reporting.
- Creating a school structure that creates a safe environment for students on MCC’s campus.

Advisory Board: The Board of Trustees will form an Advisory Board for Spark Academy. The Advisory Board will be comprised of community leaders, business owners, and parents who will actively promote and assist the school through raising funds and strategically advising the Board of Trustees.

Executive Director

Duties of the Executive Director will include but are not limited to:

- Communication with the Board, department heads, teachers, students, parents, districts, and the public
- Staff management
- Curriculum development
- Disciplinary issues and school culture
- Human resources
- Professional development
- Operational management
- School safety
- Coordination with sending districts
- Implementation of day-to-day operations and procedures
- Presentation of reports to the Board at each official meeting including a review of all aspects of school operations and financial dashboard prepared by the business manager
- Presentation to the Board annual performance reviews of all faculty and staff.
- Relations with the NH DOE and NHBOE

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

The terms of trustees will be staggered to profit from experienced, veteran board members while also welcoming a diversity of opinion and fresh perspectives that new members may offer. Trustees will be appointed for one, two, or three-year terms to establish initial staggered terms and enhance governance stability. The Board may appoint a trustee to fill a vacancy, but that Board member will only be allowed to serve until the original date expires. Board members may serve consecutive terms if voted by a Board majority.

The Board of Trustees, will select and appoint future trustees by majority Board vote, define future board terms, and vote policies for board governance. In conducting business, the Board will follow the New Hampshire Right to Know Law, *RSA 91-A*. For purposes of lawful meetings, official decisions will be made by a majority Board member vote. Records and meeting minutes will be kept in accordance with statutory guidelines. The Board of Trustees will begin governance within three months after receiving charter authorization. The Board's first task will be to create a selection process for the school's Executive Director. The Executive Director will be a non-voting member of the Board. Employees or relatives of employees may not become members of the Board but may participate in ad-hoc committees.

(D) Potential Location of Facility (if applicable)

In accordance with *RSA 194-B:8, II*, any facility chosen 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 New Hampshire Board of Education, initial trustees will arrange facility options with Manchester Community College. For the first two years, Spark Academy will rent space needed for classroom operation from MCC. In time, Spark Academy will also need resource and technology rooms, offices, and a multipurpose/gym area. At full capacity, Spark Academy may utilize approximately 16 classrooms for their core Spark or Running Start courses with the general goal of maintaining a student-teacher ratio of 20:1. In addition, the Manchester Community College will provide applicable Early College classes in their facilities.

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

During the first year of operation, Spark Academy will accept up to 60 students in its first year. Maximum enrollment at full capacity shall be 425 students. Should the number of potential students exceed the available spots, a blind lottery will be conducted to determine enrollment.

| Spark Academy- Projected Enrollment | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| Grade | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 9 | 60 | 60 | 60 | 60 | 100 |
| 10 | | 60 | 60 | 60 | 60 |
| 11 | | | 60 | 60 | 60 |
| 12 | | | | 60 | 60 |
| Total | 60 | 120 | 180 | 240 | 300 |

(F) Graduation Requirements and Learning Objectives

Graduation Requirements & Certificate or Skills Training:

Spark Academy will update graduation requirements to comply with state regulations as needed.

| | | |
|---|------------|--|
| Arts Education | 1/2 Credit | CCSNH/Spark |
| Information and Communication Technologies | 1/2 Credit | CCSNH |
| English | 4 Credits | Spark Humanities |
| Mathematics | 3 Credits | CCSNH & Spark |
| Physical Sciences | 1 Credit | Spark Science Curriculum |
| Biological Sciences | 1 Credit | Spark Science Curriculum |
| US and NH History | 1 Credit | Spark Humanities |
| US and NH Government/Civics | 1/2 credit | Spark Humanities |
| Economics | 1/2 Credit | Spark |
| World History, Global Studies, or Geography | 1/2 Credit | Spark Humanities |
| Health Education | 3/4 Credit | Spark |
| Physical Education | 1 Credit | Spark- Intramural Sports |
| Open Electives | 10 Credits | CCSNH Advanced Technologies with Certificate/Associates Degree |
| Total | 24 Credits | |

Instructional Philosophy:

The educational philosophy of Spark Academy centers on a belief in the interrelatedness of all knowledge. While students are focusing on an experiential, project-based exposure to many technical fields, they will also be studying all areas of human history and creativity, and the connections between innovations in various fields of learning. There will be continual opportunities to seek relationships, understand common functioning principles, solve problems, come to personal conclusions, and develop new ideas.

This multi-discipline instruction is outlined in subsequent sections. (See (G) Schedule and Plan Elements, (H) Curriculum Plan, and Appendix A)

Grading Philosophy:

Our belief in dignity and the importance of hard work will govern our requirements for course completion and grading. Completion of course work will be a requirement for a good grade. Persistent and exceptional effort will be equally rewarded. "Work hard, don't give up, learn by persisting, demonstrate what you have learned."

Grading System Understandings:

- A - The student has exceeded expectations as to the completion of assigned work and has demonstrated a superior knowledge of the content in a manner which challenges the scope of the course curriculum, i.e., the student's knowledge and initiative extend beyond the curriculum.
- B - The student has met all expectations as to the completion of assigned work and has demonstrated a thorough knowledge of the content.
- C - The student has met expectations as to the completion of assigned work, has at times struggled to complete assigned work correctly yet has persisted with that work, and is able to demonstrate sufficient knowledge of the content to progress to the next level with ongoing reinforcement.
- D - The student has either (1) failed to complete assigned work or (2) struggled with content knowledge at a level which calls into question the student's ability to progress to the next level without the addition of significant tutoring.
- F - The student has demonstrated an inability to persist and complete assigned work and demonstrate knowledge of content to a level which would prevent the student from moving to the next level without significant intervention and a re-taking of the course or an approved alternative.

SMART Goals for individual students:

Three goals will be established for each student open entering school, based on prior achievement and standardized testing. Spark Academy strongly encourages a Learning Agreement with the individual student and parents. The three areas reviewed with the family for the establishment of student goals include:

- Personal ability
- Motivation
- Study habits, study skills, and organization

SMART goals will be annually assessed through:

- PSAT/SAT testing- After enrollment, Spark Academy students will take a placement test that will provide a base for longitude assessment. The PSAT/SAT achievement tests administered in the following years will show the progression of the students.
- ALEKS ongoing assessment
- Prior student assessments
- An annual student SMART goal assessment and adjustment will take place at or near the conclusion of each semester. These goals will be based on course rubrics and standardized test results, and NH Course Level Standards.

School-Wide SMART goals:

- Spark Academy’s program goals will be established as the result of data points collected when students enter the school. The patterns of need will be demonstrated through the students’ prior testing and prior assessment.
- Spark Academy will adjust the course objectives based on data points
- Spark Academy offers individualization of student instruction and assessment. The instructors will establish individual student goals for each course and rubrics.
- Demonstrated student effort will be an integral element of student assessment.
- Course assessment will include portfolio (especially in humanities) and content-based testing for math, science, and technology.

Methodology/Pedagogy:

- A multiple intelligences approach will be incorporated into Spark coursework wherever possible. Toward the end, experiential learning will be an integral element of the learning process, culminating in the student of advanced technologies through the MCC program and leading to certification and/or an associate’s degree.
- Mathematics and science will include hand-on practices in various labs and projects to be included in portfolio assessment.
- Humanities units will always include experiential elements as student explore the impact and interconnectedness of the various human endeavors that make up the human experience. Art, literature, music, math, science, geo-political changes, and technology all culminate in a vast record of our human journey and provide the students with much latitude to explore their individual interests while developing their skills through reading, discussion, and writing.
- As students prepare to enter Manchester Community College courses, they must meet the criteria established in prerequisites where prerequisites are required. Matriculation into MCC courses will be decided on individual student preparedness and will be made on a course by course basis. PSAT and SAT testing will be used to assess individual student growth and program success in addition student assessment. Grades achieved in MCC courses will added to the student’s transcript.

(G) Schedule and Plan Elements

- Curriculum studies are divided into four department studies at every grade level. The four main departments are Math, Science, Humanities and Technical Field Study. These departments incorporate both the high school curriculum that meets or exceeds NH state standards and the CCSNH courses. These department studies may also include Running Start options.

- Students will complete each level at their own pace and ability. If a student excels in a specific department study, that student will be allowed to pass to the next level in that same department. Students could potentially study various department courses at two or three levels within the same year.
- The average school week will operate on a rotating schedule.
 1. Four school days every week will include four 90-minute block classes in the four main department studies.
 2. During one school day per week (Innovation Day), department heads will augment studies through activities, projects, community leadership sessions, and/or field trips. Department heads will regularly meet to plan integrated lessons.
 3. At every grade level, the students will be divided into four groups that will work together as a unit on various projects and activities.

School Group Schedule:

| Groups | 1 st period | 2 nd period | Lunch break | 3 rd period | 4 th period |
|---------|------------------------|------------------------|-------------|------------------------|------------------------|
| Group A | Humanities | Technical Field Study | | Science | Math |
| Group B | Math | Humanities | | Technical Field Study | Science |
| Group C | Science | Math | | Humanities | Technical Field Study |
| Group D | Technical Field Study | Science | | Math | Humanities |

(H) Curriculum Plan:

During the initial period of research, Spark Academy consulted experts in various fields to discover how best to serve the students, parents, and community in this particular region. The basic premise of this inquiry was to create a wholistic educational model for visual and kinesthetic learners that would broaden their prospective career options and encourage perseverance in worthy life pursuits. In addition, Spark Academy gained specific workforce insight from meeting regional business, trade and technical leaders, visiting other educational institutions, attending NH events (NH Tech Alliance, ARMI, Manchester and Concord Chambers of Commerce, Forum on the Future, NH MEP, Manchester Young Professionals, etc.) and reading NH publications (The Union Leader, NH Business Review, Business NH Magazine). Spark

Academy will continue to utilize advisors from their areas of expertise including finance, charter school and curriculum development, trade and technical fields, etc.

Advisors for curriculum development include:

Dan Larochelle (Technical Field Study)- Manchester Community College's Department Chair for Manufacturing and Robotics

Denis Mailloux (Humanities)- School Director of Trinity High School in Manchester (1996-2018)

Dr. Raina Eckhardt (Math)-MCC's Mathematics Program Coordinator

Joe Pouliot (Science)-Head of Robotics and Physics at Trinity High School: Adjunct at Manchester Community College

Scientific Research and Resources for Choosing Curriculum:

- *"The Assessment of Knowledge in Theory and in Practice"* by Jean-Claude Falmagne (University of California) and Jean-Paul Doignon (University of Brussels).
- *"The Logic of Interdisciplinary Studies"* by Sandra Mathison and Melissa Freeman
- *"Comparing the Impacts of a Problem-based Computer-Assisted Instruction and the Direct-Interactive Teaching Method on Student Science Achievement."* Chang, Chun-Yen *Journal of Science Education and Technology*, v10 n2 p147-53 Jun 2001

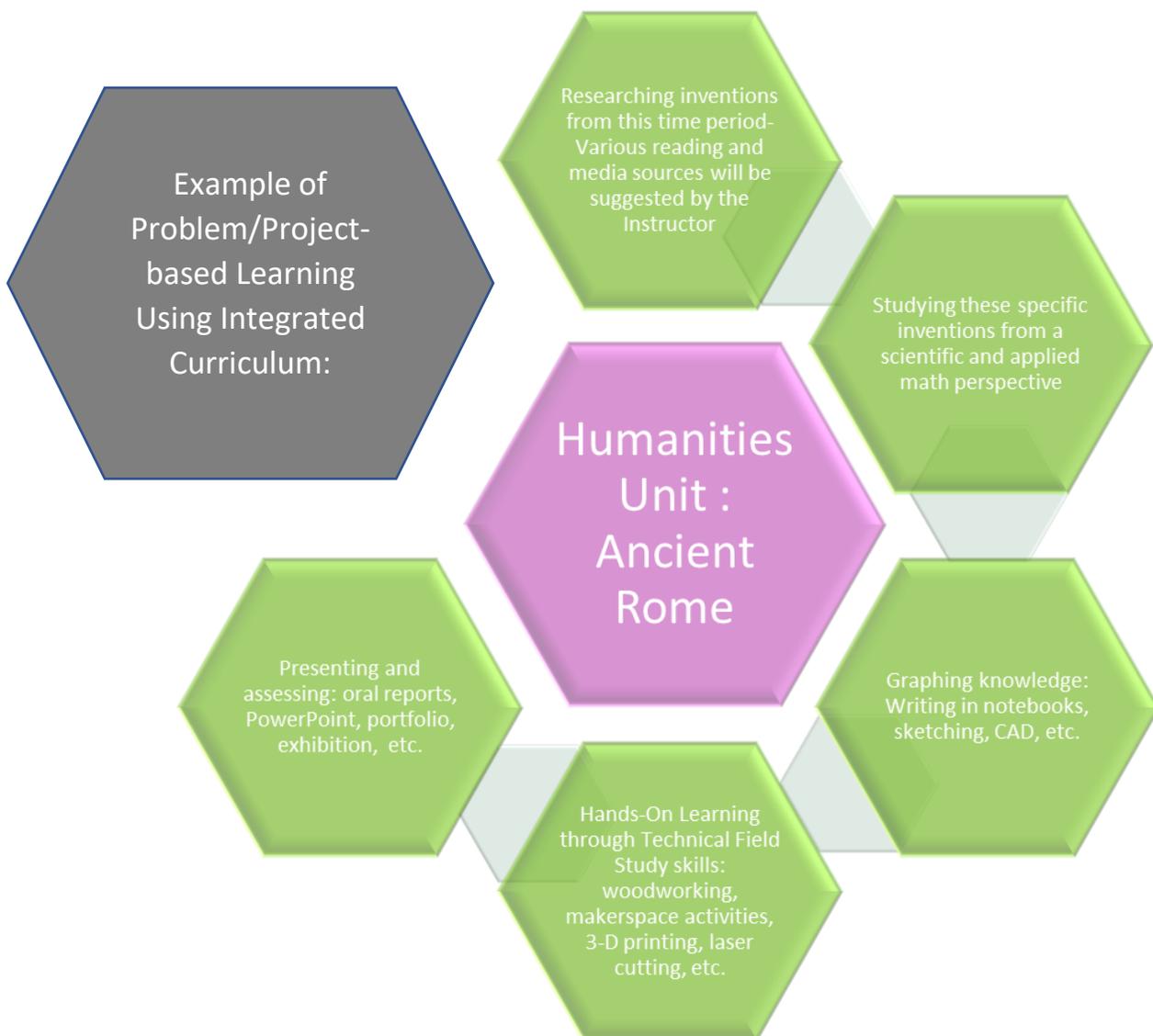
"Abstract: *Explores the effects of a Problem-based Computer-Assisted Instruction (PBCAI) on students' earth science achievement in Taiwan. One hundred and fifty-nine 10th grade students enrolled in four sections of a mandatory earth science course participated in this pretest-posttest control group experiment. A significant difference was found between the instructional methods used."*

- *Problem-Based Learning and High School Macroeconomics: A Comparative Study of Instructional Methods* Nan L. Maxwell, John R. Mergendoller and Yolanda Bellisimo The Journal of Economic Education, 2005, vol. 36, issue 4, 315-329

"Abstract: *The authors examined the potential differences between problem-based learning (PBL) and traditional instructional approaches in building knowledge of macroeconomic concepts and principles in high school students. Using data from 252 economics students at 11 high schools and controlling for individual characteristics, most notably verbal ability, they found modest evidence that, in the aggregate, PBL increased learning of macroeconomics at the high school level as compared with traditional classes.*

They found strong evidence of an instructional interaction with teachers such that, for some teachers, students' learning of macroeconomics increased using PBL but, for others, learning increased using more traditional instructional methods. Still other teachers saw no significant difference in learning under the two instructional strategies. The results suggest that problem-based instruction can improve student learning if instructors who are well trained in both the PBL technique and economics implement it."

- *Meeting Standards Through Integrated Curriculum-* Book by Susan M. Drake and Rebecca C. Burns
- *"Inquiry-Based Science Instruction—What Is It and Does it Matter? Results from a Research Synthesis"* *Journal of Research in Science Teaching*, 47(4), 474-496. Minner, D.D., Levy, A.J., and Century, J. (2010).



Early College program as outlined by Manchester Community College:

“Manchester Community College has established an Early College initiative that specifically allows NH high school students to take MCC credit-bearing courses. The credits students earn through Early College at Manchester Community College can be applied to a degree at MCC or possibly transfer to another college or University.”

Mathematics:

Dr. Raina Eckhardt, Advisor

Spark Academy will utilize Manchester Community College’s ALEKS mathematics program for Algebra and Geometry, both of which support the development of mathematics as determined by the New Hampshire Department of Education through correlation with the ACT College Readiness Standards. The ALEKS program aligns with Manchester Community College’s Math Department standards and provides the necessary prerequisite for their Early College math classes. The Early College math classes will be taught in CCSNH classrooms by CCSNH adjuncts or professors.

Clarification outlined by ALEKS:

“ALEKS is the practical realization of [Knowledge Space Theory](#) – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) and Professor Jean-Paul Doignon at the University of Brussels. The core mathematical theory was created between 1983 and 1992 with the financial support of several National Science Foundation (NSF) grants to Falmagne at NYU and UCI. (Learn more about the National Science Foundation at www.nsf.gov.)



Knowledge Space Theory is authoritatively set forth in Falmagne and Doignon’s monograph, Knowledge Spaces, published by Springer in 1999. [A brief list](#) of key scientific research publications is available.

Other scientists joined the efforts to investigate Knowledge Space Theory, and currently more than three hundred scientific papers and several books have been published on this subject. A bibliographical database is maintained by Cord Hockemeyer at the University of Graz in Austria: <http://iinwww.ira.uka.de/bibliography/Ai/knowledge.spaces.html>

In 1992, Professor Falmagne obtained a large NSF grant for the development of the ALEKS educational software based on Knowledge Space Theory. To this end, he assembled at UCI a team of software engineers, cognitive scientists and mathematicians. Among them, Nicolas Thiery, Eric Cosyn and Damien

Lauly are current officers of ALEKS Corporation. The Corporation was founded in 1996 by Falmagne and key members of his development team to implement, maintain, and further develop the software on the internet and make it available to K-12 and college students. The ALEKS software has been granted by UCI to ALEKS Corporation under an exclusive, worldwide, perpetual license.

The complex educational software based on Knowledge Space Theory is capable of efficiently and accurately assessing knowledge in various disciplines, ranging from mathematics and the natural sciences to selected topics in business and the social sciences.

In contrast to standardized tests, which typically result in numerical measures of achievement or “aptitude”, the outcome of an ALEKS assessment consists in (i) the precise and comprehensive delineation of an individual’s competence in a subject in the form of his or her knowledge state describing all the types of problems mastered by that individual, and (ii) a comprehensive list of the topics the individual is ready to learn (referred to in Knowledge Space Theory as the outer fringe of that individual’s knowledge state).”

Level One:

Integrated Math program:

(also called *Foundations for College Mathematics*-Math 090 at MCC)

This program uses web-based technology for the self-paced ALEKS program and includes Algebra and Geometry. According to the MCC course description, “Students may take this course over multiple semesters until all the concepts have been mastered.”

This developmental program will be augmented through additional applied math lessons. These applied math lessons will illustrate algebraic and geometry concepts through projects and activities. Upon completion of this program, the Community College System of New Hampshire will allow the students to take dual credit math classes that will count toward both their high school and college graduation requirements.

Level Two:

Statistics: The students will enroll in Statistics or another similar course through Manchester Community College after they complete the high school Integrated Math program.

Entrepreneurship and Economics: The knowledge the students gain through studying both practical and theoretical economic structures will transition toward microeconomics and entrepreneurial skills. In this course, students will create a micro-business concept that could be feasible in a real-world setting. {Resources may include Thomas Sowell’s *Basic Economics*,

Booker T. Washington’s *Up from Slavery*, Daniel H. Pink’s *Drive*, Peter H. Diamandis’ *Abundance: The Future is Better Than You Think* }

Levels Three and Four:

Students will have the option to take additional math courses through CCSNH. These Running Start or Early College courses will count toward their college certificate or associate’s degree requirement. Credits necessary for graduation will be funded through Spark Academy.

Humanities :

Dennis Mailloux, Advisor

The Humanities Program will emphasize the New Hampshire standards through the development of students’ abilities to demonstrate an understanding of history as the growth of human endeavor in social, governmental, political, cultural (literature and art), mathematical, scientific, and technological terms. The skills of reading, writing, research, hands-on application, and presentation will be the cornerstones of student activity as they work to move from observation of correlation to demonstration of causality through individual, group student work, and exhibition. The interconnectedness of human endeavor will lead the students to study humanity as the sum of all its parts. The fundamental principles of research and communication will lead to greater emphasis on more advanced application of these tools as the students’ progress through the Humanities Program. Students will focus on human advancements in technology and the trades through their History and English studies.

Levels One through Three:

| Cycle One | Cycle Two | Cycle Three |
|-------------------------------------|---------------------------------|-------------------------|
| Ancient History to the Fall of Rome | Explorers to 1815 | Modern History |
| Middle Ages to the Renaissance | U.S./ NH History and Government | (U.S. History included) |

English resources include:

- Edutopia
- New Tech Network (student success rate: 94% graduate high school and 83% persist in college)
- *Launch: Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student* by AJ Juliani and John Spencer
- *The Successful Highschool Writing Center* by Dawn Fels
- *A Guided Inquiry Approach to Teaching the Humanities Research Project* by R. Schmidt, E. Giordano, and G. Schmidt
- *Project-Based Writing: Teaching Writers to Manage Time and Clarify Purpose* by Liz Prather

Sample History (Cycle One) Resources for the Instructor:

- *Epic of Gilgamesh*
- *The Sumerians: The History, Culture, and Character* by Samuel Noah Kramer
- *The Odyssey* by Homer
- *The Histories* by Herodotus
- *I, Claudius* by Robert Graves
- *The Murder of Tutankhamen* by Bob Brier
- *Helen of Troy* by Bethany Hughes
- *Persian Fire* by Tom Holland
- *Carthage Must Be Destroyed* by Richard Miles
- *Augustus: The Life of Rome's First Emperor* by Anthony Everitt
- *Rubicon: The Last Years of the Roman Republic* by Tom Holland
- *The Fires of Vesuvius: Pompeii Lost and Found* by Mary Beard
- *Temples, Tombs & Hieroglyphs: A Popular History of Ancient Egypt* by Barbara Mertz
- *Ghost on the Throne: The Death of Alexander the Great and the War for Crown and Empire* by James Room
- *The Hemlock Cup: Socrates, Athens and the Search for the for the Good Life* Bettany Hughes
- *Aeneid* by Virgil
- *Jerusalem: The Biography* by Simon Sebag Montefiore
- *The Far Traveler: The Voyages of a Viking Woman* by Nancy Marie Brown
- *1066: The Year of the Conquest* by David Howarth
- *The Swerve: How the World Became Modern* by Stephen Greenblatt
- *The Vikings: A History* by Robert Ferguson
- *The Maid and the Queen: The Secret History of Joan of Arc* by Nancy Goldstone
- *Queen Emma: A History of Power, Love, and Greed in 11th Century England* by Harriet O'Brien
- *Becoming Charlemagne: Europe, Bagdad, and the Empires of A.D. 800* by Jeff Sypeck
- *Agincourt: The King, The Campaign, The Battle* by Juliet Barker
- *Queen of the Conqueror: The Life of Matilda, Wife of William* by Tracy Borman

- *The Troubadour's Song: The Capture and Ransom of Richard the Lionhearted* by David Boyle
- *The Norman Conquest* by Marc Morris
- *Beowulf*
- *The Time Traveler's Guide to Medieval England* by Ian Mortimer
- *The Great Mortality: An Intimate History of the Black Death* by John Kelly

Level Four:

Humanities Study

- CCSNH Humanities elective to meet associate's degree requirements, if applicable.
- CCSNH Composition I (mandatory)

Science:

Joe Pouliot, Department Chair

The Physical Science, Biology, and Chemistry course will be predicated upon the development of the requirements outlined by the New Hampshire Department of Education. These courses may include Running Start or Early College options.

Level One:

1. Physical Science-

Resources may include the following curriculum:

- *Tillery's Physical Science*
- *Pearson's Physical Science: Concepts in Action*
- *Conceptual Physical Science*

2. Chemistry-

Resources may include the following textbooks:

- *Chemistry: A Molecular Approach* by: Nivaldo Tro, PH.D
- *Chemistry: The Central Science*

Level Two:

1. Biology- Resources may include *Campbell Biology*

2. Health- {Vlacs course supplemented by health seminars and specific training}

Course topics may include:

- First Aid and Safety
- Prevention of Drug, Tobacco, and Alcohol Abuse
- Nutrition and Fitness
- Basic Hygiene

- Environmental Health
- Mental Health
- Safe interactions with humans (including family, community or other relationships).

Level Three and Level Four: At these levels, students have the option to take additional science or other academic courses through CCSNH.

Technical Field Study:

Dan Larochelle, Department Chair

Each student will learn a trade and/technical skill and be workforce ready upon graduation. The student majority will earn both a high school diploma through Spark Academy and a certificate or an associate degree through CCSNH. If a student's chosen field does not require a certificate or associates degree, qualifications may be acquired through an apprenticeship program running parallel with Spark Academy's high school curriculum. Students must complete their trade and/or technical training before graduating from Spark Academy of Advanced Technologies. These courses may include Running Start or Early College options.

Level One:

- Computer Aided Design (CAD): This course, a prerequisite for many technical fields, will incorporate both the art and computer NH high school requirements to aid manufacturing, construction, and other industry studies.
- Makerspace Workshop: Spark Academy students will delve into projects involving woodworking, laser cutting, 3-D printing, electronics and other tools.
- Coding: This course is an introduction into computer programming as a universal language.

Levels Two through Four:

Spark Academy will concentrate on Early College CCSNH courses including the following options:

Advanced Manufacturing Technology

- Advanced Manufacturing Degree
- Computer Aided Design (CAD) Certificate
- Mechatronics Certificate
- Robotics Certificate

Potential jobs in this field include:

- Automation Technician
- Engineering Technician

- Mechanical Engineering Tech
- Robotics Operator
- Manufacturing Technician
- Robotics Technician
- R&D Technician

Students may transfer to a four-year program through the Mechanical Engineering Technology, Mechatronics or Robotics CCSNH pathways.

Computer Science

- Computer Science and Innovation Degree
- Programming Certificate
- Web Programming Certificate

Potential jobs in this field include:

- Web Developer
- Software Engineer
- Networker
- Mobile App Developer
- IoT Developer
- Web Designer

Cybersecurity

- Cybersecurity Investigations Degree
- Programming Certificate
- Web Programming Certificate

Potential jobs include:

- Cybersecurity Investigator
- Intrusion Detection Specialist
- Mobile Device Data Recovery
- Network Security Specialist
- Data Recovery Specialist
- Computer Technician
- Systems Analyst
- Computer Forensic Analyst

Heating, Ventilation and Air Conditioning (HVAC)

- Heating, Ventilation and AC Degree
- Advanced HVAC Certificate
- AC & Refrigeration Certificate
- Heating Services Certificate

Potential jobs include HVAC contractors, fuel providers, mechanics, installers, etc.

Electrical Technology

- Electrical Technology Degree
- Electrical Technology Certificate

Potential jobs include:

- Electrician
- Electrical Maintenance Tech
- Electrical Research Tech
- Electrical Distribution Sales
- Electrical Relay Technician
- Electronics Troubleshooter

Welding

- Welding Technology Degree
- Welding Technology Certificate

Potential jobs include:

- Cutter
- Machine Setter
- Solderer and Brazer
- Machine Operators
- Machine Tenders
- Welder

Physical Education: Physical Education classes and events will be offered at Spark Academy. Activities (30-60 minutes a day) may include student recess, intramural sports, hikes, and field days. During the high school years, each student will participate in an annual physical assessment. In addition, Spark Academy will encourage an active lifestyle outside the classroom to enhance wholistic well-being and personal responsibility.

Spark Academy will use the SHAPE America high school curriculum as a resource.

Internship Program (not required for graduation):

Level One:

- **Community Service-** Students will benefit the community with a project or activity while developing personal growth, social skills and initiative. Ideally, the students will choose a community service option that will complement their career goals and purposeful passions.

Level Two:

- **Community Service and Internship Training-** Spark Academy believes the Community Service and Internship Training opportunities will cultivate self-motivated, capable individuals who will become assets to their families, their societies, and themselves.

Level Three:

- **On-Site Internships-** Students will gain pertinent work experience and constructive insight through their involvement with regional companies and businesses.

Extended Learning Opportunities (ELO): Spark Academy will offer the NHDOE standards for Extended Learning Opportunities through apprenticeships, internships, community service, independent study, online learning, etc.

Sample Outline of Block Classes for Each Department:

| Block Classes: | Level One | Level Two | Level Three | Level Four |
|--------------------------|--------------------------|---|-----------------|--------------------------------|
| Math | Integrated Math | CCSNH Statistics* | CCSNH Course 1* | CCSNH Course 1* |
| | Applied Math (Coding) | Business Economics & Entrepreneurship | CCSNH Course 2* | CCSNH Course 2* |
| Humanities | History | History | History | CCSNH- Composition I* |
| | English | English | English | CCSNH Humanities elective * |
| Science | Physical Science | Biology | CCSNH Course* | CCSNH Course 1* |
| | Chemistry | CCSNH Course* | CCSNH Course* | CCSNH Course 2* |
| Technical Field Study | CAD* | CCSNH Course* | CCSNH Course 1* | CCSNH Course 1* |
| | Coding | | | |
| | Makerspace | CCSNH Course* | CCSNH Course 2* | CCSNH Course 2* |
| | Workshop | | | |

*CCSNH Early College or Running Start Classes

(I) Achievement tests and other assessments to measure pupil goals and accomplishments

In accordance with *RSA 194-B:8 V*, Spark Academy will administer New Hampshire's current statewide standardized test as provided in *RSA 193-C*. State assessments include American Institute for Research (AIR) for Science and College Board School Day SAT for ERW and Mathematics. Spark Academy may use other supplemental testing methods such as the NorthWest Evaluation Assessments (NWEA).

Spark Academy will evaluate student achievement using a range of methods including portfolio assessments, projects and exhibitions, and oral presentations. In addition, students will fulfill prerequisite requirements for their CCSNH courses and earn transferable college credits through their technical program.

(J) Staffing Overview:

The period immediately after charter authorization until three months before the school's initial opening will be considered the Period of Planning and Operational Development. This planning will commence once authorization is granted. During the planning and development period, project staff will include start-up coordinators, as needed advising specialists, personnel from other organizations, and volunteers.

Tasks related to school development include:

- Board initiations and governance training (see pg. 6 Board Training)
- Facility and staff search, acquisition, and training
- Curriculum development and course design
- Creating a parent-student handbook and an operational manual
- Materials development and marketing
- Set-up of administrative systems
- Financial operations, revenue initiatives
- Dissemination of information to schools, parents, and colleges
- Organizing and implementing student safety procedures

Staffing

Spark Academy is committed to recruiting staff with a diverse range of skills, teaching and administrative experience, and cultural and ethnic backgrounds. Other desired qualities and qualifications include:

- a commitment to the mission and vision of the school;
- an ability to work effectively on a team with colleagues, students, families, and community members;
- experience with a variety of instructional approaches, including project-based learning;
- interest or expertise working with a diverse student population;
- a commitment to their own professional growth.

Executive 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;
- Demonstrated leadership and management experience;
- Other qualifications as the Board may find appropriate.

Duties of the Executive Director will include but are not limited to:

- Communication with the Board, department heads, teachers, students, parents, districts, and the public
- Staff management
- Curriculum development
- Disciplinary issues
- School culture
- Human resources
- Professional development
- Operational management
- School safety
- Coordination with sending districts
- Implementation of day-to-day operations and procedures
- Presentation of reports to the Board at each bi-monthly meeting to include a review of all aspects of school operations, including a financial dashboard to be prepared by the business manager;
- Presentation to the Board annual performance reviews of all faculty and staff.
- Relations with the NH DOE and NHBOE

Director of Community and Student Affairs:

(Bachelor's degree in a pertinent field, preferred)

Preferred qualifications:

- Experience with websites and social media
- Involved with the community, networking and fundraising events
- Experience with high school instruction and/or leadership
- Experience with organizing parent groups

Duties of the Director of Community and Student Affairs will include:

- Community involvement, networking, and fundraising;
- Scheduling local business owners and technical/trade experts to give Leadership Presentations to the students;
- Organizing the Community Service and Internship Program;
- Planning student exhibitions, field trips, project and school activities, and oral presentations;
- Supervising the school's website and social media presence.

Faculty Department Heads/ Instructors: Mathematics, Science, Humanities, and Technical Field Study:

(Bachelor's degree in the related educational field, preferred)

In accordance with *RSA 194-B: 14 IV*, no less than 50% of teachers employed by the school will have New Hampshire teaching certificates or have three years teaching as required by New Hampshire Charter School statute. Spark Academy anticipates that many of the instructors will also be MCC faculty or adjuncts.

Preferred qualifications for positional duties:

- Experience with coordinating and presenting student lesson plans, activities, and projects;
- Proficiency in formulating a cohesive educational goal for each student;
- Experience teaching in their designated department and/or proof of knowledge in the subject they will teach:
- Possessing skills for collaboration with CCSNH adjuncts and professors over curriculum and other objectives.
- Bachelor's Degree and NH Department of Education Certification: preferred
- Evidence of lifelong learning
- Flexibility regarding the need to develop new skills and content standards
- Evidence of involvement in creative/inventive endeavors
- Willingness to join a dynamic learning community focused on the mission and purpose as stated in school documents.
- Expressed versatility with respect to the tasks needed to foster a continuing cycle of institutional and personal improvement
- The ability to serve as a good role model to the students

Special Education Coordinator:

Spark Academy will hire a Special Education Coordinator who has gained experience in school counseling and has met NH standards for this field.

Preferred qualifications and experiences may include:

- Teaching in a classroom;
- Demonstrating skills in partnering with families;
- Demonstrating effective written and oral communication;
- Meeting the needs of a diverse student population;
- Adhering to a high level of professional and ethical standards.

Spark Academy will accommodate the IDEA and CCSNH Special Education standards and meet with the sending districts to coordinate pathways for SPED services. Faculty may receive ongoing professional development training in pedagogy, assessment, IEP implementation, and classroom management from the Executive Director and the Special Education Coordinator.

SPED consultant (pending approval): Ron Losier, M. Ed.-guidance counselor at Trinity High School in Manchester, NH

Additional pertinent faculty and staff will be added as needed. Spark Academy sets a goal of one teacher and one assistant for each classroom. Some assistant services can be provided by volunteers or teachers in training. Spark Academy will conduct school employee and volunteer background investigations in accordance with RSA 189:13-a.

Resources for Faculty and Staff training in best practices will include:

- Charlotte Danielson’s Framework for Teaching
- “Teach Like a Champion” by Doug Lemov

(K) Personnel Compensation Plan

Salary

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

Vacation and Sick Leave

Spark Academy will publish an annual calendar of holidays and vacations during which the School will officially be closed. The calendar will generally coincide with the school district where the Spark Academy facility shall reside. Full-time employees will also receive a maximum of ten days of paid time off per year. Time off must be used during the school year in which they are accrued and may not roll over or accumulate. Spark Academy does not differentiate between personal leave and sick time. Employees may use the 10 days at their discretion and

according to the handbook. Personal business is officially defined as something that cannot be done at any time other than a school day, during school hours or used to care for family members who are ill. No justification is required for the paid ten-day benefit.

The Director may require an employee to verify the claimed reason for any absence and the employee shall be obligated to verify the claim with an official Doctor's note if absences exceed ten days and impact school hours of operation. These additional absences will be unpaid.

Spark Academy intends to participate in an official 401k retirement plan. Participation in a retirement program is subject to availability and cost. The school will strive to provide matching funds, but this will be determined by available funding and budgetary restrictions.

(L) Pupil Transportation

Spark Academy will comply with charter law provisions that govern student transportation under *Section 194-B:2*, 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.”

Students attending the charter school who reside in the host school district shall ride direct transportation.

“For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's resident district. No transportation will be provided by a sending school district or receiving charter school for students whose residence is other than where the school program is located.”

Spark Academy anticipates that students will come from many different communities around New Hampshire. We will help to assist parents and students who wish to coordinate personal transportation from outside the district in which the charter school is located.

Additional CCSNH Early College classes or Extended Learning Opportunities (not mandatory) may be offered outside Spark Academy's regular school schedule. In those particular cases, the students will be responsible for their own transportation. However, Spark Academy will work with CCSNH to coordinate feasible Early College class schedules for Spark Academy's students.

Spark Academy may partner with the sending school districts for extracurricular activities and allow for early release for these activities.

For further clarification on pupil transportation, see p.29 **(S) School Calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III.**

(M) Statement of Assurances Related to Non-discrimination

Spark Academy will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, gender identify, 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. Spark Academy will comply with the federal discrimination law as stated in Title IX by the U.S. Department of Education's Office for Civil Rights. The CCSNH will also adhere to the following non-discrimination standards for their Early College program:

- Title VI and VII of the Civil Rights Act of 1964
- The Age of Discrimination Act of 1967 (ADEA)
- Title IX of the Education Amendment of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1990 (ADA)
- Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974
- NH Law Against Discrimination (RSA 354-A)

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

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

Pursuant to *RSA 194-B:11, III*, the decision-making responsibility for the special education process for children with disabilities attending a public charter school, remains with the students' sending school districts. Spark Academy's Special Education Coordinator will work with the students' Local Education Agencies (LEA) to foster the highest level of effectiveness and collaboration for the benefit of the students. In addition, *RSA 194-B:11, III* provides that the

sending school districts remain responsible for the funding for children with disabilities attending a chartered public school. Spark Academy will work closely with each student's LEA to ensure a smooth transition and will review all documentation pertaining to the individual student's educational needs. In the event that a student comes with a 504 Accommodation Plan or an Individualized Education Plan, the Executive Director or designated staff, will meet with the LEA's special education team at scheduled meetings to review and adjust educational goals. The sending district will be required to provide the school with a complete copy of each student's IEP for implementation and monitoring purposes.

See section (J) for more details concerning the Special Education Coordinator and plans.

(O) Admission and Enrollment Policy and Procedures

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

Admission Procedures:

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

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

Admissions Process Overview

Prospective students and their families will be strongly encouraged to attend at least one informational meeting at which our educational approach and school expectations of students and their families will be explained, prior to enrollment;

Spark Academy will produce application packets for prospective students about the school, its philosophy and expectations of attending students, their families. These and other student related policies will be posted and available to the public, online;

Parents will be asked to sign an agreement indicating their understanding of the School's Mission, and other expectations as part of the admission process;

Interested families will then submit their application;

A committee will review applications for completeness;

Should applicants exceed the number of spaces available, a blind lottery, organized by grade and 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, Spark Academy will hold meetings for admitted students and their families and provide an orientation for students and families.

Completed applications received after deadline will be added to the waitlist according to timestamp requirements.

Enrollment Provisions

Spark Academy *will* offer automatic re-enrollment to its students. Families will be asked to sign a letter of intent to re-enroll by a stated date preceding the lottery.

Spark Academy will admit students from the wait-list should space become available after the lottery.

Siblings of children already enrolled at the school will be exempt from lottery, space permitting.

The Board reserves the right to give preference in enrollment to the children of Spark Academy's and Manchester Community College's faculty and staff and Spark Academy's Board of Trustee members.

Spark Academy will reserve up to five spots for the children of Spark Academy's and Manchester Community College's faculty and staff.

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

Commitment to conflict mediation and dispute resolution

This school's philosophy of student discipline is built upon the origin of the word that includes learning and understanding to establish the order needed to achieve our goals.

The school's rules exist for a variety of reasons:

- to fulfill legal requirements
- to maintain a safe environment
- to establish ethical standards
- to develop respectful atmosphere
- to create order for the attainment of our core purpose to educate

The thoughtful establishment of rules and thorough explanation of those rules is intended to provide the basis upon which our students will become more self-disciplined and incorporate leadership into that self-discipline.

Since we strive to provide an academically appropriate and challenging environment, Spark Academy will build the pillars of respect, responsibility, and achievement in all we do. Student government will be empowered to develop a code of student conduct stemming from these pillars and will be asked to join the administration and faculty in recommending program based on these pillars to educate all students. Students will not be asked to adjudicate disciplinary matters, but through student government, will be invited to share the perspectives of the student body with the administration. In this manner, students will always have an opportunity to inform the administration as to the way discipline is understood by the students. If our goal is to develop understanding through discipline, we must always invite our students to respond to our actions.

While it is true that some transgressions are of an egregious nature requiring just consequences, it is our belief that most behaviors may become opportunities to help our students learn the importance of their individual actions.

For several reasons, Spark Academy does not punish its students with suspension for infractions and violations of the school code of conduct or of the rules of the school.

1. Studies have shown that school suspensions harm both the suspended students and those who have not been suspended. A punitive school environment and the missing of classes by some students are harmful to all students.
2. Suspensions are punishments not related to a violation. Spark believes in consequences related to the violation, not punishments. For instance, a student who steals or destroys an object belonging to the school or to another student would apologize to those who have been harmed and replace the object.
3. Consequences have a healing effect on all stakeholders involved in a violation or infraction, through apologies and making amends. Suspensions do not.

Spark Academy does reserve the right to remove a student from school on the basis of the student's own health and safety or the health and safety of others. When this happens, it is not considered to be a punishment, however, but a necessary measure to restore order. The student sent home, may or may not receive consequences for his actions upon his return to school. But the home interval is a necessity, not a punishment.

Philosophy of discipline:

All too often students become the object of a teacher's attention due to behavioral issues. Far less frequently do we provide our students with attention for positive behavior and achievement. For this reason, Spark Academy promotes an atmosphere

of positive and restorative reinforcement as the foundation for the personal discipline we wish to engender in our students. While a positive atmosphere cannot preclude all behavioral issues, it can do much to reduce behavioral problems while encouraging students to be their best.

To the extent possible, negative student behavior will be addressed privately with the student, though in some cases, this is not possible as in incidents of major disruption or dangerous behavior.

The general premise for Spark Academy's approach to negative student behavior will be to address problem behavior privately while praising positive behavior publicly, thus sparing the student public embarrassment while providing public and esteem-building public praise. The venue for public praise may simply involve acknowledgement of positive behavior before a student's peers in class or at school-wide activities/events. The process of establishing and maintaining positive classroom and school-wide discipline: teachers and administrators promote a positive school atmosphere by providing positive reinforcement for positive behavior and promoting achievement as an ongoing objective for lesson planning and in all interactions with the students.

Addressing negative student behavior:

- Discipline issues often begin with lesser infractions which, when unaddressed, become greater issues.
 - When lesser negative behaviors occur, i.e., tardiness, speaking/acting in a manner incongruent with school/class activities, the behaviors will be addressed through private discussion with the student by removing him or her from peers just outside the classroom or after class so that the student is not humiliated by teacher direction.
 - Chronic problem behavior and/or more significant behavioral issues will be addressed after consultation with the director who will meet with the student to attempt resolution. This meeting may result in an improvement plan with the student who will, at that time, become accountable with the director regarding his or her behavior. For lesser transgressions, parents will not be contacted so as to work toward building self-control and self-discipline in the student. This is an age-appropriate approach for lesser transgressions.
 - Should the student fail to meet the expectations established in the improvement plan, parents will be contacted for reinforcement from home so as to assist the school in its efforts. Sanctions may be imposed with the student depending upon the nature of the problem behavior and the extent to which the improvement plan has not been followed.
 - Should the student continue to demonstrate problem behavior, a meeting with the parents/guardians will be required. Should the parents/guardians refuse to meet, the student will receive greater sanctions, i.e., restriction from school activities and school-related service. The parents/guardians may be required to withdraw the student from the school as refusal to meet with the director will constitute failure on the part of the parents/guardians to support the school's mission and purpose.

- As our students will rely heavily on bus transportation and as many parents do not have the ability to take students home from school, detention will not be employed.

- Resolution of problem behavior will always result in a student's full ability to continue without any stigma. The ability to begin anew is integral to making discipline a matter of finding teachable moments and thus leading to the true development of the student's self-discipline.

- Dangerous behaviors will result in the contacting of law enforcement and the appropriate documentation. For these behaviors, the school will follow all mandated legal requirements.

Spark Academy will comply with all state-reporting requirements. As part of its discipline procedures, Spark Academy plans to adopt (among others as required) policies on:

- Student Due Process, according to RSA 193:13, that will be printed in the Student Handbook, according to RSA 189:15;

- Assault, defined in RSA 362, which may include a necessity for a student to leave school for a period not exceeding 10 days and notification to the Chairman of the Board of Trustees;

- Child Restraint, which will be adopted in accordance with Section Ed 1113.04, Ed 1114.07 and RSA 126-U;

- Anti-Bullying and Cyberbullying, in accordance with RSA-193F.

(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.

Spark Academy will follow NH public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets and to prevent and detect financial statement misstatements. The School will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. A bookkeeper will provide a financial report at every official Board meeting. An annual audit will be conducted by an independent certified public accountant according to state requirements.

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

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

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

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

The accounting will be handled by bookkeeper approved by the Foundation. The Foundation will assist with all items related to budgeting, accounts payable, accounts receivable, and audit preparation.

Annual Audit

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

As required by law, the annual report will be provided to the State Board of Education and any person who requests it. In addition, a summary version of the annual report and periodic reports will be made available to the parent or guardian of each student and the public via electronic access. The Board will select an external, independent audit firm to complete the required annual audit and report. The audit will address accounting practices and review the School's internal controls. The audit will be conducted in accordance with applicable generally accepted accounting principles. It is anticipated that the annual audit will be completed within a timely manner and meet the deadline of the Department of Education. The administration and Board of Trustees will review and respond to the audit report and management letter, if necessary, and include the audit results in its annual report.

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

The Spark Academy will use the state's charter school per pupil aid as a basis for shaping its own budget. The Spark Academy will apply for a federal charter school startup grant which will be used in accordance with U.S. DOE guidelines pertaining to proper charter school startup expenditures.

The Spark Academy Foundation recognizes that the financial sustainability of a charter school requires a long-term fiscal plan, especially after the expiration of the federal grant. The Spark Academy Foundation is committed to working with the Board of Trustees to

seek a diverse portfolio of revenue sources to establish and guarantee long-term fiscal sustainability. Enclosed to this application in Appendix B is the proposed 5-year annual budget plan for the school outlining the use of budget and startup grant, as well as donated funds.

Fiscal Issues

The Executive Director will work closely with the Treasurer and bookkeeper to review the new budget. Spark Academy Board of Directors will review and approve each budget prior to each fiscal year. Annual budgets will contain adequate reserves and will be submitted to the appropriate State Offices, and any other entities as required by law.

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

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

Spark Academy will follow, at a minimum, a 180-day school year in accordance with the *RSA 194-B:8, III*. Spark Academy may allow students to complete “blizzard bags” when necessary. Spark Academy will follow the calendar of the district in which the charter school is located to best coordinate transportation services and better serve multi-student households. It is expected that days will begin at approximately 8:00 am and end at 3:30 pm, though some flexibility may be required to meet our host district’s bus route schedule.

Early College classes are separate from Spark Academy and will follow CCSNH protocol. However, Spark Academy will make necessary travel arrangements for Manchester students through the Manchester School District when the Early College classes are required for high school graduation but deviate from the regular Spark Academy schedule. The Manchester school district has already set a precedent working with the local charter schools on this particular issue. When a charter school must operate outside the regular Manchester school district schedule, that charter school can arrange to pay for additional transportation. These arrangements include charter school field trips and other ELO activities.

The core Spark and Running Start classes required for high school graduation will align with the Manchester School District schedule. All first-level and second-level classes will follow this schedule. Spark Academy is working with MCC to create an Early College class schedule that fits inside Spark Academy’s schedule perimeters. MCC has the flexibility to accommodate this

schedule. A lull of class activity currently exists in MCC's afternoon schedule. For the convenience of both MCC and Spark Academy, the Early College classes for Spark students can occur during this specific interval.

When the Spark Academy schedule differs from the MCC schedule, the Spark students can use that time for projects at Spark Academy, internships or other Extended Learning Opportunities (ELO). Spark Academy anticipates these schedule gaps for some third-level and all fourth-level classes. During these schedule gaps, Spark students can utilize their learned skills through Spark Academy's partnerships with the community and local businesses.

(T) Provision for Evidence of Adequate Insurance Coverage

Pursuant to *RSA 194-B:1*, Spark Academy will be a public school afforded the same protections as all other public schools under *RSA 507(b)*, which provides for limited general liability for the charter school and its agents. The Board will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School, workman's compensation, board errors and omissions, and faculty coverage. The insurance program will be in place as the first Board of Trustees begins its duties.

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

During the period of startup and development, Spark Academy may require tasks addressed and conducted by specialists in certain fields. However, no consultants have been identified at this time. Spark Academy anticipates contracting with an individual or company that provides services such computer IT setup, school guidance & counseling, special education, and school health. As enrollment grows, Spark Academy believes that some of these positions may become permanent employees. While we cannot identify any particular contract at the time of this application, 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.

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

Charter schools are schools of choice for parents and their children. Parental support and participation are key to the success of a charter school. Spark Academy of Advanced Technologies welcomes parental participation in several forms.

As the school develops, parents may serve in several different capacities.

- A minimum of twenty-five percent of the Spark Academy Board of Trustees will include parent members. The Board of Trustees will select these members within the first year of the school's initial opening. (See Board Governance, p.5)
- Within the first year of the school's initial opening, a parent support committee will form. The Board will announce a meeting for its formation and the parents who attend will create its structure. Subcommittees will meet the needs of the school in various areas as enumerated above. The Board will develop a policy for this Parent Support Committee within the first three months of operation. Ideal voting membership is a minimum of one parent per level minimum. A parent Board member will chair the committee.

Parent Support Committee

Parents are an integral part of Spark Academy. Without their input and help, the school will not reach its potential.

During the first year, the Director will ask a parent to assume responsibility for forming a Committee to help the school in many ways:

- Nominate parents to membership on the Board.
- Sending a notice to the parental population when parent seats become available.
- Share responsibility with the Board and administration for the Annual Fund. Spark will be operating on a fiscally responsible budget and will need parents to help with certain operating expenses and supplies through Annual Fund.
- Organize special events for teachers and parents, such as a talk by an expert on maximizing home and school study skills.
- Organize special events for students, such as a Fall Festival, parties and dances, etc.
- Work with the administration developing a parent list to substitute for absent teachers. This is crucial to the effective functioning of the school, which will have scarce funds to pay for professional substitutes.
- Develop surveys for parent feedback with administration.
- Share ideas for school improvement and safety procedures. Spark will welcome all constructive suggestions.
- Create other ideas and activities for the Committee, according to interests and needs.
- Committee will serve until the end of each school year.

Parent volunteers are needed in many important areas: substitute teaching, school set-up and maintenance, development of the annual fund, participation in special activities such as school field days and trips. Parents will also play a part in maintaining a friendly, constructive relationship between Spark Academy and New Hampshire's Community College System.

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

To ensure that all residents have an equal opportunity to apply to Spark Academy, an extensive and widely broadcast marketing effort will be initiated through the Founders Academy Foundation and the NH Alliance for Public Charter Schools. Information will be widely broadcast through newspapers, websites, libraries and other public places and social media to ensure that families are aware of Spark Academy as a choice available to them. As students from lower income or minority families may suffer disproportionately due to a lack of access to technology or to advanced curriculum, attention will be paid to reaching those students through their schools, communities, and other public services to ensure their families are aware of Spark Academy as a choice available to them.

During the initial months of planning, information will be disseminated through bulletins, advisories, social media and posting on informational Websites. Materials for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and foundations. Upon approval of the charter, the Board of the Spark Academy will develop informational brochures describing the school, its mission, its approach to education, and the expectations and opportunities the program hopes to provide. Informational brochures may be distributed to businesses, parents, residents, and school faculty by appropriate means.

Strategy for Student Recruitment:

Charter schools in New Hampshire are public schools that are open to all New Hampshire students. They admit students on a first-come-first-serve basis, creating a lottery for later applying applicants. Therefore, the strategy for recruitment must be to spread the word about Spark Academy widely and allow interested students to come to us.

In a charter school's first year, recruitment begins before the school is open. Spark Academy will provide an office at the Manchester Community College where parents and students may talk with the Director of Student Affairs to learn more about the school.

There will be advertisements in all the Manchester area local newspapers, announcing the opening of Spark Academy in September 2019.

Spark will have an application on its web site, www.SparkAcademyNH.org, that may be processed on-line.

Spark has a Facebook page, which interested applicants and their parents may join.

As soon as its charter has been approved, Spark will start holding information sessions about the schools all around the Manchester area. Ads will be placed in local papers announcing these sessions. There will also be notifications on Facebook and the web site. The sessions themselves will be held in public rooms such as library conference rooms or other town or precinct gathering places.

Every effort will be made to disseminate the news of Spark's existence as widely as possible, with visits to every neighborhood in Manchester and every town in the surrounding area.

(X) Global Hold Harmless Clause

In accordance with *RSA 194-B: 3, II(x)*, Spark Academy, its successors, and assigns, covenants and agrees at all times to indemnify and hold harmless any other school district which sends its students to the charter school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

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

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

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

Should Spark Academy cease operation or have its charter revoked by its authorizer, the Board shall consult with an attorney and the Department of Education to assure that contractual and financial obligations are met. Upon 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.

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

NOT APPLICABLE

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

A plan for each student's continued education, should the school cease to exist, will be determined individually with each student and his/her parent or legal guardian. Likely options would be 1) re-integration into the student's assigned public school, 2) application to a different chartered public school, if available, or 3) other available options based on parent and student priorities. Upon cessation of operation, the records 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 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

- Annual Progress Report -according to the NH educational requirements outlined in RSA 194-B:10, I and II, this report will answer the following key questions:
 1. Is the charter school making progress toward achieving its mission?
 2. Is the charter school responsibly using public funds?
 3. Is the charter school promoting student attainment of expected knowledge and skills?
 4. Is the school sustainable?
- Board minutes-These minutes will follow the guidelines from the Right-to-Know Law, RSA 91-A:2 and RSA 91-A:3, II.
- Certificate of Insurance Coverage- Spark Academy will outline evidence following NH standards, RSA 194-B:3, II (t)

- Certificate of Occupancy for School Facility and Fire & Life Safety Inspection -This certificate and inspection will be obtained by the Fire Department and NH Division of Fire Safety.
- Health Inspection Report (submitted per state requirements)-The local Town Health Officer will conduct the school inspection.
- Independent Financial Audit - The NH DOE Audit Department will review this audit.
- Quarterly Financial Report -submitted per state requirements.

Spark Academy will develop all required policies prior to opening, including, but not limited to:

- Records retention;
- School safety procedures such as reports of suspected abuse and neglect, policy in regard to sexual harassment, as detailed in Ed 303.01 (j) and (k), pupil safety and violence prevention (RSA 193-F), and limits on the use of child restraint practices (RSA 126-U);
- Daily physical activity plan pursuant to Ed 310.

✓ = complete, no more information required

O = incomplete, additional details required

* = Updated Section

Updated Checklist for Spark Academy

| Page | Completed ✓ | 12.21.2018 Application Modifications | Comments |
|-------|----------------|---|--|
| 5 | ✓ | Board Make-up; Describe skill sets of board members to ensure you have a well-rounded board Experience Recommended: <ul style="list-style-type: none"> • Business Management • Finance • Fundraising • Education Leadership • Education General • Law/Legal work | |
| 5, 23 | ✓ | Board Training | Board members will be trained on governance, operations, and compliance procedures outlined by The National Charter School Resource Center. {This extensive resource was created by the U.S. Department of Education.} |
| 6 | ✓ | Board Meetings...more will be needed for the first year. Recommend 1 per month. Also take out the video conferencing for Board member attendance...can't make decisions or include in a quorum if not physically in attendance | |
| 41 | ✓ | Strategy for Student Recruitment | |
| 5 | ✓ | Describe "Middle College" | |
| 13-25 | ✓ | Research-based curriculum with evidence of effectiveness. This is to guide decisions for curriculum selection and to support final choice Here are a few website where the research has been done for you: <ul style="list-style-type: none"> • https://ies.ed.gov/ncee/wwc/ • http://www.intensiveintervention.org/ <ul style="list-style-type: none"> ○ http://www.intensiveintervention.org/chart/instructional-intervention-tools | Included in the Appendix and updated Section (H) of the charter. |

| | | | |
|--|---|--|---|
| | | <ul style="list-style-type: none"> ○ http://www.intensiveintervention.org/chart/behavioral-intervention-chart • https://www.evidenceforessa.org/ • https://bestevidence.org • http://www.edreports.org | |
| 27 | ✓ | Teacher qualifications for certified and non-certified instructional staff and for parent substitutes | Section (J) |
| 7,8 See section (J) 26, and section (V) | ✓ | School/student safety on a college campus | <p>The Board of Trustees, The Executive Director, and Parent Support Committee will be responsible for school and student safety.</p> <p>Additional notes: Spark Academy has already gleaned advice from security professionals and is actively working with MCC to provide a safe environment. The rental agreement includes separate quarters for the Spark students. After charter approval, Spark Academy will be an official entity and will be allowed a Board of Trustees. These Spark Academy Board members will adopt a student handbook detailing safety procedures. These plans (pending approval) may include QR Code Tracking badges for the students and other such strategies.</p> |
| 29 | ✓ | Committee to select students (may look as though student selection is practiced) | |
| 41 | ✓ | Plan to disseminate best practices | Resources include: Charlotte Danielson's Framework for Teaching Teach Like a Champion |
| Section (M), 31 | ✓ | Address who will be responsible for civil rights- work this out with the college | MCC and Spark Academy have the same Civil Rights standards. |
| Section (P), 33 | ✓ | Consider a disciplinary program – PBIS, restorative justice for example | Teach Like A Champion |

| | | | |
|---------------------------------|---|--|--|
| | | | Spark Academy added a few more pages describing the restorative disciplinary program. |
| 23 | ✓ | A very detailed student's handbook, especially since mixing student populations...HS and College. May want to do some research and connect with another school who has a similar program to find out how they handle this and what they have in place. | Will create |
| 27 | ✗ | Consider how an 8:30 am start will work for students who want to participate in extracurricular activities at their home district. | Updated – not mentioned |
| 27 | ✓ | Consider how an 8:30 am start and different hours of operation (some evenings) will work for student transportation, especially for transportation provided by Manchester. | |
| 34,35 | ✓ | Start parent committee much earlier than in 3 years...need to look at parents as partners Describe the framework for parent engagement | |
| 27, 28 | ✓ | Meet with possible sending district early to set up a pathway for SPED services, for student referrals | After BOE approval, we will be allowed to start this process. |
| Section (B) and section (C) 5-8 | ✓ | Right to know law - policy | |
| Section (D) 9 | ✓ | Match student numbers with 16 classrooms...not aligned at the moment | At maximum capacity, Spark Academy will admit up to 300 students and maintain the general student/teacher ratio of 20:1. Sixteen classrooms can adequately accommodate 300 students. $300/16= 18.75$ |
| Section (H) 13-25 | ✓ | Look at Health and PE minimum standards | Updated |
| 41 | ✓ | How will you reach out to at risk populations | Legally, Spark Academy is not allowed to target a specific group for enrollment or discriminate against any individual for any |

| | | | |
|---------------------|-----------------------|---|--|
| | | | <p>reason. Spark has created a strategy to disseminate information about the school to the whole region.</p> <p>The future Director of Community and Student Affairs has already fostered connections with “at risk” students. She actively volunteers at the Roca Kidz Club and supports the homeless population, economically-disadvantaged families, opioid recovery programs, and refugees through the Good Samaritan Network and other humanitarian endeavors. Other such connections will include The Boys and Girls Club, Manchester Connects, YWCA, Welcoming Manchester, etc.</p> <p>Spark Academy will value students based on their humanity, not their background.</p> |
| | ✓ | Describe “Commercial Umbrella” and list those businesses/stakeholders included | <p>Legally, Spark Academy cannot collect funds from stakeholders/businesses until the school is an official entity.</p> <p>However, Spark has unofficially built an extensive network of supporters from technical and trade sources, including Gary Thomas of North Point Construction Management, Matt Mercier of Acapella Technologies, etc.</p> |
| 8 | ✓ | Be more specific with location | |
| 13-25 Appendix A | ✓ | Further explain how the integrated curriculum will work and could add culture to assist with this. | |
| 13-25 | ✓ | Heath and PE minimum standards ED 306; https://www.education.nh.gov/legislation/admin_rules_toc.htm | |
| Page | Completed ✓ | 2.25.2018 Application Modifications | Comments |

| | | | |
|--------------------------------------|-----------------------|--|--|
| 11 | ✓ | Objective measurements for the goals and objectives, especially with respect to student achievement | |
| Section (S) and Section (L) 38-39 30 | ✓ | Plans for how the college classes will fit in to the school's schedule and vice versa. The section in the grant that has been modified due to concerns made in January, does not fully address the extent of the concern, which I have outlined below: The pupil transportation section was updated to show that CCSNH's Early College program is separate from the Spark Academy schedule. The Manchester school district will determine Spark Academy's bus schedule. Ultimately, Spark Academy has no control over this. However, we will facilitate discussions to make schedules easier for our students. Since we switched the Internship Program to the school year, we fixed this particular calendar problem. | We completely changed two sections to reflect collaboration with MCC. All the core classes required for graduation will fit the Spark Academy schedule. |
| 27 | ✓ | Transportation for college classes that extend beyond the school day hours | Parent responsibility |
| Section (S) 38-39 | ✓ | School holidays that do not coincide with the college holidays, for example, colleges are usually closed for most of January, schools have winter and spring breaks which are different dates than the college breaks, and colleges get out of school for the summer earlier than public schools. What will students be doing when college is not in session and what will students do when the school is on break but the college is not? | MCC will be accessible to Spark Academy during Spark's regularly scheduled hours. |
| Section (S) 38-39 | ✓ | Also consider transportation for students when school buses are not in session due to breaks, but college classes are still running. | All classes required for Spark high school graduation will fit in the regular schedule. |
| Section (S) 38-39 | ✓ | How will you manage snow days when public schools are closed, but the college is open? | |
| Page | Completed ✓ | 2.27.2018 Legal Review Modifications | Comments |
| Section (D) 9 | ✓ | 4. This requirement is not satisfied as the application does not include clear expectations of the total number of teachers and the average teacher/student ratio for the first five years of the school. | Student/teacher ratio of 20:1 |
| 32 | ✓ | 5i. This subsection is not satisfied as the application does not adequately address the preferential status given to founding members, teachers and others. | |
| 39 | ✓ | 5.ii. Contracting for Services: 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. | |

| | | | |
|--|---|--|---|
| | | Identity of consultants to be used for various services (§ u): This requirement is partially satisfied. The application identifies certain consultants and provides “Spark Academy may utilize consultants from their areas of expertise,” Application at p. 28, but the services are not identified and there is no description of the qualifications or certifications of the unidentified consultants. | |
| 26 | ✓ | 5iii. Employee Background Check: This subsection is not satisfied. The application omits a statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a. | |
| Section (B) and section (C) 5-8 | ✓ | 8. a) Methods by which trustees and their terms are determined: This is likely not satisfied. Although the application identifies the initial trustees and provides the general method for selecting replacement and/or new trustees, b) it does not address trustee terms beyond the initial trustees nor does it address term limits. c) Additionally, the application notes that 25% of its board will be from the parental population; however, the statute provides the board should include the greater of 25% of the parental population or 2 members. Finally, d) the application does not adequately address the decision-making process. | Updated |
| 13-25 Appendix A | ✓ | 11. Curriculum that meets or exceeds state standards in the subject areas offered (§ f): This requirement may be satisfied with more clarity. The application presents the general subject areas that will be covered by the school, but the description of the school’s educational program is relatively broad. It does not appear the applicant adopts a specific curriculum. The application also references that students will complete certain courses through the Community College System of New Hampshire (“CCSNH”); however, the application omits further details in this regard. | We are including sample syllabi. |
| Section (F), Section (G), Section (H), and Section (I) 10-26 | ✓ | 12. Academic and other learning goals and objectives (§ g): This requirement may be satisfied with more clarity. The learning goals and objectives are vague and do not reflect the schools’ mission and vision statements in specific and measurable ways. | We added Smart Goals and other assessments. |

| | | | |
|-------------------|---|--|--|
| 26-29 | ✓ | 15. Staffing overview (§ j): This requirement is not satisfied. The statute requires a staffing overview, including qualifications for professionals and paraprofessionals. The application does not provide qualifications for any of the identified staffing positions. | |
| 30 | ✓ | 17. Pupil transportation plan (§ l): This requirement is not satisfied. The application does not include any provision from the applicant’s own resources for transportation for students outside of the district. Although the application recognizes that the school may attract students from different districts, the application states only that the school will “help to assist parents and students who wish to coordinate personal transportation from outside the district in which the charter school is located.” Application at p. 22. This language is likely not sufficient to satisfy the statute’s mandate. | Provided justification but no reference to the law |
| 31 | ✓ | 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 is likely satisfied. For the most part, the applicant merely recites relevant statutory language. However, the application provides, in broad terms, the methods in which the school will coordinate with the student’s LEA. | |
| 32 | ✓ | 20. Admissions: This subsection is not satisfied as the application does not adequately address the preferential status given to founding members, teachers and others. Admission procedures (§ o): This requirement is likely satisfied with further clarity and/or conditions. The application provides admission procedures that are compliant with New Hampshire law; however, there is an undefined and open-ended carve out for the children of founders, faculty, and CCSNH faculty. In the absence of any limitation or policy to avoid having a disproportionate number of spaces reserved for the children of these individuals, the school risks contradicting the goals of an open-enrollment public school. Further, the school requires prospective students and their families to attend at least one informational meeting. Because the school is an open enrollment charter school, it likely cannot deny admission merely because a student and his/her parent or guardian did not attend an information section. Rather than stating families are “required” to attend, the school should modify the language to “strongly encouraged,” or language to that effect. | |
| Section (P) 33-36 | ✓ | 21. Philosophy of pupil governance and discipline (§ p): This requirement is satisfied in part. The application provides the schools’ philosophy for student governance, but does not provide an adequate description of the school’s proposed disciplinary policies. Similarly, it does not describe the school’s due process procedures to address discipline. | Teach Like a Champion, etc. |
| Appendix B | ✓ | 23. Annual budget (§ r): This requirement appears to be satisfied. This section meets the statutory requirement by providing a 5-year budget; however, the budget does not | |

| | | | |
|---------------------|------------------|---|---|
| | | appear to be based on realistic revenue and expenses. For instance, the budget appears to have underfunded or unaccounted for items (i.e. no allocation for electricity in years 1 & 2, or for SPED services). | |
| 39 | ✓ | 26. Identity of consultants to be used for various services (§ u): This requirement is partially satisfied. The application identifies certain consultants and provides “Spark Academy may utilize consultants from their areas of expertise,” Application at p. 28, but the services are not identified and there is no description of the qualifications or certifications of the unidentified consultants. | |
| Page | Completed | 2.27.2018 SBE Modifications | Comments |
| 13-25 Appendix A | ✓ | Curriculum - for SBE approval, need to have something more concrete. Course syllabi would be good. | Sample Syllabi in Appendix A |
| Section (J) 26-29 | ✓ | Job descriptions – more robust qualifications. Exec Director is good – recommend using this as a model. RSA 194-B,II(j) requires qualifications sought for professionals and paraprofessionals. Types of experiences and degrees, certificates etc. would be helpful. | |
| | ✓ | No Director chosen. If one has been chosen, please refer to the position being filled pending approval, with background details such a bio. Name of person not necessary. | Denis Mailloux, Director of Trinity High School in Manchester, NH for 22 years. |
| Section (V) 39 | ✓ | Parent committee – Please elaborate. Suggested areas include; How the committee is formed, it’s purpose, how it will function – if advisory, how will this be communicated and to whom, qualifications of members, terms, term renewals, duties, organization and oversight by a Board member or administrator regarding annual funds. | |
| Section (P) 33-36 | ✓ | Student Discipline- good philosophy but need to have a framework in place by beginning of school. What will you do for transgressions of an egregious nature; what will the consequences be? Who will adjudicate? Great to have student government working on a code of conduct but will there be someone to oversee and advise this work? | |
| Appendix A, B, etc. | ✓ | Missing budget and appendices/attachments | |

Humanities Unit 1: Prehistoric Humanity

| HISTORY TIMELINE | TECHNOLOGY / SCIENCE/ MEDICINE | MATHEMATICS | ART AND ARTS | MUSIC | LITERATURE/ PHILOSOPHY AS IT MIGHT RELATE TO INNOVATION | OTHER |
|---------------------|--------------------------------------|-------------|--------------|-------|---|-------|
| 10 MIL YRS AGO | HUMANS MAKE FIRST TOOLS | | | | | |
| 1-2 MIL YRS AGO | HUMANS DISCOVER FIRE | | | | | |
| 500,000 BCE | FIRST HUMAN SPEECH | | | | | |

Year One; Unit One:

Objectives:

I. Introduce the students to the fundamental process employed in the humanities program:

A. Encouraging students to learn through:

1. application of their imaginations
2. collaborative thought and projects
3. group and individual experiences
4. artistic endeavor
5. research
6. logic
7. group and individual written reports
8. group and individual presentation

Anticipated Outcomes:

- I. development of curiosity as the primary means of motivating student learning
- II. positioning of everyone in the class, including the teacher, as co-learners through the process of exploration and shared learning
- III. development of a school culture that values:
 - A. deep questioning
 - B. in-depth research
 - C. analysis
 - D. well-articulated communication, both written and oral
 - E. appreciation for all contributions and perspectives
 - F. exploration driven by ongoing curiosity
 - G. greater understanding of the shared experiences of all humanity, i.e., the human experience.

Appendix A

Unit 1: Humans First Create Tools:

Lesson 1:

- I. Each student will write a pre-investigation reflection on this human advancement by contemplating the following questions and perhaps adding questions to be considered by the entire class:
 - A. What needs do you think those tools were fulfilling?
 - B. Based on these needs, what do you think those first tools might have been?
 - C. What would we learn about early human life by knowing which tools were the first to be created?
- II. The students will be expected to think and write individually about the answers to these questions prior to conducting any research, thereby constructing hypotheses.
- III. The students will continue individual thinking and writing as out-of-class assignments.
- IV. By writing their thoughts, students will experience the process of clarifying their individual hypotheses.

Lesson 2: Class discussion:

- I. This class is based on the students' individual thoughts after a period of reflection on the questions introduced by the prior classroom discussion.
- II. Active listening will be taught by requiring students to:
 - A. take notes of peer hypotheses
 - B. construct questions to help test initial hypotheses
- III. Openness and respect will be modeled by the teacher by:
 - A. modeling respect for all contributions
 - B. acting as a catalyst for classroom questions
 - C. assisting the students to discover common "threads" in the various hypotheses
 - D. connecting individual thoughts to develop a unified hypothesis where possible



Lesson 3:

Appendix A

- I. Though media such as that found on the National Geographic and PBS websites, the teacher's mission is to excite the students' imaginations. These media will present various artifacts and hypotheses which the students will compare to individual and group hypotheses
- II. The students will be asked, once again, the questions that began the unit:
 - A. What do you think those first tools might have been?
 - B. What needs do you think those tools were fulfilling?
- III. At this time, the students will be asked an additional question: "What might we learn about early human life by knowing which tools were the first?" so as to introduce students to questions relative to the human condition.
- IV. The lesson will end in class discussion with the teacher pointing out how the class' perspective has developed since the first discussion and the extent to which the students were able to anticipate the hypotheses presented in media materials, thus demonstrating to the students their own ability to apply critical thinking to the development of valid hypotheses.

Lesson 4:

- I. The students will present with wood and stone materials similar to those from which early tools were made. With all the appropriate protective gear, the students will find themselves in a "lab" situation wherein they must produce tools as our ancestors did.
- II. The student will be expected to take notes on this process and write a statement explaining how this hands-on process better informed them of the actual experience that ancient humans underwent as they struggled to better their lives through the creation of tools.
- III. This "lab" will conclude with a report very similar to a science lab report as the students will be expected to:
 - A. record details carefully
 - B. provide data relevant to the knowledge gained through the hands-on experience
 - C. assess the hands-on process with a focus on improving that process for future investigations

Lesson 5: Enactment

- I. The students will be allowed to enhance their unit grades by writing and performing small group skits to be performed before the entire class.
- II. This performance will:
 - A. provide an introduction to the element of exhibition which will be an integral part of the entire charter school humanities experience
 - B. provide students with a creative means of approaching and understanding course content
 - C. provide additional enjoyment to the learning experience, thus making it a more memorable one

Appendix A

Assessment:

- I. Each student activity described above will include assessments based upon the guiding principles for assessment described in the charter.
- II. A final assessment for the unit will consist of individual student essays:
 - A. summarizing the unit
 - B. presenting the individual students' hypothesis
 - C. defending that hypothesis in a thorough and critical manner

Note: The subsequent units on the discovery of fire and development of speech will utilize the process described for Unit One.

Spark Academy Humanities Curriculum/Pedagogy Overview

The Spark Academy graduate will be able to gather, comprehend, evaluate, synthesize, and communicate information relevant to essential questions using original research and authoritative sources to test hypotheses, solve problems and recommend new hypotheses and solutions to problems. These essential questions will be produced through overviews presented by the instructor to the students to prompt the essential questions that are at the root of who we are as human beings and how we have journeyed through history as revealed by the primary artifacts of that journey: original documents, music, literature, art, mathematics, science and technology.

The NAEP Literary and Informational Frameworks will be used to guide the blend of reading with which the students will be engage so as to prepare them for the challenges of both college and workforce.

Appendix A

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

| Grade | To Persuade | To Explain | To Convey Experience |
|-------|-------------|------------|----------------------|
| 4 | 30% | 35% | 35% |
| 8 | 35% | 35% | 30% |
| 12 | 40% | 40% | 20% |

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*. Iowa City, IA: ACT, Inc.]

Language Progressive Skills, by Grade

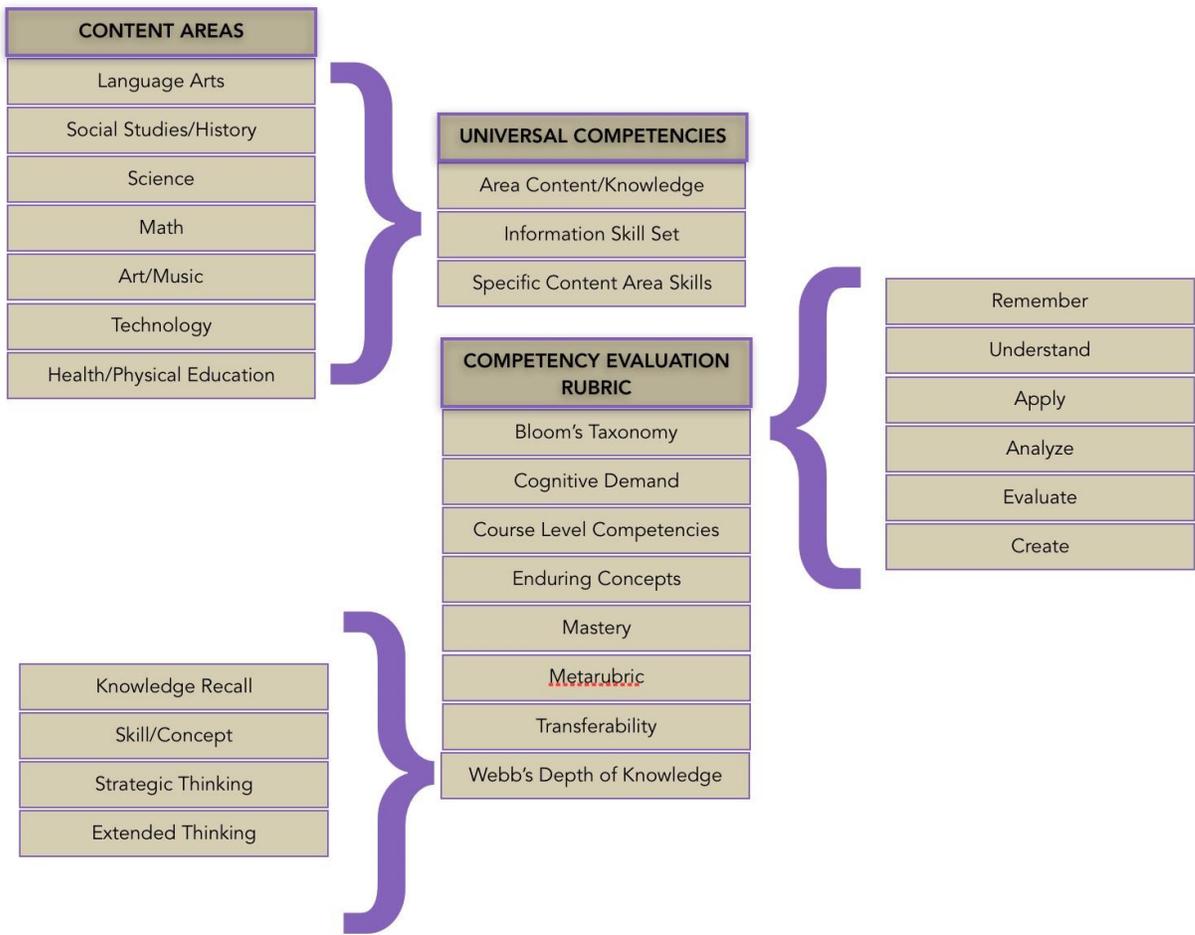
The following skills, marked with an asterisk (*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

| Standard | Grade(s) | | | | | | | |
|---|----------|---|---|---|---|---|------|-------|
| | 3 | 4 | 5 | 6 | 7 | 8 | 9-10 | 11-12 |
| L.3.1f. Ensure subject-verb and pronoun-antecedent agreement. | | | | | | | | |
| L.3.3a. Choose words and phrases for effect. | | | | | | | | |
| L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | | | | | | | |
| L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>). | | | | | | | | |
| L.4.3a. Choose words and phrases to convey ideas precisely.* | | | | | | | | |
| L.4.3b. Choose punctuation for effect. | | | | | | | | |
| L.5.1d. Recognize and correct inappropriate shifts in verb tense. | | | | | | | | |
| L.5.2a. Use punctuation to separate items in a series.* | | | | | | | | |
| L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person. | | | | | | | | |
| L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | | | | | | | | |
| L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | | | | | | | | |
| L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | | | | | | | | |
| L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.* | | | | | | | | |
| L.6.3b. Maintain consistency in style and tone. | | | | | | | | |
| L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | | | | | |
| L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | | | | |
| L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood. | | | | | | | | |
| L.9-10.1a. Use parallel structure. | | | | | | | | |

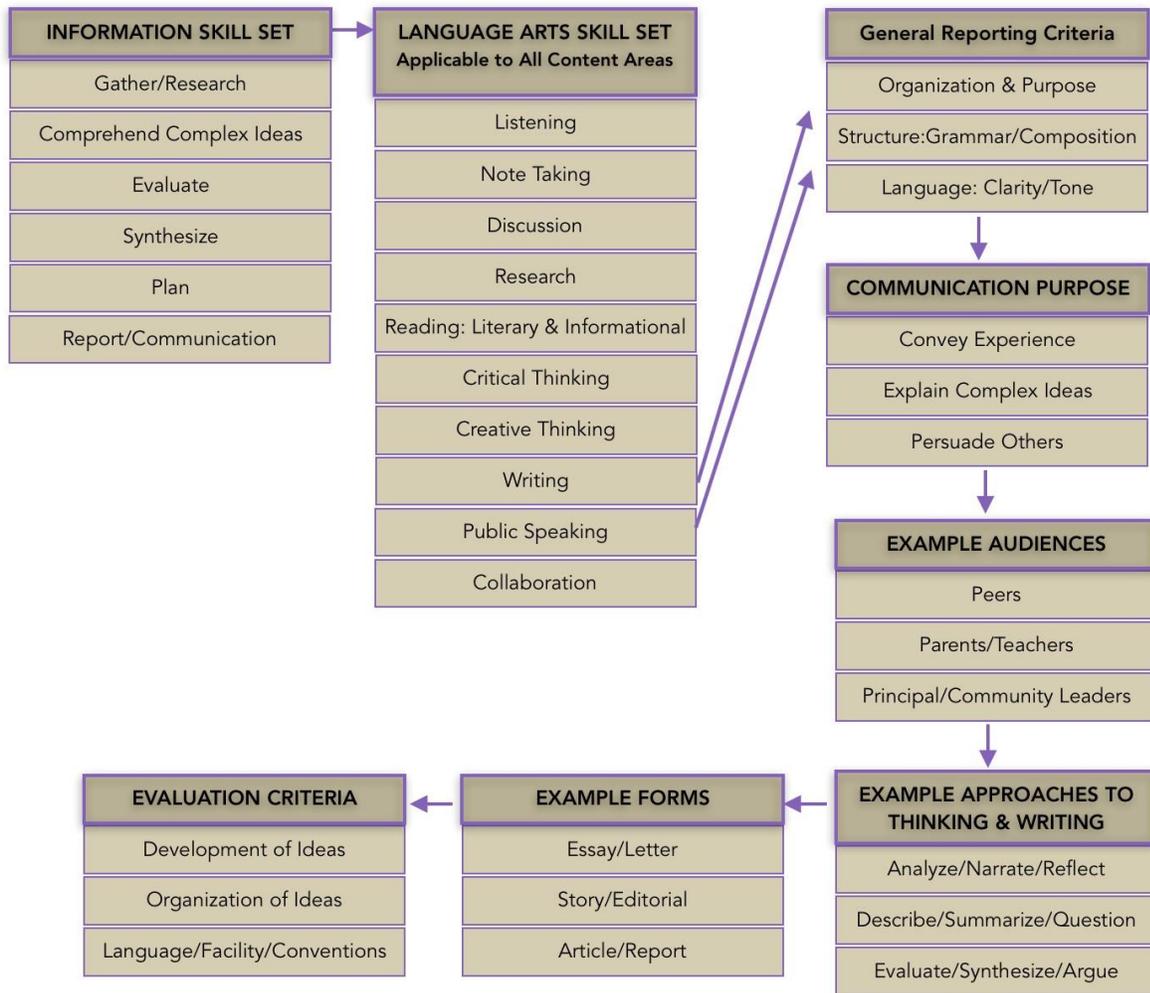
The ability to find and internalize information must be accompanied by one's ability to convey experience, explain complex ideas, or persuade others. The following rubrics will be applied to communications of all forms, written and non-written, traditional and non-traditional.

As indicated in the N.H. Department of Education materials on standards and in the framework of the National Assessment of Educational Progress (NAEP), special emphasis is needed on complex informational texts in a variety of content areas so as to prepare them for both college and for the workforce. The following charts indicates the information and communication competencies which will be an integral part of lesson planning, pedagogy, and assessment for all content areas.

Appendix A



Appendix A



The Language Arts curriculum will include both literary and informational texts. Social Studies, Math, Science, Technology, Art, and Music reading will be informational. In all areas of the curriculum, the fundamental skills of finding/developing sound data, organizing data, and sharing data in an organized, clear, and meaningful manner will be a uniting set of competencies be implemented through meaningful lesson planning which incorporates guidance from the well-known Charlotte Danielson model Framework for Teaching.

The following summary of the Danielson Model will provide faculty in all content areas with a starting point for common professional development experience to help foster not only the meeting of all state competencies but to do so in a manner that brings metacognition to Spark Academy's pedagogical approach.

Domain 1: Planning and Preparation

I. Demonstrating Knowledge of Content and Pedagogy

Appendix A

- A. content knowledge
- B. prerequisite relationships (student to content)
- C. content pedagogy
- II. Demonstrating Knowledge of Students
 - A. child development
 - B. learning process
 - C. special needs
 - D. student skills, knowledge, and proficiency
 - E. interests and cultural heritage
- III. Setting Instructional Outcomes
 - A. value, sequence, and alignment
 - B. clarity
 - C. balance
 - D. suitability for diverse learners
- IV. Demonstrating Knowledge of Resources
 - A. for classroom
 - B. to extend content knowledge
 - C. for students
- V. Designing Coherent Instruction
 - A. learning activities
 - B. instructional materials and resources
 - C. instructional groups
 - D. lesson and unit structure

Domain 2: The Classroom Environment

- I. Creating and Environment of Respect and Rapport
 - A. teacher interaction with students
 - B. student interaction with students
- II. Establishing a Culture for Learning
 - A. importance of content
 - B. expectations for learning and achievement
 - C. student pride in work
- III. Managing Classroom Procedures
 - A. instructional groups
 - B. transitions
 - C. materials and supplies
 - D. non-instructional duties
 - E. supervision of volunteers and paraprofessionals
- IV. Managing Student Behavior
 - A. expectations
 - B. monitoring behavior
 - C. response to misbehavior
- V. Organizing Physical Space
 - A. safety and accessibility
 - B. arrangement of furniture and resources

Appendix A

Domain 3: Instruction

- I. Communicating with Students
 - A. expectations for learning
 - B. directions and procedures
 - C. explanations of content
 - D. use of oral and written language
- II. Using Questioning and Discussion Techniques
 - A. quality of questions
 - B. discussion techniques
 - C. student participation
- III. Engaging Students in Learning
 - A. activities and assignments
 - B. student groups
 - C. instructional materials and resources
 - D. structure and pacing
- IV. Using Assessment in Instruction
 - A. assessment criteria
 - B. monitoring of student learning
 - C. feedback to students
 - D. student self-assessment and monitoring
- V. Demonstrating Flexibility and Responsiveness
 - A. lesson adjustment
 - B. response to students
 - C. persistence

Domain 4: Professional Responsibilities

- I. Reflecting on Teaching
 - A. accuracy
 - B. use in future teaching
- II. Maintain Accurate Records
 - A. student completion of assignments
 - B. student progress in learning
 - C. non-instructional records
- III. Communicating with Families
 - A. about instructional program
 - B. about individual students
 - C. engagement of families instructional program
- IV. Participating in a Profession Community
 - A. relationships with colleagues
 - B. participation in school projects
 - C. involvement in culture of professional inquiry
 - D. service to the school
- V. Growing and Developing Professionally
 - A. enhancement of content knowledge/pedagogical skill

Appendix A

B. receptivity to feedback from colleagues

C. service to the profession

VI. Showing Professionalism

A. integrity/ethical conduct

B. service to students

C. advocacy

D. decision-making

E. compliance with school/district regulation

Physical Science Unit Sample: An Introduction into Astrophysics

Unit Outline:

1. The Sun
2. Nuclear Energy
3. Classifying the Stars in the Universe// Variable Stars
4. Galaxies// An Expanding Universe
5. Projects and Experiments

Unit Prerequisite: Prior to this unit the students will study light energy.

Lesson One: The Sun

1. Learn what makes this star unique to our solar system and compare this solar system with other systems in the universe.
2. Explore the four regions of sun and the different properties.
3. Study the effects of hydrogen gas that causes the gravitational field, the pressure the hydrogen atoms experience and examples of nuclear fusion that occurs on the sun.
4. Discuss Einstein's Theory of Relativity here.
5. Ask "What happens to this energy?" and discuss concepts of radiative zone, convection zone, photosphere, and solar flares

Lesson Two: Nuclear Energy

1. Compare nuclear fusion from the sun to the nuclear fission that we use to produce some electricity on earth.
2. Describe the process of nuclear fission in nuclear bombs and power plants. For this section, learn about chain reactions and critical mass.
3. Discuss potential future technology that could eliminate the danger of a meltdown in a nuclear power plant.

Lesson Three: Classifying the Stars

Appendix A

1. Learn about the tools that scientists use to study the universe and how they classify stars. For this lesson, understand the functions spectroscopy, spectral letters, absolute magnitude, and apparent magnitude.
2. Create a graph like the Hertzsprung-Russell Diagram to plot the various types of stars and their temperatures.
3. Learn about variable stars including pulsating variables, novae, and supernovae that cannot be placed on a H-R Diagram.
4. Measure the distance between stars through the parallax method and apparent magnitude method. Ask "Which method is more reliable?"

Lesson Four:

1. Classify the different types of galaxies. Discover which one is the Milky Way.
2. Explore the Expanding Universe and the history of how this was observed by scientists. This lesson will include defining spectral lines and the red shift.
3. Recall the Doppler effect from a previous unit study and discuss Edwin Hubble's observation.

Experiments and projects: Create a model showcasing one or two of the many possible ways the universe could be expanding. Model options may include an artistic journal entry visually describing this study, a dramatic oral report with an experiment presentation, or an exhibition project.

MANCHESTER COMMUNITY COLLEGE

COURSE SYLLABUS – Fall Semester 2017

Course Name: Robotics Design

Credits: 3

Course Number: ROBO 211

Instructor: Dan Larochelle

CRN: 24232

Contact Information: See Canvas

Semester/Year: Spring 2018

Course Details: Course Delivery Method: Hybrid

Meeting Days/Times/Room Number(s): Lecture and Lab - Room 246

Tuesday 6 PM to 10:10 PM

Semester Parameters: Jan 16th – May 4th

Catalog Description:

Students will design a robot according to specifications for the functions and tasks the robot needs to complete. This will involve many critical features of the robot needed to meet the specified requirements. The course will cover the entire design processes, such as defining the problem, researching and designing, creating a prototype, building a robot, programming and testing, and finally the evaluation of the robot design to the specifications.

Course Pre-requisites/Co-requisites:

MATH 090 with a C or better

Learning Objectives:

1. Apply knowledge of mathematics, science, technology and design.
2. Demonstrate techniques, skills, and knowledge necessary to use and maintain technological products and systems.
3. Demonstrate strategies for identifying, formulating and solving technological problem
4. Design and construct experiments along with analysis and interpretation of data.
5. Develop and maintain good working relationships with supervisors and peers. Work as part of a team to achieve mutual goals by using behaviors and/or actions that best support the team and lead toward the accomplishment of tasks.

Outline of Topics:

1. Explain the stages of the design cycle, the role that each stage plays and the nature of an iterative process.

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2. Determine types of structural fasteners, the properties each, and how those properties relate to mechanical connections and structural integrity. Evaluate fastener effectiveness and make design or fastener modifications as appropriate to rectify issues/problems.
3. Select drive train components such as motors, shafts, gears, wheels, casters, lock collars, spacers, bearings and mounting hardware. Describe the role of each in drive train construction. Construct, test and debug a drive train following plans or directions.
4. Explain the robot controller and its role with respect to robot functioning. Identify a variety of electrical connections and describe basic features of each. Identify components and properties of DC power systems.
5. Identify design constraints in adding components to a robot. Describe why some designs may be more advantageous than others.
6. Describe a complex task as a series of discrete, sequenced steps or processes (process analysis).
7. Describe the steps in a programming sequence: create, edit, compile, download, run.
8. Observe robot performance, compare observations to program statements. Compare program statements to data collected from motor behavior, use mathematical methods to modify program statements to achieve a different but related motor behavior, and analyze and account for discrepancies between expected and actual performance. Use observations of robot performance to identify and analyze discrepancies between intended and actual robot behavior.
9. Design a gear train resulting in mechanical advantage. Design a drive train to allow the robot to deliver maximum power for a given task.
10. Create, edit, compile, download and execute a robotic program that uses sensors to allow the robot to respond to its environment. Create and test a reusable subroutine that provides greater precision in controlling robot behavior.
11. Relate understanding of degrees of freedom of a robotic arm to the manufacturing process.
12. Relate lifting capacity of a robotic arm to the applied movement.
13. Personal Effectiveness Competencies
 - i. Integrity – displaying accepted social and work behaviors;
 - ii. Motivation – demonstrating a willingness to work;
 - iii. Dependability/Reliability – displaying responsible behaviors at work;
 - iv. Willingness to Learn – understanding the importance of learning new information for both current and future problem-solving and decision-making.
14. Foundation Academic Competencies
 - i. Applied Science – using scientific rules and methods to solve problems; Basic Computer Skills – email, word processing, spread sheets, etc.
 - ii. Applied Mathematics/Measurement – using math to solve problems;

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- iii. Reading for Information – understanding written sentences in work-related documents;
- iv. Business Writing – using standard business English; Listening to and Following Directions;
- v. Locating and Using Information;
- vi. Speaking/Presentation – communicating with co-workers and supervisors.

Required Textbooks /Reading/Companion Website:

Online VEX Curriculum <http://curriculum.vexrobotics.com>

Robot C video tutorials

http://education.rec.ri.cmu.edu/products/cortex_video_trainer/index.html

Supplemental Materials:

- VEX Robotic Design Kits will be provided in the lab.
- A bound notebook to be used as an Engineering Notebook.
- A USB Drive for Robot C programs
- A laptop or Home computer for Robot C software

Teaching Philosophy & Methods of Instruction:

The approach for this class will be PBL (Problem Based Learning). This means a problem/project will be assigned and students will research the information needed to complete the task. Assistance will be provided by the instructor as needed. There will be group participation for these projects on the solutions, but each student will do their own individual project.

This course will rely heavily on online learning resources. Course theory will be self-directed study though a series of course modules. In-class time will be dedicated to hands-on lab activities, required in-class assessments, team projects, and as needed material review.

Methods of Testing /Evaluation/Assessment:

40% Assignments and Lab Reports

20% Engineering Notebook

20% Final Project

20% Lab and Project Participation

Course Grading:

| Letter | Numeric | Letter | Numeric |
|--------|-----------|--------|-------------|
| A | 93.33-100 | C | 73.33-76.66 |

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| | | | |
|----|-----------------|----|-----------------|
| A- | 90.00- 93.32 | C- | 70.00- 73.32 |
| B+ | 86.67- 89.99 | D+ | 66.67- 69.99 |
| B | 83.33- 86.66 | D | 63.33- 66.66 |
| B- | 80.00- 83.32 | D- | 60.00- 63.32 |
| C+ | 76.67- 79.99 | F | Below 60 |

Incompletes: An Incomplete Grade (I) indicates that a student has not completed a major course assignment (usually a final exam or culminating final assessment) due to extraordinary circumstances, such as serious illness, death in the family, etc. The grade is applied only in those instances where the student has a reasonable chance of completing the outstanding work and passing the course. It is not intended to give an extension of time for a student delinquent in meeting major course responsibilities. The grade is applied at the instructor's discretion and must be approved, in advance, by the Department Chair.

Tuition Refund Policy: The last date to drop courses with a full refund is:

- 16 week courses: 1/29

1. SAFETY FIRST!!!
2. No fooling around in the Lab at any time.
3. If you miss a lab you will have to make up the missed work during regular scheduled lab time or get permission to use the lab from the instructor who is in the lab.
4. Lab is to be cleaned up at the end of class and tools put back in the proper storage location.
5. If you break something, tell us about it so it can be fixed/replaced for the next class.

Faculty Response Time:

E-mail Questions from Students: Within 24 hours or less

Homework Returned: Not graded but will be reviewed each week

Lab Assignments Graded: See below.

Other Assignments Graded/Returned: This will be done within a week in most cases.

Late Work/Late Submissions Policy:

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It is the student's responsibility to get the work to the instructor in a timely manner if it is late. (i.e.. Timely manner is no more than 2 weeks!) Late assignments will automatically be reduced by 15 points.

Attendance Policy

The MCC Academic Catalog states the following:

“MCC requires an instructor to have a published attendance policy. . .the Instructor will be responsible for informing students of the attendance policy at the beginning of each course”

This is a lab intensive course and attendance is mandatory. If you going to miss a lab, please contact me prior to the class. It is your responsibility to fulfill all course requirements and complete all assignments. The College requires faculty to verify student attendance twice within a term: at the first class meeting of each term and at the conclusion of the Add/Drop period.

Participation (20%)

Student is highly active in discussions and with their engagement. Contributes multiple ways: timely homework, initiates discussion topics, actively and appropriately responds to comments, and completes substantive agenda/preparation sheets. Participation adds new information, questions, and considerations. Contributions from the student are based on class readings, personal and work experiences, and again, are appropriate.

Academic Integrity/Student Conduct:

Please refer to the published MCC Student Handbook and Code of Conduct for behavior expectations, standards for academic honesty, and sanctions that may result:

<http://www.mccnh.edu/pdf/StudentHandbook.pdf>

<http://www.mccnh.edu/pdf/StudentCodeofConduct.pdf>

Title IX Protections and Reporting: Manchester Community College is committed to providing a safe and secure environment where each student is able to learn, grow, and prosper. One manner in which MCC demonstrates this commitment is through our various policies prohibiting all forms of sex discrimination, misconduct, sexual violence, assault, or harassment. These policies conform to Title IX of the Education Amendments Act of 1972. Title IX is the federal law that prohibits sex discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. For additional details about these policies, reporting points of contact, and other local resources, please see the College's Title IX information page at http://www.mccnh.edu/pdf/TitleIX_Flyer.pdf. Additional information regarding MCC's

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conduct policies may be found under the “Policies and Student Responsibilities” tab of the College’s website at <http://www.mccnh.edu/current-students>.

As your instructor, I am available if you would like to speak to me about an incident of sexual harassment or assault that occurred while you are a student at MCC. However, it is important to note that all college faculty members are subject to mandatory reporting requirements under Title IX. If you disclose a personal experience to me involving conduct covered under Title IX, I have a responsibility to report my knowledge of the incident to the Title IX coordinator, Terry Chisholm: tchishom@ccsnh.edu or at 603-206-8177.

Please note that free confidential resources are also available through the YWCA 24-hour Crisis Line: 603-668-2299.

Additional information, including resources, can be found at:

New Hampshire Coalition Against Domestic and Sexual

Violence: [http://www.nhcadv.org/Catchment%20map\(1\).pdf](http://www.nhcadv.org/Catchment%20map(1).pdf)

In addition, as a mandated reporter, I have a duty to report when a student discloses behavior or a willingness to engage in behavior that may involve harm to self or others; including the abuse of minors, the elderly, or persons with disabilities. Such disclosures, whether verbal or written, will be reported to the appropriate authorities.

Academic Adjustments: Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are entitled to academic adjustments with appropriate documentation. Students wishing to discuss services should contact the Academic Success Center. If you have approved accommodations and would like them implemented, please alert me as your instructor the first week of class. Please note that accommodation plans are not retroactive.

Canvas/E-mail Usage Policy:

Students: **Easy Login:** Students can access e-mail, Canvas, the student information system (SIS), and library resources with one username / password. Log in to SIS to obtain the username and password needed to set up an Easy Login account.

(*) Please note that MCC requires students to utilize their @students.CCSNH.edu accounts

Faculty: All MCC Instructors are required to use the Canvas Grade Center for the posting of

Assignment grades, **instructor contact and syllabus.**

Canvas Use:

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All assignments and projects must be uploaded and submitted through Canvas. Emailed submissions will not be accepted for credit.

Cancellations: A variety of methods are used to alert the MCC community to college cancellations and closures. MCC Alerts can send notice of closures and cancellations directly to your cell phone (via text and voice messages), landlines, and/or e-mail systems. You must register for this service by going to <http://www.mccnh.edu/accounts/alerts> You may also tune in to local TV and radio stations for cancellation reports. Cancellations are usually announced by 6 AM for day classes and 3 PM for evening classes. You can also contact the college at 603-206-8206 for information on class cancellations. Please DO NOT call the main campus number

The Academic Success Center offers a variety of academic support services to MCC students including peer and professional tutoring. There is no charge to students for these services. Visit: <http://www.mccnh.edu/services/academic-success-center>

MANCHESTER COMMUNITY COLLEGE

COURSE SYLLABUS – Spring Semester 2019

Course Name: Introduction to Engineering Design
& Solid Modeling

Credits: 4

Course Number: ADMT 112

Instructors: Dan Larochelle
Frank Xydias

CRN: 23227 and 23228

Contact Information: See Canvas

Semester/Year: Spring 2019

Course Details: Course Delivery Method: Hybrid

Meeting Days/Times/Room Number(s): Lecture - Room 253

Lab – Room 231

Section 1 – Tuesday 6 PM to 10:10 PM

Section 2 – Thursday 8 AM to 12:10 PM

Semester Parameters: Jan 22th – May 10th

Catalog Description:

This problem-based learning course covers the knowledge and skills needed to explore the engineering design process. Individual projects, team projects and laboratory exercises will be used to continually hone the student's interpersonal skills, creative abilities and understanding of the design process. Everyday products will be examined for historical, societal, design, safety, and manufacturing perspectives. Topics include ideation, sketching, design constraints, solid modeling, decision making, statistical quality control, manufacturing methods, and engineering analysis. Students will develop an appreciation for good design and the ability to communicate design ideas via 3D modelling, written and oral reports. There are lectures, demonstrations, and a series of lab exercises designed to reinforce what the student has learned. This course uses the latest version of the Solidworks design software. Prerequisites: MATH090M with a grade of "C" or better.

Course Pre-requisites/Co-requisites:

MATH 090 with a C or better

Learning Objectives:

1. Apply the engineering design process to an open-ended problem.

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2. Learn to see products from the multiple perspectives of user, designer and manufacturer.
3. Develop 3D visualization skills.
4. Formulate good specifications for a product and identify design constraints based on user feedback and available resources.
5. Practice good teamwork while solving open ended engineering problems.
6. Create manual sketches, CAD models and 3D prototypes to express ideas and concepts to solve problems.
7. Interpret orthographic multiview projection drawings and apply this knowledge to create engineering documents using ANSI, ISO, and Industry Standards.
8. Develop a proficiency with Solidworks Computer Aided Design (CAD) software.
9. Write an engineering report using analysis from Solidworks and other engineering design tools.
10. Apply engineering notebook standards and protocols when documenting their work.

Outline of Topics:

1. Ideation, sketching and brainstorming
2. Parametric modeling and design
3. Multiview sketching
4. Modeling for refinement
5. Tolerances
6. Decision process and thinking outside the box
7. CAD system transformations
8. Solid modeling
9. Pictorial sketching – Isometric
10. Interpreting Multiview Drawing
11. Dimensioning
12. Geometric dimensioning and tolerancing
13. Analysis and prototyping
14. Engineering notebook
15. Reverse Engineering

Required Textbooks /Reading/Companion Website:

Engineering Design with SOLIDWORKS 2018 & Video Instruction

Author – Planchard

ISBN #9781630571474

Supplemental Materials:

USB Drive for Solidworks files

Laptop or Home computer capable of running Solidworks 2018.

Teaching Philosophy:

The approach for this class will be PBL (Problem Based Learning). This means a problem/project will be assigned and students will research the information needed to complete the task.

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Assistance will be provided by the instructor as needed. There will be group participation needed for these projects and their solutions, but each student will do their own individual project.

Methods of Instruction:

In-class time will be dedicated to hands-on lab activities, required in-class assessments, team projects, and as needed material review.

Methods of Testing /Evaluation/Assessment:

| Assessment | Weight | Total |
|--------------------|--------|-------|
| Participation | 10% | |
| In Class Exercises | 10% | |
| Assignments | 40% | |
| Projects | 40% | |
| | | 100 |

Course Grading:

| Letter | Numeric | Letter | Numeric |
|--------|-------------|--------|-------------|
| A | 93.33-100 | C | 73.33-76.66 |
| A- | 90.00-93.32 | C- | 70.00-73.32 |
| B+ | 86.67-89.99 | D+ | 66.67-69.99 |
| B | 83.33-86.66 | D | 63.33-66.66 |
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Incompletes: An Incomplete Grade (I) indicates that a student has not completed a major course assignment (usually a final exam or culminating final assessment) due to extraordinary circumstances, such as serious illness, death in the family, etc. The grade is applied only in those instances where the student has a reasonable chance of completing the outstanding work and passing the course. It is not intended to give an extension of time for a student delinquent in meeting major course responsibilities. The grade is applied at the instructor's discretion and must be approved, in advance, by the Department Chair. **Instructors must complete an incomplete contract, have it signed by their department chair, and submit it to the Registrar's office when grades are due.**

College Calendar – Important Dates for Spring 2019:

| | |
|--------------------|--|
| Tuesday January 22 | Classes Begin |
| Monday Feb 4 | Last day to drop full semester classes with a full refund |
| Monday Feb 18 | Presidents' Day Holiday – No Classes and Offices Closed |
| Monday April 1 | Last day to withdraw with grade of "W" from full semester classes |
| Friday May 10 | Classes End |

Course/Instructor Policies:

6. SAFETY FIRST!!!
7. No headsets in ears – sounds are very important in a machine area for performance and safety!
8. No fooling around in the Lab at any time!
9. If you miss a Lab for an excused reason you will have to make up the missed work during regular scheduled Lab time or get permission to use the lab from the instructor who is in the Lab
10. Lab is to be cleaned up at the end of class and tools put back in the proper storage location.
11. If you break something, tell us about it so it can be fixed/replaced for the next class.

Faculty Response Time:

E-mail Questions from Students: Within 24 hours or less

Homework Returned: Not graded but will be reviewed each week

Assignments Graded: See below.

Other Assignments Graded/Returned: This will be done within a week in most cases.

Submissions Policy:

It is the student's responsibility to get all the work submitted to the instructor in a timely manner. This included homework, tooling U, lab reports and other assignments given by the instructor.

Late submission Policy:

| Time | Max Grade |
|------------------------|-----------|
| On time | 100% |
| One week late or less | 85% |
| Two weeks late or less | 70% |
| After two weeks late | 0% |

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Attendance Policy

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Participation (30%)

The student contributes in multiple ways: timely homework, initiates discussion topics, actively and appropriately responds to comments, and completes substantive agenda/preparation sheets. Participation adds new information, questions, and considerations. Contributions from the student are based on class readings, personal and work experiences, and again, are appropriate.

There will be a weekly participation grade given based on the participation expectations listed above. If you are going to be late for class, please contact the professor prior to the class starting as a courtesy to the instructor and fellow students. This is a lab intensive course, missing labs and or being late will directly affect your participation grade.

| Time | Max Grade |
|------------------|-----------|
| On time | 100% |
| More than 10 min | 70% |
| More than 30 min | 50% |
| More than 60 min | 0% |

Academic Integrity/Student Conduct:

Please refer to the published MCC Student Handbook and Code of Conduct for behavior expectations, standards for academic honesty, and sanctions that may result:

<http://www.mccnh.edu/pdf/StudentHandbook.pdf>
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Title IX Protections and Reporting: Manchester Community College is committed to providing a safe and secure environment where each student is able to learn, grow and prosper. One

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manner in which MCC demonstrates this commitment is through our various policies prohibiting all forms of sex discrimination, misconduct, sexual violence, assault or harassment. These policies conform to Title IX of the Education Amendments Act of 1972.

Title IX is the federal law that prohibits sex discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. For additional details, please see the College's Title IX information page at http://www.mccnh.edu/pdf/TitleIX_Flyer.pdf. Additional information regarding MCC's conduct policies may be found under the "Policies and Student Responsibilities" tab of the College's website at <http://www.mccnh.edu/current-students>.

Please note that all college faculty and staff have a duty to report under Title IX. If students disclose a personal experience involving conduct covered under Title IX, faculty have a responsibility to report their knowledge of the incident to the MCC Title IX coordinator, Terry Chisholm: tchishom@ccsnh.edu or at 603-206-8177.

Students may contact Terry directly and/or find free confidential resources through the YWCA 24-hour Crisis Line: 603-668-2299. Additional information, including resources, can be found at: <https://www.ywcanh.org/>. There is also an app that can be downloaded onto your phone: "unsafeUS.org" and look for "Manchester Community College."

As mandated reporters, faculty have a duty to report when a student discloses behavior or a willingness to engage in behavior that may involve harm to self or others; including the abuse of minors, the elderly, or persons with disabilities. Such disclosures, whether verbal or written, will be reported to the appropriate authorities. – Laurie, I updated this with the new wording from the task force.

Academic Adjustments: Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are entitled to academic adjustments with appropriate documentation. Students wishing to discuss services should contact the Academic Success Center. If you have approved accommodations and would like them implemented, please alert me as your instructor the first week of class. Please note that accommodation plans are not retroactive.

CANVAS/E-mail Usage Policy:

Students: **EasyLogin:** Students can access e-mail, Canvas, the student information system (SIS), and library resources with one username / password. Log in to SIS to obtain the username and password needed to set up an EasyLogin account. **Please Note:** MCC requires students to utilize their **@students.CCSNH.edu email address** when corresponding with the instructor.

Faculty: All MCC Instructors are required to use the Canvas Grade Center for the posting of

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Assignment grades, instructor contact and syllabus.

Canvas Use: The direct link to Canvas is <http://canvas.ccsnh.edu>

All assignments and projects must be uploaded and submitted through Canvas. Emailed submissions will not be accepted for credit.

Cancellations: A variety of methods are used to alert the MCC community to college cancellations and closures. RAVE alert systems can send notice of closures and cancellations directly to your cell phone (via text and voice messages), landlines, and/or e-mail systems. You must register for this service by going to Rave Alert System: <https://www.getrave.com/login/mccnh>. You may also tune in to local TV and radio stations for cancellation reports. Cancellations are usually announced by 6 AM for day classes and 3 PM for evening classes. You can also contact the college at 603-206-8206 for information on class cancellations. **Please DO NOT call the main campus number.**

Academic Success Center:

The Academic Success Center offers a variety of academic support services to MCC students including peer and professional tutoring. There is no charge to students for these services.

Visit: <http://www.mccnh.edu/services/academic-success-center>

| | Account Code | Account Name-Number of Students | 60.00 | 120.00 | 180.00 | 240.00 | 300.00 |
|--------|--------------|-------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Income | 300000 | Local School District Revenue | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300001 | State Revenue | 423,000.00 | 846,000.00 | 1,269,000.00 | 1,692,000.00 | 2,115,000.00 |
| Income | 300002 | State & Fed Start Up Grant | 0.00 | 100,000.00 | 150,000.00 | 150,000.00 | 0.00 |
| Income | 300003 | Other Grants | 0.00 | 5,000.00 | 5,000.00 | 5,000.00 | 5,000.00 |
| Income | 300004 | Annual Fund | 5,000.00 | 5,000.00 | 7,500.00 | 15,000.00 | 20,000.00 |
| Income | 300005 | Entrepreneurial Revenue | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300006 | Gifts & Philanthropic Contributions | 55,000.00 | 96,400.00 | 10,000.00 | 10,000.00 | 10,000.00 |
| Income | 300007 | Carry-Over Revenue | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300008 | Other Revenue | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300009 | Fundraising | 1,000.00 | 2,000.00 | 5,000.00 | 10,000.00 | 15,000.00 |
| Income | 300010 | Student Activities Income | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300011 | Square | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300012 | After School Activities | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300013 | Summer School | 0.00 | 2,000.00 [1] | 3,000.00 | 4,000.00 | 5,000.00 |
| Income | 300014 | In Kind Contributions | 4,000.00 [2] | 4,500.00 | 4,500.00 | 4,500.00 | 4,500.00 |
| Income | 300016 | Paypal | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300018 | Due from State | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300021 | School Lunch Fundraiser | 500.00 | 1,000.00 | 1,500.00 | 1,500.00 | 2,000.00 |
| Income | 300022 | State Title 1A | 0.00 | 2,500.00 | 3,500.00 | 5,000.00 | 6,500.00 |
| Income | 300023 | State Title 2A | 0.00 | 1,000.00 | 1,500.00 | 2,000.00 | 4,000.00 |
| Income | 300028 | State Title 4 | 0.00 | 0.00 | 0.00 | 0.00 | 10,000.00 |
| Income | 300024 | Endowment | 500.00 | 500.00 | 500.00 | 500.00 | 500.00 |
| Income | 300027 | Bus Tickets | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300029 | Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300031 | Testing/Assessments | 900.00 [3] | 1,800.00 | 2,700.00 | 2,700.00 | 2,700.00 |
| Income | 300035 | Matching Company Donations | 500.00 | 500.00 | 1,000.00 | 2,000.00 | 3,000.00 |
| Income | 300036 | District Services Reimbursement | 0.00 [4] | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 9300.004 | Robotics | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 9300.006 | School Fundraiser | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 9300.008 | School Store | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 9300.017 | Girls Who Code | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 9300.018 | Yearbook Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 9300.024 | Raffle Ticket Fundraiser | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 9300.025 | Mathcounts Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 93001.1 | Donations Unrestricted | 50,000.00 | 5,000.00 | 10,000.00 | 10,000.00 | 10,000.00 |

| Income | | Income Sub Total (-Dr/Cr) | 540,400.00 | 1,073,200.00 | 1,474,700.00 | 1,914,200.00 | 2,213,200.00 |
|---------------|----------|--|-------------------|---------------------|---------------------|---------------------|---------------------|
| Expense | 1100.002 | CPR Training | 100.00 | 200.00 | 300.00 | 300.00 | 300.00 |
| Expense | 1100.1 | Salaries- Instructional | 120,000.00 | 240,000.00 [5] | 378,000.00 [6] | 528,000.00 [7] | 720,000.00 [8] |
| Expense | 1100.102 | Fed SS-ER | 7,440.00 | 14,880.00 | 23,436.00 | 32,736.00 | 44,640.00 |
| Expense | 1100.103 | Fed FUTA | 9,180.00 | 18,360.00 | 28,917.00 | 40,392.00 | 55,080.00 |
| Expense | 1100.104 | Med MC | 1,740.00 | 3,480.00 | 5,481.00 | 7,656.00 | 10,440.00 |
| Expense | 1100.111 | Leadership Role | 0.00 | 0.00 | 10,000.00 | 12,000.00 | 12,000.00 |
| Expense | 1100.113 | Professional Development | 500.00 | 2,500.00 | 3,500.00 | 5,000.00 | 6,500.00 |
| Expense | 1100.2 | Employee Incentive | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 1100.211 | Health Insurance Instructional (Employer) | 0.00 | 0.00 | 30,000.00 [9] | 40,000.00 | 60,000.00 |
| Expense | 1100.239 | Empl Retirement Contribution - Instructional | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 1100.24 | Staff Tuition Reimb | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 1100.101 | Summer School Salaries | 0.00 | 1,000.00 | 1,500.00 | 1,500.00 | 1,500.00 |
| Expense | 1100.25 | Fed SocSec-ER- Intructional | 0.00 | 62.00 | 93.00 | 93.00 | 93.00 |
| Expense | 1100.251 | Fed Medicare-ER - Instructional | 0.00 | 76.50 | 114.75 | 114.75 | 114.75 |
| Expense | 1100.252 | Fed FUTA - Instructional | 0.00 | 14.50 | 21.75 | 21.75 | 21.75 |
| Expense | 1100.253 | NH SUI - ER | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 1100.254 | Taxes Employee Portion - Instuctional | 0.00 | 0.00 | 0.00 | | 0.00 |
| Expense | 1100.256 | Unemployment Payments | 0.00 | 0.00 | 8,000.00 | 16,000.00 | 24,000.00 |
| Expense | 1100.26 | Workers Compensation - Instructional | 684.00 | 1,368.00 | 2,154.60 | 3,009.60 | 4,104.00 |
| Expense | 1100.3 | Purchased Services | 2,000.00 | 2,000.00 | 2,000.00 | 2,000.00 | 2,000.00 |
| Expense | 1100.321 | Contracted Long Term Sub | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 1100.54 | Advertising | 500.00 | 500.00 | 500.00 | 500.00 | 500.00 |
| Expense | 1100.55 | Printing | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 1100.593 | Music Program Activities | 0.00 | 0.00 | 0.00 | 0.00 | 250.00 |
| Expense | 1100.61 | Instructional Cost | 8,850.00 | 16,125.00 | 22,875.00 | 29,625.00 | 36,375.00 |
| Expense | 1100.611 | Band & Chorus Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 1100.612 | Supplies Science | 2,000.00 | 1,000.00 | 1,500.00 | 2,000.00 | 2,500.00 |
| Expense | 1100.613 | Art Supplies | 1,000.00 | 1,000.00 | 1,500.00 | 1,500.00 | 2,000.00 |
| Expense | 1100.614 | Supplies Lang Arts | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 |
| Expense | 1100.615 | Supplies Math | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 |
| Expense | 1100.616 | Supplies History | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 |
| Expense | 1100.64 | Books and Printed Matter | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 1100.641 | Text Books/Core Program Materials | 2,500.00 | 2,500.00 | 1,500.00 | 1,500.00 | 1,500.00 |
| Expense | 1100.73 | Equipment & Furnishings | 5,000.00 | 5,000.00 | 10,000.00 [10] | 5,000.00 | 5,000.00 |
| Expense | 1100.734 | Computer Equipment | 25,000.00 | 5,000.00 [11] | 15,000.00 [12] | 15,000.00 | 10,000.00 |

| | | | | | | | |
|---------|----------|--|---------------|----------------|----------------|-----------------|-----------------|
| Expense | 1100.738 | Replacement Computers | 0.00 | 0.00 | 10,000.00 [13] | 10,000.00 | 1,000.00 |
| Expense | 1100.739 | Employee Health Ins Contribution | 0.00 | 0.00 | 0.00 | 25,000.00 | 35,000.00 |
| Expense | 1100.75 | Admin Software | 35,000.00 | 7,500.00 | 8,000.00 | 8,500.00 | 9,000.00 |
| Expense | 1100003 | Copier | 4,000.00 | 4,000.00 | 4,000.00 | 6,000.00 | 6,000.00 |
| Expense | 1110.3 | Contracted IT Services Network | 2,000.00 [14] | 2,000.00 | 8,000.00 | 12,000.00 | 12,000.00 |
| Expense | 1110.61 | IT Supplies | 1,500.00 | 1,500.00 | 5,000.00 | 5,000.00 | 5,000.00 |
| Expense | 1110.734 | Computer | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 1110.738 | Replacement Computers | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2100.1 | Salary Student Services | 15,000.00 | 35,000.00 [15] | 45,000.00 [16] | 107,000.00 [17] | 110,000.00 [18] |
| Expense | 2100.101 | Guidance Admin | 0.00 | 20,000.00 | 30,000.00 | 38,000.00 | 40,000.00 |
| Expense | 2100.102 | SPED Services | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2100.214 | Workers Compensation-Student Services | 1,000.00 | 1,500.00 | 1,800.00 | 2,000.00 | 2,200.00 |
| Expense | 2100.25 | Fed SocSec-ER | 892.50 | 3,272.50 | 4,462.50 | 8,627.50 | 8,925.00 |
| Expense | 2100.251 | Fed Medicare-ER | 208.50 | 764.50 | 1,042.50 | 2,015.50 | 2,085.00 |
| Expense | 2100.252 | Fed FUTA | 85.50 | 313.50 | 427.50 | 826.50 | 855.00 |
| Expense | 2100.253 | Student Services Taxes Employee Portion | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2100.254 | Para Professional Salaries | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2100.255 | Fed SocSec- Para Prof | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2100.256 | Fed Medicare - Para Prof | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2100.257 | Fed FUTA - Para Prof | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2100.258 | Taxes Employee Portion - Para Prof | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2100.259 | Workers Compensation - Para Prof | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2120.32 | Contracted Services, Guidance/Counseling | 5,000.00 | 5,000.00 | 5,000.00 | 5,000.00 | 5,000.00 |
| Expense | 2120.37 | Testing/Assessments | 900.00 | 1,800.00 | 2,700.00 | 2,700.00 | 2,700.00 |
| Expense | 2120.643 | Information Access Fee | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 |
| Expense | 2130.12 | Homeless Student | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 |
| Expense | 2130.3 | Purchased Services | 2,000.00 | 3,000.00 | 4,000.00 | 5,000.00 | 6,000.00 |
| Expense | 2130.61 | Supplies | 100.00 | 150.00 | 200.00 | 250.00 | 300.00 |
| Expense | 2222.641 | Books & Printed Matter | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2222.643 | Electronic Information | 200.00 | 200.00 | 200.00 | 200.00 | 200.00 |
| Expense | 2223.73 | Equipment | 500.00 | 500.00 | 500.00 | 1,000.00 | 1,000.00 |
| Expense | 2223.738 | Replacement Equipment | 0.00 | 0.00 | 0.00 | 500.00 | 1,000.00 |
| Expense | 2310.21 | Board E&O Insurance | 1,800.00 | 2,000.00 | 2,200.00 | 2,400.00 | 2,600.00 |
| Expense | 2310.3 | Legal | 10,000.00 | 10,000.00 | 25,000.00 | 25,000.00 | 25,000.00 |
| Expense | 2310.331 | Auditing | 16,000.00 | 16,800.00 | 17,640.00 | 18,520.00 | 19,500.00 |
| Expense | 2310.332 | Board Training | 0.00 | 0.00 | 1,000.00 | 1,000.00 | 1,000.00 |

| | | | | | | | |
|---------|----------|---|-----------|-----------|------------|------------|------------|
| Expense | 2400.001 | Accounting Fee's-Reporting | 25,000.00 | 30,000.00 | 35,000.00 | 40,000.00 | 45,000.00 |
| Expense | 2400.003 | Administration Depreciation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2400.1 | Administration Salaries | 60,000.00 | 62,000.00 | 110,000.00 | 115,000.00 | 180,000.00 |
| Expense | 2400.115 | Additional Compensation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2400.2 | Support Staff Salaries | 35,000.00 | 75,000.00 | 80,000.00 | 140,000.00 | 150,000.00 |
| Expense | 2400.201 | Additional Compensation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2400.202 | Contracted Positions | 0.00 | 0.00 | 18,000.00 | 20,000.00 | 20,000.00 |
| Expense | 2400.205 | Support Staff Fed SocSec-ER | 2,082.50 | 4,462.50 | 4,760.00 | 8,330.00 | 8,925.00 |
| Expense | 2400.206 | Support Staff Fed Medicare-ER | 486.50 | 1,042.50 | 1,112.00 | 1,946.00 | 2,085.00 |
| Expense | 2400.207 | Support Staff FUTA | 199.50 | 427.50 | 456.00 | 798.00 | 855.00 |
| Expense | 2400.209 | Support Staff Taxes Employee Portion | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2400.21 | Temp Support Staff | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2400.211 | Health Insurance Support Staff (Employer) | 0.00 | 0.00 | 0.00 | 10,000.00 | 15,000.00 |
| Expense | 2400.212 | Workers Compensation - Support Staff | 199.50 | 427.50 | 456.00 | 798.00 | 855.00 |
| Expense | 2400.214 | Workers Compensation | 342.00 | 353.40 | 627.00 | 655.50 | 1,026.00 |
| Expense | 2400.215 | Support Staff Employee Retirement Contribut | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2400.24 | Staff Development | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 |
| Expense | 2400.249 | Admin Employee Retirement Contribution | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2400.25 | Fed SocSec-ER - Admin | 3,720.00 | 3,844.00 | 6,820.00 | 7,130.00 | 11,160.00 |
| Expense | 2400.251 | Fed Medicare-ER - Admin | 870.00 | 899.00 | 1,595.00 | 1,667.50 | 2,610.00 |
| Expense | 2400.252 | Fed FUTA - Admin | 4,590.00 | 4,743.00 | 8,415.00 | 8,797.50 | 13,770.00 |
| Expense | 2400.253 | NH SUI-ER | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2400.254 | Administration Health Insurance | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2400.255 | Taxes Employee Portion - Admin | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2400.257 | Heath Insurance -Admin (Employer) | 0.00 | 0.00 | 0.00 | 15,000.00 | 20,000.00 |
| Expense | 2400.3 | Purch Prof/Tech Srvs | 3,000.00 | 4,000.00 | 5,000.00 | 6,000.00 | 7,000.00 |
| Expense | 2400.534 | Postage | 500.00 | 500.00 | 1,000.00 | 2,000.00 | 4,000.00 |
| Expense | 2400.58 | Travel & Conferences | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2400.61 | Supplies | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 |
| Expense | 2400.643 | Software Lic. Fee's | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 10,000.00 |
| Expense | 2400.734 | Equipment | 1,500.00 | 500.00 | 1,500.00 | 500.00 | 1,500.00 |
| Expense | 2400.735 | Replacement equipment | 0.00 | 1,000.00 | 0.00 | 1,000.00 | 0.00 |
| Expense | 2400.81 | Dues & Fees | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 |
| Expense | 2400.9 | School Lunch Fundraiser Expense | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2600.52 | Comm/Prop Liab 153 | 4,000.00 | 5,000.00 | 15,000.00 | 16,000.00 | 17,000.00 |
| Expense | 2600.521 | Commercial Umbrella | 2,000.00 | 2,200.00 | 2,400.00 | 2,600.00 | 2,800.00 |

| | | | | | | | |
|---------|----------|--------------------------------|-----------|-----------|-----------------|------------|------------|
| Expense | 2600002 | School Website | 1,500.00 | 1,600.00 | 1,700.00 | 1,800.00 | 1,900.00 |
| Expense | 2610.117 | Custodial, contracted | 0.00 | 0.00 | 35,000.00 | 40,000.00 | 45,000.00 |
| Expense | 2620.411 | Water and Sewer | 1,000.00 | 1,000.00 | 2,000.00 | 2,500.00 | 3,000.00 |
| Expense | 2620.421 | Disposal Service | 1,000.00 | 1,500.00 | 3,000.00 | 3,500.00 | 4,000.00 |
| Expense | 2620.43 | Upkeep Building and Grounds | 1,000.00 | 1,000.00 | 7,500.00 | 8,000.00 | 8,500.00 |
| Expense | 2620.44 | Rent | 55,000.00 | 96,400.00 | 125,000.00 [19] | 130,000.00 | 135,000.00 |
| Expense | 2620.52 | Property Liability Insurance | 6,500.00 | 7,000.00 | 9,000.00 | 10,000.00 | 11,000.00 |
| Expense | 2620.53 | Telephone service | 1,200.00 | 1,200.00 | 1,200.00 | 1,200.00 | 1,200.00 |
| Expense | 2620.532 | Data Communications | 12,000.00 | 12,000.00 | 20,000.00 | 21,000.00 | 22,000.00 |
| Expense | 2620.61 | Supplies, Building and Grounds | 1,000.00 | 1,000.00 | 2,000.00 | 2,000.00 | 2,000.00 |
| Expense | 2620.622 | Electricity | 0.00 | 0.00 | 30,000.00 | 35,000.00 | 45,000.00 |
| Expense | 2620.623 | Electrical Repair/Maint | 0.00 | 0.00 | 2,000.00 | 2,000.00 | 2,000.00 |
| Expense | 2620.624 | Heating Gas | 0.00 | 0.00 | 15,000.00 | 16,500.00 | 18,000.00 |
| Expense | 2620.625 | Landscaping | 0.00 | 0.00 | 1,500.00 | 1,500.00 | 1,500.00 |
| Expense | 2700.002 | Student Bus Transportation HS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2700.51 | Busing/insurance/maintenance | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2725.519 | Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2725.52 | Insurance | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2725.525 | Fees & Registrations | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2725.602 | Motor Vehicle Maintenance | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 2725.626 | Gasoline | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 3000.89 | IRS Fees | 300.00 | 300.00 | 300.00 | 300.00 | 300.00 |
| Expense | 4000.4 | Building Readiness/Repairs | 1,500.00 | 1,500.00 | 5,000.00 [20] | 5,000.00 | 5,000.00 |
| Expense | 4000.401 | HVAC Maintenance Contract | 0.00 | 0.00 | 5,000.00 | 5,000.00 | 5,000.00 |
| Expense | 4000.402 | Security System | 0.00 | 0.00 | 400.00 | 400.00 | 400.00 |
| Expense | 4000.403 | IT Maintenance (Website) | 3,000.00 | 3,000.00 | 4,000.00 [21] | 4,500.00 | 5,000.00 |
| Expense | 4000.404 | Sprinkler Testing Contract | 100.00 | 100.00 | 300.00 | 400.00 | 500.00 |
| Expense | 4000.405 | Fire Testing | 0.00 | 0.00 | 550.00 | 550.00 | 550.00 |
| Expense | 4000.406 | Building Reserve | 0.00 | 0.00 | 5,000.00 | 10,000.00 | 15,000.00 |
| Expense | 9800.019 | Mathcounts Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 9800.02 | Spring Fling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 98002009 | Robotics | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 98002014 | School Lunch Fundraiser | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 98002016 | Dance Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 98002018 | Raffle Ticket Fundraiser | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 9800.025 | Girls Who Code | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | | | | | | | |
|----------------|----------|--------------------------------------|-------------------|-------------------|---------------------|---------------------|---------------------|
| Expense | 9800.026 | Yearbook Club | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 9901.001 | Bank Service Charges | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 9901.003 | ADP Service Fee | 2,000.00 | 2,000.00 | 3,000.00 | 3,000.00 | 3,000.00 |
| Expense | 9901.007 | MCSB Fees | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 9901.008 | MCSB Interest | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 9901002 | Other Expenses | 500.00 | 1,000.00 | 1,500.00 | 2,000.00 | 2,500.00 |
| Expense | 9901004 | Instructional Supplies Reimbursement | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 9901005 | Student Activities Expenses | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 9901006 | Paypal Fee | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | | Expense Sub Total (-Dr/Cr) | 521,270.50 | 764,865.90 | 1,302,156.60 | 1,742,360.10 | 2,152,719.50 |
| | | Grand Total (-Dr/Cr) | 19,129.50 | 308,334.10 | 172,543.40 | 171,839.90 | 60,480.50 |

[1] 20 Kids @100 per

[2] Audit fee

[3] Assuming PSAT 9 & 10 offered. SAT free

[4] This is a net zero after paying contractors

[5] 6 Fac. Avg 40K each

[6] 9 avg 42K each

[7] 12 Fac. avg 44K

[8] 18 FT/46K avg

[9] Assume 7 of 9 need HI/avg 350 match for each person. No families, just employee 50%

[10] Assuming building needs outfitting

[11] Assume still in MCC with little need for additional computers, just faculty

[12] Outfit new building

[13] Replace student/faculty or adding new for additional people

[14] Assume college handles most

[15] 120 students/assump. 30 hour wk

[16] assume FT at 180 students

[17] assume 1FT + 1PT for dept.

[18] 1 SS Dept Ch.

1 FT counselor

1 FT admin

[19] Land lease TBD + 5% each yr.

[20] Assump. new building

[21] IT contract in building

October 28, 2018

Mr. Frank Edelblut, Commissioner

NH Department of Education

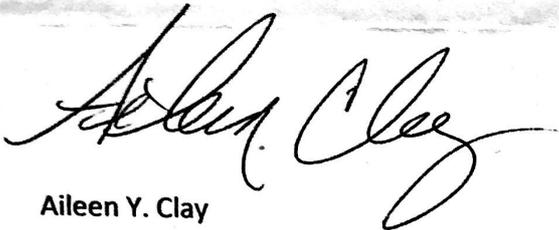
Dear Mr. Edeldlut,

As a New Hampshire resident nearly 30 years, and parent of nine children, I have experienced first hand the need for a variety of educational settings to be available for my children and their peers. It is critical for families to have choices as parents strive to poise each of their children in learning environments that maximize their potential---- as future employees and citizens.

The Spark Academy of Advanced Technologies is a charter school which will fulfill a critical need for our state on several levels. It will appeal to families who are seeking practical, marketable, STEM related skills, with high standards, which will position their student for career opportunities within "high demand" industries in their future. The early college relationship with Manchester Community College is absolutely "a parent's dream". Too many of our youth and families are saddled with tremendous student loan debt, even when attending in-state colleges and universities. The ability for Spark Academy faculty and students to benefit from a relationship with the faculty at MCC, who are exemplary industry training/education leaders, is a brilliant partnership. Kudos to those who developed the concept.

Our NH state economy is contingent on business and industries ability to hire high quality workers; those who have the background and skills which allow economic success in a global market. This is best accomplished from within the state borders, creating a more fertile environment for business development. The Spark Academy of Advanced Technology, in partnership with Manchester Community College, has the potential to positively impact the pipeline of technical workers needed for our state to thrive.

Our New Hampshire youth, families and business and industry all stand to benefit with the approval of the Spark Academy of Advanced Technology charter school approval. Please provide them the strongest consideration of their charter school application.



Aileen Y. Clay

Amherst, NH

October 26, 2018
Frank Edelblut
Department of Education Commissioner

Dear Mr. Edelblut,

I am writing in support of the Spark Academy of Advanced Technologies. It is my belief that this charter school will prepare students for rewarding careers in fields in which trained workers are sorely lacking. The hands-on, real world approach that the Spark Academy will offer will help students to see the exciting new job opportunities that are open to them in today's world. The school will help students see exactly where their interests and abilities could take them, and train them appropriately.

This school will prepare students either for a career right after high school with an associate's degree already obtained, or for an opportunity to finish an undergraduate degree in an abbreviated amount of time. This will serve to save students a large amount of money, and will get students into the workforce earlier, already trained in rewarding careers. With the astronomical costs associated with a college education right now, forward-thinking schools like this are badly needed.

I believe that this school could be an asset both to NH students and to the NH economy, as we give students an education that is relevant both to students' needs and to the future success of our state.

Sincerely,

Cynthia Denio

October 22, 2018

Frank Edelblut Department of Education Commissioner

Dear Mr. Edelblut, My husband and I have been New Hampshire residents for over 20 years. Our children have been enrolled in both Public and Private Schools. I volunteer in our children's school, as this time gives me an opportunity to Witness the Need that is present. We are Supporters for School Choice. Our Belief is that everyone should be Given the Opportunity to Learn in an Environment where each Individual child could thrive. We are writing in support of the Spark Academy of Advanced Technologies. We believe this charter school will allow children to expand their Learning and Reach their Full Potential.

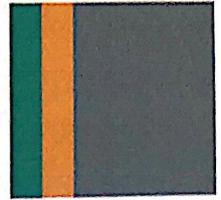
We Appreciate the Spark Academy's mission to Empower students in mastering technical skills in the high school level, while also providing a middle college program. This Teaches each student, entering those doors, the Emphasizes the Dignity and Value of Work. In today's world, that is Needed. We would encourage you to take a Closer Look at this Opportunity to Engage, and Come Alongside the Children of New Hampshire, so they could go Further. They are Our Future and Deserve The Best.

Best Regards,
Scott and Rosa Couture

Paul Marquis

8 Nesenkeag Dr. Litchfield NH 03052

603-566-1745 paulmarquis@mac.com



September 25, 2018

Hon. Frank Edelblut

Commissioner NH Dept. of Education

Dear Mr. Edelblut,

I am writing in support of Spark Academy of Advanced Technologies. I believe this new school will play a valuable role in our states educational opportunities. With a focus on developing both technical skills and building young men and women of character, a school that fulfills the vision of Spark Academy is needed here in NH. Providing hands on training, backed by community involvement will get these young people off to a great start, ready to enter the work force and prepared to be life long learners, leaders and doers that contribute to the high quality and standard of life we enjoy in this great state.

Please approve the application for charter school status, to benefit not only the young people who will be trained there, but our entire community.

My sincere thanks,

Paul Marquis





MEMORANDUM

Commissioner Frank Edelbut'
NH Department of Education
101 Pleasant Street
Concord, NH 03301-3494

October 18, 2018

Dear Commissioner Edelbut',

I am writing this letter in support for the Spark Academy of Advanced Technologies, projected opening 2019 School Year.

Though I own my own business, I was not as successful in School in my younger years, BUT, I do owe Much of my success and decisions for my career path to my Highschool Shop / Woodworking Teachers, Mr. Jarvis and Mr. Cook. Both also taught the Architecture 101 Course at my high school which I really excelled at. I really believe that if not for these 2 men, allowing me time in my shop calluses and giving projects to design and draw, honing my skills and to find something that I truly loved to do, I would have been just another kid lost in the school not knowing what to do at graduation time.

Additionally, though my child is now grown and living on her own as a young, contributing adult. The success of owning my own business allowed me to send to her to Local Private School, as Charter Schools did not exist in NH at that Time. If they had, I can assure you, I would have certainly gone that route for her. She was also able to graduate from College with a degree in Fashion Design and Merchandising for URI. I tell you this because she Struggled with what to do with that degree. Not being able to find her way into that industry, she decided to "Go Back to School for Hair and Cosmetology", very much a Trade Oriented profession. She now is very successful in her field with a huge customer base that will follow her where ever she goes.

Our State, My Industry in Design & Construction, is really hurting for good, solid, talented kids that know how to actually use their hands to BUILD, MAKE or CREATE Something. Be it a new Building, a Robot or maybe parts for a piece of HVAC equipment, it is something that is so needed but dwindling quickly in our country.

If this new school is run and operated anything like Founders Academy, a Charter School in which I was involved in, Designing and Building, then it will be a very successful choice for parents looking at a Trade Charter school for their children. So please, consider the new Spark Academy of Advanced Technologies to be approved as the next Charter School in the State of NH.

Thank you and if you have any questions, feel free to call or email me.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary Thomas".

Gary Thomas
President

22 Hampshire Drive, Hudson NH 03051
603.546.2000 / F. 603.546.2002
www.northpointcm.com

A large, stylized graphic of a paper airplane in the bottom right corner, colored in shades of yellow and orange.

DESIGN
BUILD
DONE

September 22, 2018

Frank Edelblut

Department of Education Commissioner

Dear Mr. Edelblut,

I am writing in support of the Spark Academy of Advanced Technologies. I believe this charter school will fill a much-needed position in our community's educational sphere. Our educational system is lacking in preparing our children to fill real-world roles. This is one of the reasons my family homeschools. I would love to have a place to send my children that could provide opportunities and skill development that I cannot provide for them.

Spark Academy will offer real experience that students can take directly into real jobs, which is especially important for students who cannot afford to attend college. This school will also provide a head start for students who do wish to continue on to a university education, spending fewer years obtaining their degrees and therefore entering the workforce sooner.

In my opinion, this is an excellent opportunity for New Hampshire students to obtain quality, relevant education that will help them not only support themselves but our local economy as well.

Sincerely,

L. Kristen Weddle

September 29, 2018

Frank Edelblut
Department of Education Commissioner

Dear Mr. Edelblut

I am glad to write to you in regards of the proposed charter school Spark Academy of Advanced Technologies. The reason for my enthusiasm, is due to my having home taught, our own six children, and longing, back in that time period, to have had a school such as this.

All of our six, were hands on learners. They were, and still are, very physically active, with investigative minds. All were athletes, and competed for Central High School, so that satisfied their athletic abilities. I did not fare so well in the educational realm, in terms of satisfying their curiosity. To a point I was able to, but much of that was expensive, and difficult to find at best. One of our kids, in particular, currently builds his own steam engines from scratch. At age twenty-one he bought himself a mini lathe, and then a milling machine. He makes each part. He is completely self taught. He has been like this since he was a young boy. He had several "inventions" by the time he was ten. I could never find anyone that wanted to deal with a youngster like that at the time. Currently he has a bit of a mentor, in a friend of ours who used to work at DEKA. Because our son learns so quickly on his own, he was bored with sitting in a class where it was all head knowledge. He figured things out by actually doing the things they would talk about. The mentor sees that he has an uncanny ability with machines.

I will not bore you with the details of the rest of our kids. One draws like Picasso, one plays three instruments, one is a builder, all can draw architecturally, but most don't do that. Some of them have made nationals for sports. They are mostly self taught. None are brilliant. All are hard workers. They are not great at most things, but each is really good at at least one thing. I think that each child has a particular gifting. Most parents know this from the time their child is born. They see a prpensity for one thing or another. Most parents want to foster that. This is where a charter school such as SPARK can foster a gift, that very may well lead to the next great inventor!

Sincerely, Laurie Levasseur



"INCORPORATED 1999"

19 Harvey Road Bedford NH 03110

Mailing: PO Box 5391 Manchester NH 03108

Office 603 665-9475 Fax 603 518-5425

Progressivemechanical@comcast.net

Sept 29, 2018

Dear Frank Edelblut,

I own a local plumbing business and we are in need of young people who are interested in real world training and trade skills. I am writing this letter to offer my support to the Spark Academy of Advanced Technologies, projected opening 2019.

I am excited that our region will benefit from this school in many tangible ways. Students will gain real-world skills, so they can immediately access the workforce after graduation. By allowing the students to gain up to two years of college credits while in high school, Spark Academy will help the economically-disadvantaged students who cannot afford the typical four-year college plan. The project-based learning model will assist the students who academically struggle in a conventional lecture-style classroom. In addition, our region's workforce will receive the technical workers they need to grow our state's economy.

I would like to support and collaborate with Spark Academy with networking events. I will connect the school to local businesses and companies that can provide internship opportunities for the students.

Sincerely,

Keith Mercier President P.M.I



Joshua P. Reap
President & CEO

New Hampshire/
Vermont Chapter

58 Chenell Drive
Concord, NH 03301

November 5, 2018

Frank Edelblut
Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3494

Dear Commissioner Edelblut:

On behalf of the over 200 member companies of Associated Builders and Contractors New Hampshire/Vermont Chapter (ABC), I am pleased to provide this letter of support for Spark Academy of Advanced Technologies (Spark Academy). Spark Academy's innovative approach to trade and technical skill education will give students an experience that prepares them well for a career in construction upon graduation.

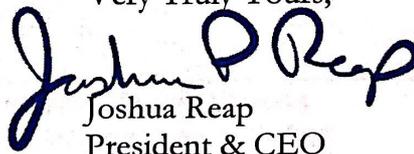
ABC is a national association that has the purpose of helping our members develop people, win work and deliver work safely, ethically and profitably for the betterment of the communities in which they work. In support of that mission, ABC supports career exploration efforts in our middle schools, high schools, CTE centers and colleges. We are pleased to extend that support to Spark Academy. Spark Academy's proposal to address construction career exploration and development is unique and merits support from all stakeholders.

Today the construction industry faces a workforce shortage with 500,000 skilled construction jobs that need to be filled. That number grows as those from the Baby Boomer generation retire and demand for construction grows. The biggest challenge to meet the demand is to make sure students are aware of the opportunities and have the skills necessary to be successful in a construction career.

We believe that Spark Academy's proposal for technical career education will help address the workforce development in a unique and fully immersive environment. Furthermore, it has the potential to do that more expeditiously -for the students' benefit- than conventional pathways.

Please do not hesitate to contact me if I can further assistance. Feel free to contact me anytime on my cell phone, (603) 717-1282.

Very Truly Yours,


Joshua Reap
President & CEO



September 17, 2018

Frank Edelblut
Department of Education Commissioner

Dear Frank Edelblut,

I am writing this letter to offer my support to the Spark Academy of Advanced Technologies, projected opening 2019.

I am excited that our region will benefit from this school in many tangible ways. Students will gain real-world skills, so they can immediately access the workforce after graduation. By allowing the students to gain up to two years of college credits while in high school, Spark Academy will help the economically-disadvantaged students who cannot afford the typical four-year college plan. The project-based learning model will assist the students who academically struggle in a conventional lecture-style classroom. In addition, our region's workforce will receive the technical workers they need to grow our state's economy.

This letter is meant to express my support and intended collaboration with Spark Academy regarding their community connectivity and networking. I look forward to assisting the school with introductions to local businesses and companies that can provide internship opportunities for the students.

Best Regards,

A handwritten signature in black ink that reads "Thomas Carter". The signature is fluid and cursive, with a large loop at the beginning and a long, sweeping underline.

Thomas Carter
Director of Business Development

Freedom Energy Logistics

September 24, 2018

Frank Edelblut
Department of Education Commissioner

Dear Mr. Edelblut,

I am writing to encourage you to support the Spark Academy of Advanced Technologies charter school. Charter schools give students a tailored opportunity for students to be challenged and grow in specific areas.

My oldest son has thrived at The Academy for Science and Design. He is a senior and as his parent I am very pleased with the STEM education he has received. Presently, he is applying for admittance to several fantastic universities and colleges. I do not believe the public school system would have allowed him to explore STEM as he did at ASD.

I am thrilled to see the possible development of another charter school in NH. Sparks Academy for Advanced Technology has a fabulous mission statement. What an advantage this school could give to the youth of NH. Preparing our high school students for skilled employment is a priority. Helping our youth to set career goals while in high school will benefit our great state and each student for years to come.

Thank You For Your Service,

Sincerely,

Elizabeth Jussaume

October 5, 2018

Frank Edelblut
Department of Education Commissioner

Dear Mr. Edelblut,

I am contacting you with this letter in support of the Spark Academy of Advanced Technologies. It is truly important for students entering the workforce to have a background of learning real-world roles in society. The Spark Academy of Advanced Technologies will fill this essential need in the educational system around us. Spark Academy will draw in students from various backgrounds-homeschool, public school, and private school-and unite them in the same common goal to master technical skills that emphasize value and dignity of work.

With the Academy providing opportunity for students to work both high school and college level courses, students will be able to work on their education without the same financial worries that most students experience. If students are hoping to continue on in their education, this academy will allow them to spend fewer years earning their degrees and be able to enter the workforce sooner, prepared educationally and not deep in debt.

Spark Academy of Advanced Technologies will provide such a neat opportunity for students to combine high school and college level classes into an affordable and quality education. The Academy will be a great benefit to the individual, the school, and the community around. Please let me know if I can be any further assistance.

Sincerely,
Geneva Hall

November 5, 2018,

Frank Edelblut

Department of Education Commissioner

Dear Mr. Edelblut,

I am writing in support of the Spark Academy of Advanced Technologies. I believe this charter school will fill a gap in southern NH's educational sphere. Our educational system provides limited opportunities for youth to prepare for employment in key technical and trade fields such as robotics, electrical technology, and welding. I would love to have a place to send my children that could provide opportunities and skill development that I cannot provide for them as a homeschooling parent.

Spark Academy will offer real experience that students can take directly into real jobs, which is especially important for students who cannot afford to attend college. This school will also provide a head start for students who do wish to continue on to a university education, spending fewer years obtaining their degrees and therefore entering the workforce sooner and with less debt. At the same time, the career pathways offered through Spark Academy of Advanced Technologies provide a much-needed vehicle to encourage NH youth to stay and work in NH as well as replace NH's aging workforce.

In my opinion, this is an excellent opportunity for southern New Hampshire students to obtain quality, relevant education that will help them not only support themselves but our state economy as well.

Sincerely,

Holly Tutko

October 8, 2019

Commissioner Frank Edelblut
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3494

Dear Commissioner Edelblut:

I am writing this letter to offer my support to the Spark Academy of Advanced Technologies, projected opening 2019.

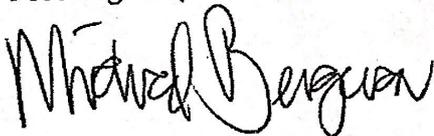
As a father of an thirteen year old boy who does not fit the tradition middle school class curriculum in our home town of Litchfield, I see a need for more options to help boys like my son who want to learn a trade that leverages his strengths, which his case includes is physical work, repairing machinery, and strong reading comprehension. I have noticed in my town that most parents are pushing college and our high school (Campbell High) has few options for a bright person like my son who struggles with writing and science.

I also work for the State's Division of Economic Development helping companies relocate to New Hampshire and I see a demand from manufacturers who need talent with skills in basic math, mechanical/CNC, and just as importantly, soft skills like showing up to work on time, interpersonal skills with team members, and doing more than is expected. I also see an opportunity for this new charter school to collaborate with the NH Community College in Manchester.

If this new school is anything like Founders Academy, which our eleven year old son now attends, then it will be run well and stay solvent—two critical issues for any parent looking at a charter school.

Thank you and if you have any questions, feel free to call me.

Best Regards,



Michael Bergeron
69 Charles Bancroft Highway
Litchfield, New Hampshire 03052
603-271-0658
Michael.bergeron@livefree.nh.gov

Peter Stackhouse
Executive Director

Stacey Clark,
Kristianne Lemieux
Assistant Directors



30 Linden Street
Exeter, NH 03833
Phone: (603) 775-8638
Fax: (603) 775-8528
www.gbcs.org
CEEB: 300182

December 13, 2018

Jane Waterhouse, Charter School Administrator
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Jane:

As a thirty two-year New Hampshire public school educator with experience as a high school science teacher, curriculum administrator (both school and district), and charter school administrator, it is my pleasure and privilege to participate in the review process for a proposed charter school. I appreciate this opportunity to support public education opportunities in New Hampshire and the growing charter school community. I am pleased provide this feedback for consideration in the approval process for this proposed school.

Having worked with Charter School leaders, schools, students, and families for the past twelve years, I strongly believe in the opportunities that charter schools provide as public alternatives to the students of New Hampshire. It is important for me to clarify going into this review that I further believe that, while different 'flavors' of charters exist for the benefit of all students, it is in the best interest of the public education system and the public charter school community as a whole, that charter schools ensure that a broad spectrum of students can access their mission goals.

This review was undertaken through an objective professional lens using the existing Evaluation Scoring Guide (2012) criterion statements as clarifying expectations. *In my opinion, the present scoring guide would be significantly more objective and user friendly if it contained specific rubrics to guide the determination of point values.* I would like to offer to participate in the process of developing a draft of these rubrics as it may remove some subjectivity from the process. If this assistance is needed or desired, please call upon me.

In addition to objective feedback about criterion indicators, some of my comments about the applicant's submission may reflect both my beliefs and my experience in operating a NH public charter school as a suggestion to enhance the application. To my knowledge, I do not know the proposing individuals, nor anyone they have identified as consultants or experts.

Sincerely,

A handwritten signature in blue ink that reads "Peter Stackhouse". The signature is fluid and cursive, with the first name being particularly prominent.

Peter Stackhouse

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: <i>SPARK Academy of Advanced Technologies</i> | | | | | | |
| 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: <i>See attached</i> | | | | | | |
| Supporting factors can be found on page(s): | <i>p.5</i> | | 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: <i>See attached</i> | | | | | | |

| | | | | | |
|---|--------|---------------|----|--------|---|
| Supporting factors can be found on page(s): | pp 5-7 | Maximum Score | 10 | Rating | 7 |
|---|--------|---------------|----|--------|---|

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:
See attached

| | | | | | |
|---|--------|---------------|---|--------|---|
| Supporting factors can be found on page(s): | pp 5-7 | Maximum Score | 8 | Rating | 4 |
|---|--------|---------------|---|--------|---|

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:
See attached

| | | | | | |
|---|-----------|---------------|---|--------|---|
| Supporting factors can be found on page(s): | pp. 11-14 | Maximum Score | 8 | Rating | 6 |
|---|-----------|---------------|---|--------|---|

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:
See attached

| | | | | | |
|---|------|---------------|---|--------|---|
| Supporting factors can be found on page(s): | P 19 | Maximum Score | 8 | Rating | 5 |
|---|------|---------------|---|--------|---|

| | | | | | | |
|--|---|--|----------------------|---|---------------|---|
| 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: | | | | | | |
| <i>See attached</i> | | | | | | |
| Supporting factors can be found on page(s): | pp. 19-21 | | Maximum Score | 8 | Rating | 5 |
| 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: | | | | | | |
| <i>See attached</i> | | | | | | |
| Supporting factors can be found on page(s): | p. 21 | | Maximum Score | 8 | Rating | 7 |
| 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: | | | | | | |
| <i>See attached</i> | | | | | | |
| Supporting factors can be found on page(s): | pp 22-23 | | Maximum Score | 8 | Rating | 5 |

| | | | | | | |
|---|---|--|----------------------|----------|---------------|----------|
| 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: <i>See attached</i> | | | | | | |
| Supporting factors can be found on page(s): | <i>pp 22-24</i> | | Maximum Score | 8 | Rating | 7 |
| 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: <i>See attached</i> | | | | | | |
| Supporting factors can be found on page(s): | <i>pp 24-25</i> | | Maximum Score | 8 | Rating | 6 |
| 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: <i>See attached</i> | | | | | | |
| Supporting factors can be found on page(s): | <i>pp. 25-27</i> | | 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:

See attached

| | | | | | |
|---|-----------------|---------------|---|--------|---|
| Supporting factors can be found on page(s): | <i>pp 28-29</i> | Maximum Score | 8 | Rating | 8 |
|---|-----------------|---------------|---|--------|---|

| | |
|---------------------|-----------|
| SCORE TOTAL: | <i>71</i> |
|---------------------|-----------|

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

See attached

Reviewed by:

Pete Jallen

Date:

12/13/18

Updated: April 23, 2012

Criterion

1. Mission and Vision Statements

Clear, focused and compelling purpose that is attainable and supports student achievement

Comments: The mission and vision statements clearly define the purpose and values of the school. They are meaningful, clear, and easy to understand with the exception of the need to integrate middle college education into a student's high school experience. There can be no doubt that this integration is a worthy goal and will produce graduates with unique experiences, but the mission states a valued emphasis on the "dignity and value of work." It is hoped that the applicants meant the *dignity and value of engagement in student learning*.

The attainability seems possible and supports student achievement for those who are appropriate to the mission, but by its very nature, I caution that the targeted audience of potential student candidates are those who are already taking advantage of dual enrollment and advanced programs at their traditional public schools.

Supporting factors: p. 5

Rating: 8/10

2. Governance and organizational structure

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 experience and/or qualifications of the founding members are not specifically evident in the proposal. It is presumed that the proposing entity—The Founders Academy Foundation is affiliated with the Founders Academy Public Charter School, thus members would be experienced and/or qualified to transition the school from its founding members to its Board of Trustees.

Sufficient guidelines regarding admission, staffing, Board constitution, etc., are described to indicate that guidelines/policies either exist and were not included, or will be approved by the Board of Trustees when formed.

The applicants have sought counsel of, or worked with a number of consultants per the application description. While the application seems to indicate a formal

connection with the Community College System of New Hampshire as an integral part of the curriculum pathway, a formal agreement or logistics did not seem to be included.

Supporting factors: pp. 5-7

Rating 7/10

- 3. Facility--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: There is no description of a facility included, nor does the application make clear where the facility would be located other than "Southern New Hampshire." The submission makes clear a desired goal to house a maximum student body of 425 students. Greater description of the types of educational spaces anticipated, sizes, layouts, etc., would have enhanced this portion of the application.

Given the apparent role that Manchester Community College will play in providing curriculum options, it is assumed that the Greater Manchester Area is the targeted location.

Supporting factors: pp. 5-7

Rating 4/8

- 4. Curriculum—A clearly defined, research-based curriculum is being proposed with the potential to increase student achievement, and that is aligned with the NH Curriculum Frameworks/Common Core Standards.*

Comments: Though not specifically articulated through curriculum documents, the framework for the school's curriculum was presented. This seems to indicate the potential to meet expectation for alignment to the NH Curriculum Frameworks/Common Core Standards.

The school has identified the courses needed for successful completion.

Supporting factors: pp. 11-14

Rating 6/8

5. *Academic/Other Learning Goals/Assessment—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: There are clearly defined, high and attainable educational goals for students. Supports will be necessary to help all students succeed and this structure was less evident. The school identified the PSAT as the state-wide achievement test, but it is believed that they intended to identify the SAT. Tests like the NWEA may be used.

The school will emphasize a grades/work focus and it is clear that this will be the message communicated to prospective students and their families. Students who thrive in this environment will seemingly have the greatest chance of success, while other students will need supports that don’t seem well articulated.

Supporting factors: pp. 19

Rating 5/8

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

Comments: Descriptions are present for three leadership positions and the school will follow statutory requirements with regard to certification of teachers. Average teacher salary appears to be budgeted at \$40,000 annually, with the Executive Director at \$60,000 (budget). Health benefits appear to be lacking until year 3 and then at 50% premium cost of employee only. It is their intent to offer a 401k plan with the caveat that it is affordable and available to do so. Full-time employees will have a maximum of ten paid leave days per year (sick/vacation, not differentiated).

By the information given, it is concerning that salary and benefit information could lead to a lack of competitiveness with area Southern NH school districts for certified, qualified candidates. The applicant’s plan for the educational model is ambitious, but the overall compensation (salary and benefits) as described may not attract, or help them to sustain the longevity of, candidates necessary to meet the challenge of the school’s evolution to maturity.

Supporting factors: pp. 19-21, appendix (budget)

Rating 5/8

7. Transportation—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: The student transportation plan as presented will meet the statutory standard if transportation is arranged within the district where the school ends up being located. There did not seem to be any references to supplemental transportation other than the school's plan to help facilitate arrangements.

It is also not clear if transportation would be available to for students accessing the community college programs in their learning plan. As this seems to be an increasingly integral part of their program the logistics of their access (online, onsite, transported to campus, etc.) are not yet clear.

Supporting factors: p. 21

Rating 7/8

8. Serving Students with Special Needs-- Strategies are in place to meet individual student needs and to ensue that the appropriate services will be provided in compliance with state and federal guidelines.

Comments: The application describes the intent to work with resident school districts to support the needs of students. There were no specific strategies outlined for supporting individual student needs (support systems, advisory, homework club, etc.) The application emphasizes the 'dignity and importance' of work and it seems clear that the educational structure will demand support systems be developed for students whose learning challenges present obstacles to meeting the instructional demands.

High expectations and rigorous learning opportunities are purposely valued in this proposal. That is a positive thing. Without purposefully designed parallel support systems that can be articulated to assist prospective students, it is feared that the student body will ultimately be skewed toward higher achieving, work-oriented students with a loss of opportunity for students who could be re-

engaged or re-energized, ultimately to become successful with such supports in place.

Supporting factors: pp. 22-23

Rating 5/8

9. *Admission Procedures—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: The admission process, including lottery is clearly defined. The following excerpts raise a concern that seems to indicate further clarification:

Prospective students and their families will be required to attend at least one informational meeting at which our educational approach and school expectations of students and their families will be explained, prior to enrollment;

...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;

Perhaps it is unintended, but these excerpts could be interpreted as a preemptive plan to discourage some students and their families from applying. Given a lack of a clear support structure for students who might struggle, their mission is admirable, but it would be problematic to present a message that only high achievers or traditionally hard workers are encouraged to apply.

Supporting factors: pp. 22-24

Rating 7/8

10. *Student Discipline—Adequate description is given of the school's proposed policies and due process procedures to address discipline, suspension, and expulsion.*

Comments: The application describes the school's philosophy regarding discipline and its intent to involve the students in discussions around establishing a code of conduct. The application does not include specific outlines of due process or the types of infractions that might necessitate a suspension or

expulsion. They do, however, present that they will follow state reporting requirements and that policies that will have to be adopted regarding due process, safe schools, harassment, etc.

Supporting factors: pp. 24-25

Rating 6/8

11. Budget and Financial Management—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: Fiscal management—the school recognizes the importance of fiscal management and controls and have addressed these in their application. Independent audits will confirm these have been adequately enacted.

The school is proposing a five-year budget plan that presents the following annual per pupil costs: \$8688 (yr 1), \$6373 (yr 2), \$7234 (yr 3), \$7259 (yr 4), and \$7176 (yr 5). Given its proposed non-State revenue projections, this budget should support the school.

Unless it was missed, the budget or operational logistics do not seem to address how students would access (pay for) community college courses. If this is an added cost borne by families it should be clarified as such. If families are expected to pay for this, what about families with economic hardships? The articulation agreement between the school and the community college does not seem to be clear.

It would be in the school's best interest to take steps to ensure the attraction and sustainability of qualified candidates through locally competitive salary and benefits, especially as the school evolves.

Supporting factors: pp. 25-27, Appendix B--Budget

Rating 8/8

12. Parent and Community Involvement –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: The applicant clearly defines the need and expectations for parent involvement. They have outlined steps for community involvement and will include parents on their Board of Trustees.

They clearly outline how the school will be advertised and information disseminated.

Supporting factors: pp. 28-29

Rating 8/8

Overall Assessment

Comments have been included throughout, but I feel it important to summarize my impressions of this application. Overall, this proposed school has the potential to provide a unique learning environment for students. It is ambitious, rigorous, and well intentioned and has the potential to be a successful, sustainable school.

There is concern about the seeming lack of competitiveness of proposed salaries and benefits only from the sense of desiring to attract quality candidates who would stay at the school while it evolves and matures. Ultimately, they will either be able to attract good candidates and maintain their staff based on a range of factors, but being competitive and create a qualified, experienced staff initially would assist them in subsequent years.

There are a few items that are unclear in the application that may simply take longer to develop. The logistics around how students will access (financially and physically) community college courses and the determination of a facility will be important to work out. Depending on the facility location, transportation in accessing courses would be an obstacle to be addressed.

Given its unique learning pathways, the school should articulate its plan to support students throughout their 9-12 experience. Whether students with special needs (IEPs, 504 plans, etc.) or simply any students who will need ongoing support from their adults, clarity of their plan to support their students is essential.

For the benefit of the greater public charter school community and the students of New Hampshire who seek these unique opportunities, it is important that approved public charter schools be accessible to students with a broad range of abilities who share a common interest in this mission. In other words, chartered public schools should be inclusionary, not exclusionary.

Whether intended (or this reviewer is overly sensitive to it) or not, the messaging of this application seems to indicate that only students with certain work habits or abilities would be encouraged to apply. Others would seemingly be discouraged through their messaging. While not specifically stated, this message comes across in their mission and again in their application process.

This proposal has merit and should be pursued further, even if the applicant is given preliminary feedback and allowed to address it. If the aforementioned logistical issues are worked out and issue of equity is addressed, it would have my full support.

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:

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|---|--|--|----------------------|-----------|---------------|-----------|
| NAME OF PROPOSED CHARTER SCHOOL: | | | | | | |
| Sparks Academy of Advanced Technologies | | | | | | |
| 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: Both the mission and vision statements express a clear, focused, and compelling purpose for the school that is attainable and supports student achievement. From the initial research and consultation that has taken place with experts in various fields to the Advisors for curriculum development and the curriculum plan that has been laid out in the application, the committee has exhibited great thought into these two components. | | | | | | |
| Supporting factors can be found on page(s): | Pgs 9-18, 28 | | Maximum Score | 10 | Rating | 10 |
| 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 application exhibits a great deal of thought into the structure of the organization and governance. Trustees will be expected to represent the diversity of stakeholders and contributors, maintaining up to 9 members with 25% coming from the parental population. Beyond the makeup of the Board of Trustees and how they will be determined, the application addresses Board of Trustees term limits, Community Outreach, | | | | | | |

Oversight/Regulatory, Staffing, Staff Compensation, and coordination with sending districts.

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| Supporting factors can be found on page(s): | pgs. 5-22 | | Maximum Score | 10 | Rating | 10 |
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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.

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| 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. |
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Comments: The application includes a description of a potential location of the facility with some focus on the need upon opening and a description of future needs once the school reaches its capacity of 425 students, including a student teacher ratio of 1 to 20. The application does not identify, beyond southern New Hampshire, the community/communities that Board members from the Founders Academy Foundation have been in conversation/working with.

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| Supporting factors can be found on page(s): | Pg. 8 | | Maximum Score | 8 | Rating | 7 |
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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.

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| 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. |
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Comments: The application includes their proposed Instructional Philosophy that includes experiential, project-based exposure to technical fields while studying humanities, creativity, and the connections between innovations in various fields of learning. The application includes their grading philosophy, their grading system understandings, and a fairly detailed curriculum plan broken down by levels for each subject area which include dual enrollment in CCSNH programs. Depending on the location of the facility, I am curious about what consideration has been given to transportation to CCSNH programs, or if they are online. It is unclear who bears the burden of paying for the CCSNH programs, unless I missed it in the budget. From experience, dual enrollment classes cost approximately \$400.00 a piece. Would this be the responsibility of the academy or the individual families?

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| Supporting factors can be found on page(s): | Pgs. 9-17 | | Maximum Score | 8 | Rating | 6 |
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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.

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| 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 |
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| each student's progress toward meeting the goals of the school. | | | | | | |
| <p>Comments: The curriculum plan is broken down by levels which explain the advancement through each of the academic disciplines which when tied together with their grading system understandings presents a map for a student to attain his/her/their educational goals. Attention has been given to statewide testing and a variety of other assessment methods including NWEA, portfolio assessments, projects and exhibitions, etc. Graduation is based on both their academic performance and their completion of their individual Technical Field Study. The plan shows thought was given to all of the state requirements for graduation as well as having seniors workforce ready upon graduation.</p> | | | | | | |
| Supporting factors can be found on page(s): | Pgs. 10-17 | | Maximum Score | 8 | Rating | 7 |

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| 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 qualifications for the staff from the Executive Director to pertinent faculty and staff have been included in the application. The budget provides information regarding the number of staff based on the number of students at the initial teacher student ratio of 1 to 20. The personnel compensation plan is included which includes a description of Paid time off for full time employees, and an intention for the academy to participate in an official 401k retirement plan, subject to availability and cost. The plan does not differentiate between vacation and sick time. The use/availability of sick time for staff could be more clearly stated. While responsibilities for the Executive Director, Director of Community and Student Affairs, and Department Heads are detailed, there could be more development of instructional and support staff. I question what appears to be a lack of a Guidance Department. One of the responsibilities of the Director of Community and Student Affairs fits a guidance responsibility, but others are not listed, and the budget does not directly cover Guidance Administration until student enrollment hits 120 students, at a fraction of what a salary for a single Guidance Director/Counselor would be. Another area of compensation that could use further explanation is that of health insurance for full time staff members. If appears that insurance would not be available until the number of staff reaches 9, with at least 7 of the 9 needing the coverage with no family available and the cost per academy at 50%. This could use further clarification. | | | | | | |
| Supporting factors can be found on page(s): | Pgs. 19-21 | | Maximum Score | 8 | Rating | 6 |
| 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: The attention to the transportation needs of students are outlined and in line with state law. The application states that they will assist parents and students who wish to coordinate personal transportation from outside the district in which the charter school is located. As mentioned earlier, there could be more information included on how students will get to CCSNH classes, depending on the location of the facility. | | | | | | |
| Supporting factors can be found on page(s): | Pgs 21-22 | | Maximum Score | 8 | Rating | 7 |
| 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: The plan includes plans for a Special Education Coordinator, needed support staff, as well as a statement of assurances related to non-discrimination and methods of coordinating with a pupil's LEA from the student's sending district. The statement states that all current options available to parents and the school district are retained.

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| Supporting factors can be found on page(s): | Pgs. 20 & 22 | | Maximum Score | 8 | Rating | 8 |
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| 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: The enrollment process, as described, represents a fair process in accordance with the basic method of admissions that defines charter schools across the country. Pre-enrollment information sessions, application packets that include the academy’s philosophy and expectations for attending students and their families. This includes the use of a lottery, a wait list, and a plan for a series of meetings for students and parents to serve as an orientation. | | | | | | |
| Supporting factors can be found on page(s): | Pgs. 23 & 24 | | Maximum Score | 8 | Rating | 8 |
| 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: The description of the philosophy of student governance and discipline provided in the plan lays out a method for inclusion of students through student government on the development of a student code of conduct based on respect, responsibility, and achievement. While students will not adjudicate disciplinary matters, they will have a voice to share their perspectives with administration. The plan’s explanation of not punishing students with suspension for infractions reflects some components of PBIS and Restorative Justice, whether intentional or not. The plan further states that the academy reserves the right to remove a student from school on the basis of their own health and safety or the health and safety of others. The plan has referred to studies that have shown that suspensions harm not just the student but all students. | | | | | | |
| Supporting factors can be found on page(s): | Pgs 24 & 25 | | Maximum Score | 8 | Rating | 7 |
| 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: The budget is based on what appears as a five year plan, listed as number of students in increments of 60 per year moving from 60 students the first year through to 300 students in year 5. The budget appears to be thorough, although earlier questions regarding the cost of CCSNH programs on an individual student basis, and costs associated with Guidance and health insurance remain. The maintenance of financial records in accordance with Generally Accepted Accounting Principles for non-profit organizations, accounting | | | | | | |

policies, and internal controls are described.

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| Supporting factors can be found on page(s): | Pgs. 25 -28, & Budget | | Maximum Score | 8 | Rating | 7 |
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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****

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| 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. |
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Comments: The plan describes the importance parent involvement and support to the success of a charter school. It identifies important areas where parents would be utilized from school set-up and maintenance, substitute teaching, to organization and development of the annual fund and special activities such as school field trips. Parental input through surveys will be sought. Parents can make up 25% of the Board of Trustees and a Parent’s Volunteer Committee will be developed in the first three years. The plan also shares how they will disseminate information to assist parents and students on making the choice of attending a charter school. The list marketing sources within the Founders Academy Foundation and the NH Alliance of Public Charter Schools as well as external marketing avenues including websites, sending marketing information to area schools, newspapers, libraries, and other public locations. The plan shows considerable thought.

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| Supporting factors can be found on page(s): | Pgs. 28 & 29 | Maximum Score | 8 | Rating | 8 |
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| SCORE TOTAL: | 91 |
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OVERALL ASSESSMENT - This section gives the application reviewers an opportunity to provide general feedback about the overall impression of the charter school application:

Overall, I think that this application has merit, and should be able to move forward. I do have, and have expressed, questions/concerns about things such as travel for students to CCSNH programs when they are not driving age or have the access to a vehicle, cost of the CCSNH programs that are mentioned in the curriculum plan, appearance of a lack of Guidance services in year one and money allocated for such services for the following years through year 5. Health compensation is another area of question that I identified.

I will be interested in following the progress of this proposed charter school as it moves forward with the planning process and seeing it open, if given the ability to do so.

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| Reviewed by: | James M. Friel, M.Ed. | Date: | 12/10/18 |
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To be filled out by Reviewer – not by Applicant

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL EVALUATION SCORING GUIDE FOR
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| 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: | | | | | | |
| A clear and concise description of the schools mission to provide what is effectively a vocational learning environment for high and middle school students. The vision is to provide the students and businesses with individuals who are prepared to enter the work place with skill sets that will be of benefit to all parties. | | | | | | |
| Supporting factors can be found on page(s): | 5 | | Maximum Score | 10 | Rating | 10 |
| 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: | | | | | | |
| There is a well-documented description that the founders of this proposed school are conversant with and have the appropriate skills and qualifications to implement their mission and vision. The role of the Trustees is also clearly stated along with their responsibilities and purpose. All State reporting requirements will be addressed along with a comprehensive schedule of regular bi-monthly meetings, effective budget controls and school policy. The school will appoint an Executive Director who shall have oversight of the day to day running of the school and also act as a conduit between the academic and administration aspects of | | | | | | |

running the school. Meeting once every other month for a new school may need to be revisited, as there are many responsibilities for the boards of new schools, not to mention creating policies.

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| Supporting factors can be found on page(s): | 5 - 8 | | Maximum Score | 10 | Rating | 8 |
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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.

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| 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. | | | | | |
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Comments:

The selection of the facility selected for operation of the school will have to meet all the operational and administrative requirements of the schools mission needs. The applicants have been very specific as to their needs, demonstrating a full understanding of exactly what is essential for a technical orientated school that is committed to deliver the outcomes they and the students require. Within the application there is a detailed breakdown of the technical requirements and supporting demonstration of the founders understanding of current legislation. More detail needed on school layout specifics.

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

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| 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. | | | | | |
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Comments:

The curriculum outlined in the application is well considered and reflects accurately the schools focus on the technical development of its students. Notwithstanding that aspect, there will also be a continuing educational focus on core academic subjects including, Mathematics via the ALEKS programs, Humanities, Science and Physical Education, which is intended to ensure that all students are fully qualified to enter the working environment with a well-rounded skill set. The selection of a curriculum has been undertaken and guided by research and consultation with CCNSH, NHCCS and potential stakeholders from the business community within New Hampshire.

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| Supporting factors can be found on page(s): | 12 - 19 | | Maximum Score | 8 | Rating | 7 |
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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.

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| 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 | | | | | |
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| each student's progress toward meeting the goals of the school. | | | | | | |
| Comments: The application states the schools intention to comply with standards of student achievement as mandated in RSA 194-B:8 V, (PSAT) as per RSA193-C and other supplemental testing methods such as NWEA. However I would like to see a more detailed statement of expectation of student performance which fulfills the D.O.Es desire to see Charter Schools "meeting or exceeding" public schools with a similar curriculum. Academic goals and objectives need to be measureable and time bound. | | | | | | |
| Supporting factors can be found on page(s): | 19 | | Maximum Score | 8 | Rating | 5 |
| 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: There appears to be a well-considered management and staffing concept plan in place with clearly designated roles and responsibilities. All salaried staff will be provided with benefits appropriate for a technical institute. Whilst staff costs are addressed within the submitted budget proposals, I would like to have seen a more detailed expectation of individual remuneration particularly with regard to senior administration members as this area can and does impact upon staff recruitment and more importantly retention. | | | | | | |
| Supporting factors can be found on page(s): | 19 -21 | | Maximum Score | 8 | Rating | 6 |
| 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: Spark will fully comply with State Laws regarding pupil transportation as designated in 194-B:2. However as the school expects to draw students from throughout New Hampshire any student residing outside the host school district shall travel independently. Spark will provide a coordination service to out of district students to assist in arranging transportation to the school. More thought should be put into the different schedules - the school and college class schedules will be different, holidays, breaks etc. | | | | | | |
| Supporting factors can be found on page(s): | 21 - 22 | | Maximum Score | 8 | Rating | 6 |
| 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. | | | | | | |

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| 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: The school demonstrates its understanding of its obligations and requirements with regard to complying with the relevant New Hampshire statutes to serving students with special needs. Within the application they have referenced these statutes and confirmed that they are fully conversant with their obligations to implement them. More description needed of what the support system will look like. | | | | | | |
| Supporting factors can be found on page(s): | 22 | | 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: At present, the submission does not provide the schools strategy for student recruitment. This needs to be addressed. Regarding admission procedures, Spark Academy is committed to follow and abide by the recognized admissions protocols established nationwide amongst charter schools. Their admissions Process is appropriate and fair. | | | | | | |
| Supporting factors can be found on page(s): | 23 -24 | | Maximum Score | 8 | Rating | 7 |
| 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: The statement made by Spark with regard to an” age appropriate” approach to the schools student governance and discipline is well considered and reflects the schools philosophy of learning and understanding. There is merit in this approach and demonstrates the forward thinking of the school’s founders. This is based upon respect and personal responsibility for all we do. A counseling and community approach to any infractions will be established and whilst maintaining a safe and harmonious environment is critical, through the procedures Spark envisages student infractions will be dealt with effectively. | | | | | | |
| Supporting factors can be found on page(s): | 25 | | Maximum Score | 8 | Rating | 8 |
| 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: Spark has provided a comprehensive five-year budget plan see “Appendix B”. This plan is realistic base upon projected student enrollment, facility costs, operating costs, staffing, and general expenses incurred from start up to year five. Budget reporting and control will be overseen by the Board of Trustees have already been sanctioned by the appropriate school authority. Accounting practices shall be to the standards required by the State of New Hampshire. An application for a Charter School startup grant for initial expenditure. The school will also actively engage with the local business community with the intention of forming partnerships, thus establishing additional revenue sources. | | | | | | |
| Supporting factors can be found on page(s): | 25 - 27 | | 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: Spark fully understands that Charter schools are “a school of choice for both students and parents therefore they are firmly committed to fully engage all stakeholders in building a successful educational establishment. Twenty five percent of the seats on the Board of Trustees will be reserved for parent and there is a plan to establish a parent committee within the first three years of operation. An active web presence will be established and Spark will ensure that all stakeholders are updated on the schools activities and development on a regular basis. | | | | | | |
| Supporting factors can be found on page(s): | 28 -29 | | Maximum Score | 8 | Rating | 8 |
| SCORE TOTAL: | | | | | 85 | |
| OVERALL ASSESSMENT - This section gives the application reviewers an opportunity to provide general feedback about the overall impression of the charter school application: | | | | | | |
| The application from Spark Academy of Advanced Technologies was found to be comprehensive, well constructed, and concise in its objectives and provided an effective background to its educational philosophy. There is a demonstrable need for technical institutes | | | | | | |

nationwide and the establishment of a Charter School to provide for this need in New Hampshire is refreshing. The founders have obviously invested time and resources in preparing their submission and apart from the areas mentioned above have compiled an excellent application.

One major concern is the differing schedules...the college has a very different schedule than public schools, and I wonder how the school will be able to fit students into both schedules, especially if they rely on the public school district's transportation.

There is as always much work to be done should this initial step be approved and I am sure that Spark in partnership with the NHDOE can add a new and exciting resource into the area of technical education in New Hampshire.

Reviewed by: Jane Waterhouse

Date: 12.8.18

Updated: April 23, 2012

To be filled out by Reviewer – not by Applicant

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL EVALUATION SCORING GUIDE FOR
PROPOSED CHARTER SCHOOL APPLICATIONS

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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: | | | | |
|---|--|----------------------|----|------------------|
| SPARK academy of advanced technologies | | | | |
| 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: | mission statement clearly defines core purpose & key values | | | |
| Supporting factors can be found on page(s): | 5 | Maximum Score | 10 | Rating 10 |
| 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: | term limits not clear no org plan | | | |
| Supporting factors can be found on page(s): | Page 5-8 | Maximum Score | 10 | Rating 8 |

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: target location vague

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

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~~ ^{evidenced} 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: Needs to be framed as evidenced-based student performance stands missing. Curriculum looks inviting. Incorporation of learning a trade great idea.

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|--|------------|----------------------|---|---------------|---|
| Supporting factors can be found on page(s): | page 12-18 | Maximum Score | 8 | Rating | 6 |
|--|------------|----------------------|---|---------------|---|

Topic – Academic and other learning goals and objectives/Assessment

Academic goals should be clear, specific and measurable 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: These are vague - good tools but nothing about closing achievement gap or improving student achievement.

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|--|---------|----------------------|---|---------------|---|
| Supporting factors can be found on page(s): | Page 19 | Maximum Score | 8 | Rating | 5 |
|--|---------|----------------------|---|---------------|---|

17

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: -clear / lottery explained
includes wait list procedures - General overview of timeline

| | | | | | |
|--|-----------|----------------------|---|---------------|---|
| Supporting factors can be found on page(s): | D9, 23-24 | Maximum Score | 8 | Rating | 6 |
|--|-----------|----------------------|---|---------------|---|

not attached to BOY or EOY

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: Great philosophy but no due process

| | | | | | |
|--|-------|----------------------|---|---------------|---|
| Supporting factors can be found on page(s): | 24-25 | Maximum Score | 8 | Rating | 6 |
|--|-------|----------------------|---|---------------|---|

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: What is the Commercial Umbrella?

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|--|----------|----------------------|---|---------------|---|
| Supporting factors can be found on page(s): | D. 25-27 | Maximum Score | 8 | Rating | 8 |
|--|----------|----------------------|---|---------------|---|

20

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: Seems heavy in Director's & Department Heads - any regular teaching positions?
Solid staffing comp. package.

Supporting factors can be found on page(s): 19-21 **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: no. mention that the ^{charter} is responsible for costs.

Supporting factors can be found on page(s): (L) p. 21 **Maximum Score** 8 **Rating** 2

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: Collaboration between charter & public school is highly evident.

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

17

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****

| | |
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| 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: 14 letters Consulted with business leader

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|--|----------|----------------------|---|---------------|---|
| Supporting factors can be found on page(s): | p. 28-29 | Maximum Score | 8 | Rating | 8 |
|--|----------|----------------------|---|---------------|---|

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|---------------------|--|--|--|----|
| SCORE TOTAL: | | | | 80 |
|---------------------|--|--|--|----|

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

Sounds like a good solid model - I especially appreciated the fact that the school works with HS and bridges either to Community Colleges or a trade.

| | |
|---------------------------------------|----------------------|
| Reviewed by: <i>Jay Nichol</i> | Date: 12/9/18 |
|---------------------------------------|----------------------|

Updated: April 23, 2012

To be filled out by Reviewer – not by Applicant

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL EVALUATION SCORING GUIDE FOR
PROPOSED CHARTER SCHOOL APPLICATIONS**

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| | | | | | | |
|---|--|--|----------------------|-----------|---------------|----------|
| 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: Might want to spell out middle college a bit more since it’s not a common term | | | | | | |
| Supporting factors can be found on page(s): | | | Maximum Score | 10 | Rating | 9 |
| | | | | | | |
| 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: Up to 9 board members, is there a minimum? Maybe 2 guardians instead of 25% of 9. No description of skill sets or backgrounds which board members will be recruited around | | | | | | |
| Supporting factors can be found on page(s): | | | Maximum Score | 10 | Rating | 8 |

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: Not much details in general area, target square footage, and number of classes vs offices etc

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| Supporting factors can be found on page(s): | | | Maximum Score | 8 | Rating | 6 |
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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: Not much reference to any research or standard. Is maker space going to be part of the school or is a partnership going to be made, How will it be accessed? How are teachers being integrated to all on the online classes and learning?

Great connection of study to projects and career exploration. Integrated design with college is innovative and timely.

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

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:

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

| | | | | | | |
|--|---|--|----------------------|----------|---------------|----------|
| 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: Not much in regards to qualifications | | | | | | |
| Supporting factors can be found on page(s): | | | 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: | | | | | | |
| Supporting factors can be found on page(s): | | | 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: | | | | | | |
| Supporting factors can be found on page(s): | | | Maximum Score | 8 | Rating | 7 |

| | | | | | | |
|---|---|--|----------------------|----------|---------------|----------|
| 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: interesting in regards to blocking off seats for children of school staff and local community college staff. I was not aware this was able and that all students, if school is at capacity, have to come in through lottery | | | | | | |
| Supporting factors can be found on page(s): | | | Maximum Score | 8 | Rating | 8 |
| 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: Much thought was put into this in regards of not what to do. I would of liked to see examples, strategies, or theories on how to approach accountability and safety at the school. | | | | | | |
| Supporting factors can be found on page(s): | | | Maximum Score | 8 | Rating | 7 |
| 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: charter authorizer? Is there another organization that is receiving the money on behalf of the school? | | | | | | |
| Supporting factors can be found on page(s): | | | Maximum Score | 8 | Rating | 7 |

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: Parents as substitute teachers? It would be great to hear more about how this would be implemented and what qualifications or requirements would be needed. Very innovative idea though! I would also recommend at looking at languages spoken at communities they are targeting and ensuring materials are translated in those languages.

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

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|---------------------|--|--|--|--|-----------|
| SCORE TOTAL: | | | | | 87 |
|---------------------|--|--|--|--|-----------|

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

OVERALL I THOUGHT THE APPLICATION WAS SOLID. AS MENTIONED IN SPECIFIC SECTIONS ABOVE, I THOUGHT SOME AREAS COULD OF USED MORE DETAILS, I.E LOCATION AND SPACE OF BUILDING, “DISCIPLINE”, FAMILY ENGAGEMENT TO NAME A FEW. I THINK THE INTEGRATION BETWEEN ACADEMICS, HUMANITIES, AND CAREERS IS INNOVATIVE AND TIMELY.

THE IDEA OF HAVING STUDENTS GRADUATE HIGH SCHOOL WITH SO MANY COLLEGE CREDITS UNDER THEIR BELT IS A GREAT IDEA. ESPECIALLY AS SCHOOL DEBT CONTINUES TO BOG DOWN OUR YOUNG PEOPLE AND ECONOMY.

Reviewed by: Jorge Santana

Date: 12/10/18

Updated: April 23, 2012

To be filled out by Reviewer – not by Applicant

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| 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: Spark has a vision/mission focused on teaching 21st century vocational/technical and problem solving and skills through the integration of the humanities and sciences. Students will be employable upon graduation or have the ability to move on to higher learning. | | | | | | |
| Supporting factors can be found on page(s): | Pg 5 | | Maximum Score | 10 | Rating | 10 |
| 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: | | | | | | |
| Spark has clearly laid out how the proposed board will be appointed, structured, function, duties, function, meetings etc. | | | | | | |
| Supporting factors can be found on page(s): | 5-8 | | 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:
 Proposal clearly identifies need for facilities to accommodate its growth plan with regard to meeting enrollment and staffing demands. Not sure if the building might also require any special considerations to accommodate certain fields of study(HVAC, Manufacturing, woodworking etc). Location of proposed site is southern New Hampshire which is a little vague but could be the result of wanting to keep that information private through the negotiation process. Facilities are to have maximum potential to support 425 students. 5 year plan has 300 as the max. Not sure if it matters but is goal 300 or 425?

| | | | | | | |
|--|-----|--|----------------------|---|---------------|-----|
| Supporting factors can be found on page(s): | 8,9 | | Maximum Score | 8 | Rating | 7.5 |
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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: **There is a clearly defined educational program, performance standards, explanation of curriculum but missing areas was** “Current research for selecting a particular curriculum” to explain and support the proposed curriculum choice.

| | | | | | | |
|--|------|--|----------------------|---|---------------|-----|
| Supporting factors can be found on page(s): | 9-19 | | Maximum Score | 8 | Rating | 7.5 |
|--|------|--|----------------------|---|---------------|-----|

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:
 Educational goals clearly defined. Of note, students can satisfactorily meet state standards by progressing through various levels(1-4) of study in different coursework and can progress at different rates based on individual ability and need. At the higher levels(4) of study, students will complete coursework through CCSNH.

| | | | | | | |
|--|-------|--|----------------------|---|---------------|---|
| Supporting factors can be found on page(s): | 12-19 | | 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: Clearly laid out staffing details(responsibilities, benefits etc) only missing piece is qualifications for the various jobs. Not sure if it is by design but there is no mention of health insurance provisions for employees that i could find in this section | | | | | | |
| Supporting factors can be found on page(s): | 19-21 | | Maximum Score | 8 | Rating | 8 |
| 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: Proposal complies and exceeds the state requirement on this criterion. The criterion requirement that student transportation needs are addressed and planned for seems to be in excess of the state charter provision regarding out of district students. <i>Section 194-B:2 “For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil’s resident district. No transportation will be provided by a sending school district or receiving charter school for students whose residence is other than where the school program is located.”</i> | | | | | | |
| Supporting factors can be found on page(s): | 21 | | 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: Clearly laid out plans and staffing to address this criterion | | | | | | |
| Supporting factors can be found on page(s): | 22 | | Maximum Score | 8 | Rating | 8 |
| 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: Thorough and complete. Only question would be why “A committee will review applications for completeness”? The use of a committee to review if an application is “complete” seems excessive. It also could be interpreted that the committee is reviewing applications to selectively admit students based on that review. Just a thought but it might be advised to either further clarify this section or rethink and reword this process. | | | | | | |
| Supporting factors can be found on page(s): | 24 | | Maximum Score | 8 | Rating | 8 |
| 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: Clear explanation of the philosophy, policies and due process | | | | | | |
| Supporting factors can be found on page(s): | 24-25 | | Maximum Score | 8 | Rating | 8 |
| 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: Thorough and clear. Only suggestion is per topic guidelines to include a basic “fundraising plan” section | | | | | | |
| Supporting factors can be found on page(s): | Pg 26-27, 39-47 | | 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: Clear and defined parent and community involvement and communication. Extensive letters of support | | | | | | |

from a diverse range of supporters.

| | | | | | | |
|--|------------------|--|----------------------|----------|---------------|----|
| Supporting factors can be found on page(s): | Pg 28, 29, 49-62 | | Maximum Score | 8 | Rating | 8 |
| SCORE TOTAL: | | | | | | 99 |
| OVERALL ASSESSMENT - This section gives the application reviewers an opportunity to provide general feedback about the overall impression of the charter school application: | | | | | | |
| <p>The proposed school is sorely needed. I have long thought the de-emphasizing of trades, vocations and technical focus and total focus on "college ready" students at schools around the country has been a failing that will resonate through our society and economy for years to come. This school is a small step and an example for others to follow.</p> | | | | | | |
| Reviewed by: | Tal Bayer | | Date: | 12/13/18 | | |

Updated: April 23, 2012

Spark Academy of Advanced Technologies Chartered Public 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 appears to be satisfied. |
| | Name of School | This requirement appears to be satisfied. |
| a | Educational mission. | This requirement appears to be satisfied. |
| b | Governance and organizational structure and plan. | This requirement appears to be satisfied. |
| c | Methods by which trustees and their terms are determined. | This requirement is likely not satisfied. |
| d | General description and proposed or potential location of facilities to be used, if such information is available. | This requirement appears to be satisfied. |
| e | Maximum number, grade or age levels, and, as applicable, other information about pupils to be served. | This requirement appears to be satisfied. |
| f | Curriculum. | This requirement may be satisfied with further clarity. |
| g | Academic and other learning goals and objectives. | This requirement may be satisfied with further clarity. |
| 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 is likely 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 is likely not 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 is likely satisfied. |
| o | Admission procedures. | This requirement may be satisfied with further clarity. |

Spark Academy of Advanced Technologies Chartered Public School

| | | |
|----|--|---|
| 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 is only partially 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 appears 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 appears to be satisfied. |
| t | Provision for providing continuing evidence of adequate insurance coverage. | This requirement appears to be satisfied. |
| u | Identity of consultants to be used for various services, if known. | This requirement is only partially satisfied. |
| v | Philosophy of parent involvement and related plans and procedures. | This requirement appears 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 | This requirement appears to be satisfied. |

Spark Academy of Advanced Technologies Chartered Public School

| | | |
|----|--|---|
| | after the charter school may cease operation. | |
| cc | <p>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:</p> <ul style="list-style-type: none"> (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. | N/A |
| dd | Proposed accountability plan | This requirement appears to be satisfied. |



**Bernstein, Shur,
Sawyer & Nelson, P.A.**
Jefferson Mill Building
670 North Commercial Street
Suite 108
PO Box 1120
Manchester, NH 03105-1120

T (603) 623 - 8700
F (603) 623 - 7775

Memorandum

To: Jane Waterhouse
From: Talesha L. Saint-Marc
Date: February 20, 2019
Re: Legal Review of the Charter School Application of the Spark Academy of
Advanced Technologies Chartered Public School

1. Application filing formalities (Ed. 318.08(a) – (g)): If the applicant submitted a letter pursuant to Ed. 318.08(a) and an application cover sheet, neither were provided to the reviewer. Accordingly, the reviewer does not opine whether these requirements were satisfied.

2. Ability to file: This requirement appears to be satisfied. The Founders Academy Foundation is a non-profit corporation, organized to “establish new charter schools” and to “maintain or provide maintenance service to charter schools.” The corporation was administratively dissolved/suspended in 2016, but was subsequently revived and appears to be in good standing.

3. Name of school: This requirement appears to be satisfied. RSA 194-B:5 requires that the school’s name include the words “chartered public school,” and the name of the proposed school is Spark Academy of Advanced Technologies Chartered Public School.

4. Ed 318.08(i): This requirement is not satisfied as the application does not include clear expectations of the total number of teachers and the average teacher/student ratio for the first five years of the school.

5. Ed. 318.08(j)(1) – (7):

- i. This subsection is not satisfied as the application does not adequately address the preferential status given to founding members, teachers and others.
- 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. The application omits a statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a.
- iv. This subsection is satisfied.
- v. This subsection is likely not applicable.
- vi. This subsection is satisfied.
- vii. This subsection is satisfied.

RSA 194-B:3, II (a) – (bb) and (dd)

6. Educational mission (§ a): This requirement appears to be satisfied. The school's mission is clear and focused, and it is supported by a detailed vision, which presents attainable goals for student achievement.

7. Governance and organizational structure and plan (§ b): This requirement appears to be satisfied. The school will be governed by a Board of Trustees, and the Board will work with the Head of School to carry out the school's mission.

8. Methods by which trustees and their terms are determined (§ c): This is likely not satisfied. Although the application identifies the initial trustees and provides the general method for selecting replacement and/or new trustees, it does not address trustee terms beyond the initial trustees nor does it address term limits. Additionally, the application notes that 25% of its board will be from the parental population; however, the statute provides the board should include the greater of 25% of the parental population or 2 members. Finally, the application does not adequately address the decision-making process.

9. General description and proposed or potential location of facilities to be used (§ d): This requirement appears to be satisfied. Although the applicant has not found a location for the school, the application specifically describes the type of facility necessary to carry out the school's mission and goals.

10. Maximum number, grade or age levels (§ e): This requirement appears to be satisfied, as it identifies the maximum number of children, and the grade levels to be served.

11. Curriculum that meets or exceeds state standards in the subject areas offered (§ f): This requirement may be satisfied with more clarity. The application presents the general subject areas that will be covered by the school, but the description of the school's educational program is relatively broad. It does not appear the applicant adopts a specific curriculum. The application also references that students will complete certain courses through the Community College System of New Hampshire ("CCSNH"); however, the application omits further details in this regard.

12. Academic and other learning goals and objectives (§ g): This requirement may be satisfied with more clarity. The learning goals and objectives are vague and do not reflect the schools' mission and vision statements in specific and measureable ways.

13. Achievement tests (§ h): This requirement appears to be satisfied. The application outlines a grading philosophy and a grading system. The application also provides other methods for evaluation, including but not limited to portfolio assessment, and oral presentations.

14. Graduation requirements (§ i): This requirement appears to be satisfied. The applicant may need to clarify the relationship between CCSNH and the school, as the application notes some credits will be obtained through CCSNH.

15. Staffing overview (§ j): This requirement is not satisfied. The statute requires a staffing overview, including qualifications for professionals and paraprofessionals. The application does not provide qualifications for any of the identified staffing positions.

16. Personnel compensation plan (§ k): This requirement appears to be satisfied. The applicant should clarify the vacation/sick leave policy to resolve inconsistencies as to when days off may be used.

17. Pupil transportation plan (§ l): This requirement is not satisfied. The application does not include any provision from the applicant's own resources for transportation for students outside of the district. Although the application recognizes that the school may attract students from different districts, the application states only that the school will "help to assist parents and students who wish to coordinate personal transportation from outside the district in which the charter school is located." Application at p. 22. This language is likely not sufficient to satisfy the statute's mandate that the school utilize its own resources for the transport of out-of-district students.

18. Statement of assurances related to nondiscrimination (§ m): This requirement appears to be satisfied, as the application includes a statement prohibiting discrimination.

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 is likely satisfied. For the most part, the applicant merely recites relevant statutory language. However, the application provides, in broad terms, the methods in which the school will coordinate with the student's LEA.

20. Admission procedures (§ o): This requirement is likely satisfied with further clarity and/or conditions. The application provides admission procedures that are compliant with New Hampshire law; however, there is an undefined and open-ended carve out for the children of founders, faculty, and CCSNH faculty. In the absence of any limitation or policy to avoid having a disproportionate number of spaces reserved for the children of these individuals, the school risks contradicting the goals of an open-enrollment public school. Further, the school requires prospective students and their families to attend at least one informational meeting. Because the school is an open enrollment charter school, it likely cannot deny admission merely because a student and his/her parent or guardian did not attend an information section. Rather than stating families are "required" to attend, the school should modify the language to "strongly encouraged," or language to that effect.

21. Philosophy of pupil governance and discipline (§ p): This requirement is satisfied in part. The application provides the schools' philosophy for student governance, but does not provide an adequate description of the school's proposed disciplinary policies. Similarly, it does not describe the school's due process procedures to address discipline.

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 appears to be satisfied. This section meets the statutory requirement by providing a 5-year budget; however, the budget does not appear to be based on realistic revenue and expenses. For instance, the budget appears to have underfunded or unaccounted for items (i.e. no allocation for electricity in years 1 & 2, or for SPED services).

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 8:00, but notes that transportation issues with the district's buses may require flexibility.

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 partially satisfied. The application identifies certain consultants and provides "Spark Academy may utilize consultants from their areas of expertise," Application at p. 28, but

the services are not identified and there is no description of the qualifications or certifications of the unidentified consultants.

27. Philosophy of parent involvement and related plans and procedures (§ v): This requirement appears to be satisfied. The school's expectations for parent involvement is defined.

28. A plan to develop and disseminate information (§ w): This requirement appears to be satisfied. The school has a comprehensive plan to disseminate material to the community about the school and its method of educating children.

29. A global hold-harmless clause (§ x): This requirement appears to be satisfied as it tracks the statutory language.

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. After the satisfaction of contractual and financial obligations, the application provides for the return of all borrowed assets and the donation of any remaining assets.

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.

34. Section (cc) is not applicable.

35. Outline of proposed accountability plan (§ dd): This requirement appears to be satisfied. The application details the expectations for evaluating the school's program and notes that a full accountability plan will be developed prior to the date of opening.

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ACCOUNTABILITY PROCESS**

**THE FOUNDERS ACADEMY PUBLIC CHARTER SCHOOL
RENEWAL REPORT**



DUCES FUTURI SUMUS

Date of Site Visitation:

November 28, 2018

THE FOUNDERS ACADEMY PUBLIC CHARTER SCHOOL

RENEWAL REPORT

TABLE OF CONTENTS

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I. OVERVIEW OF THE CHARTER SCHOOL RENEWAL PROCESS

The renewal of a public charter school is an established process that takes place every five (5) years.

RSA 194-B:3 (X) defines the charter school renewal term:

X. A school's charter may be renewed in the same manner that a new chartered public school is formed, except that a school's renewal term shall be for a period of 5 years.

RSA 194-B: 16 (VI) defines the conditions for renewal of a New Hampshire Public Charter School:

VI. By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter. Assessment of the charter school's attainment of performance targets sufficient to merit renewal of its charter will include the school's cumulative performance across the five years of its initial term.

Four key questions serve as a framework for assessing progress in New Hampshire public charter schools and as the major areas of inquiry for collecting and examining evidence. The four key questions are outlined below:

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

II. SCHOOL PROFILE

The Founders Academy Public Charter School (TFA) is an open enrollment public charter school, serving students in sixth through twelve from seventeen New Hampshire communities. The School currently has an enrolment of 341 students

On July 18, 2013, The Founders Academy authorized by the New Hampshire State Board of Education and the school opened its doors to students on September 2, 2014. TFA operates with oversight by a Board of Trustees and the New Hampshire Department of Education. As a public charter school, TFA is open to student applicants from any New Hampshire community.

School Mission Statement

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

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

The Vision

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

III. CHARTER SCHOOL RENEWAL ON-SITE VISITATION

On the 29th of November, 2018, the renewal on-site visitation was conducted to assess the progress made towards academic, programmatic and organizational goals, use of public funds, defined measures of student proficiency and the sustainability of the school.

The Renewal Review Team: Jane Waterhouse, Beth Page and John Higgins

The Renewal Review Team conducted interviews, and reviewed documents, focusing on the following:

- Implementation of the charter school's mission
- Effectiveness of the charter school in terms of cost accounting and financial reporting
- Implementation and effectiveness of the curriculum and defined measures of competencies
- Indicators that the charter school and the board of trustees function effectively, and that there are systems in place for school sustainability

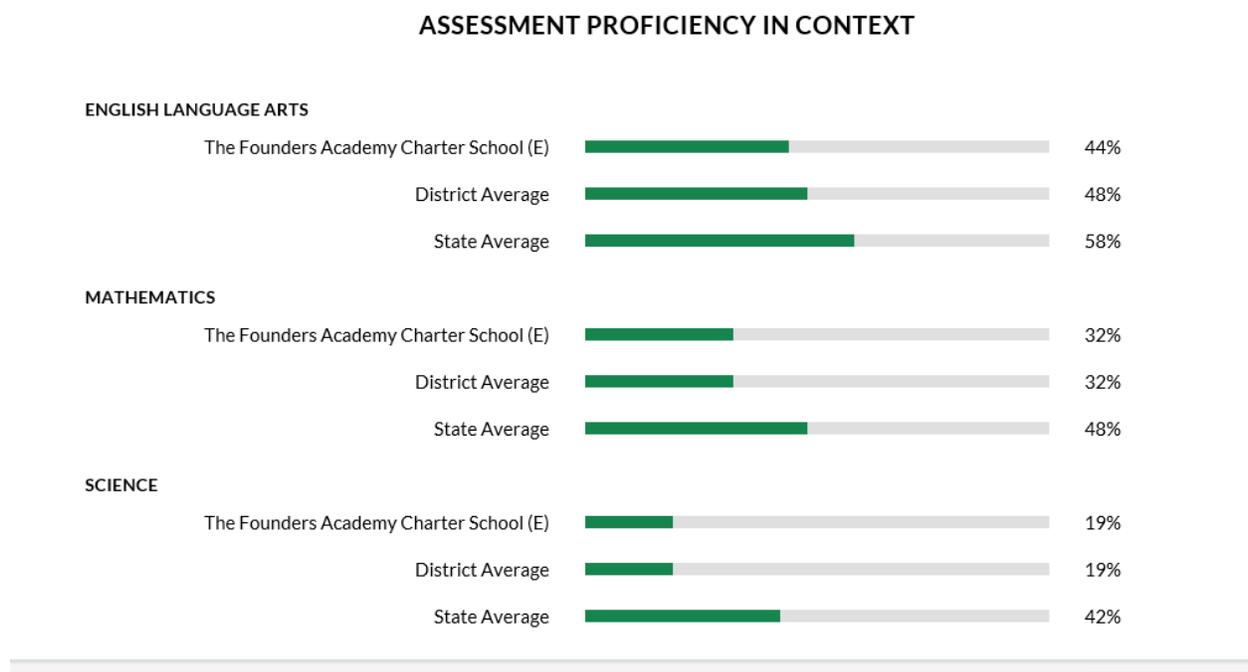
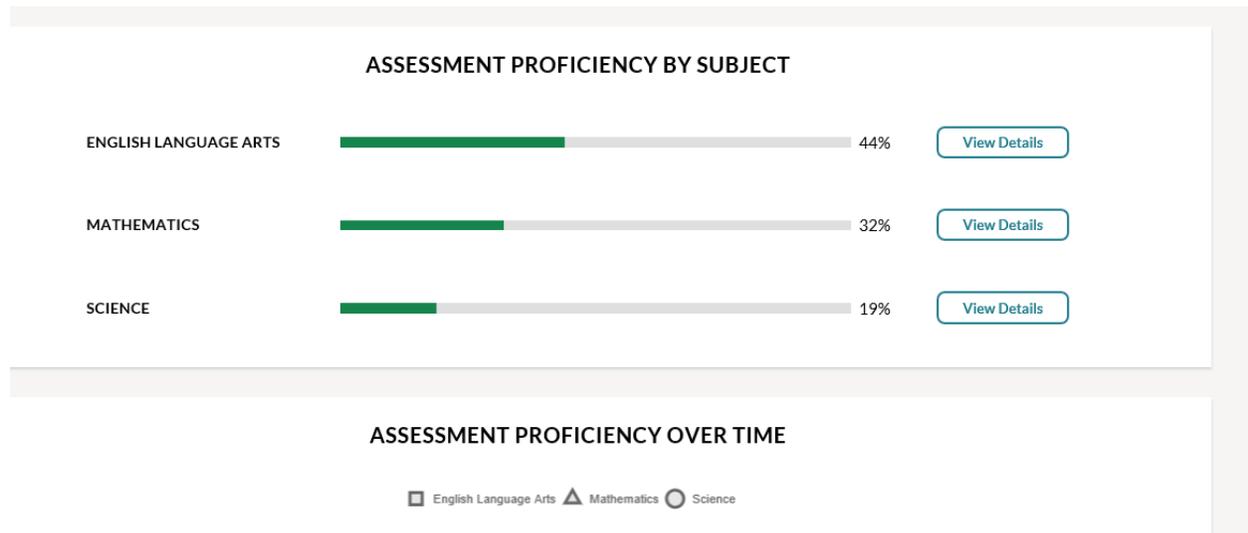
The following school documents were reviewed:

- Application for Renewal of Charter
- Annual Accountability Documents
- Financial Reports and Annual Audits and Quarterly Reports
- Board Meeting Minutes
- School Organizational Chart, Faculty List with Qualifications
- School Curriculum, Assessment Tools and Instructional Practices
- Yearly Calendar and Class Schedules
- Academic Achievement Data
- School Portfolios, Report Cards
- Student and Employee Handbooks
- School Policies
- Evidence of Insurance Coverage (i.e. liability, property, workers' compensation)
- Certificate of Occupancy, Health, Fire and Safety inspection reports

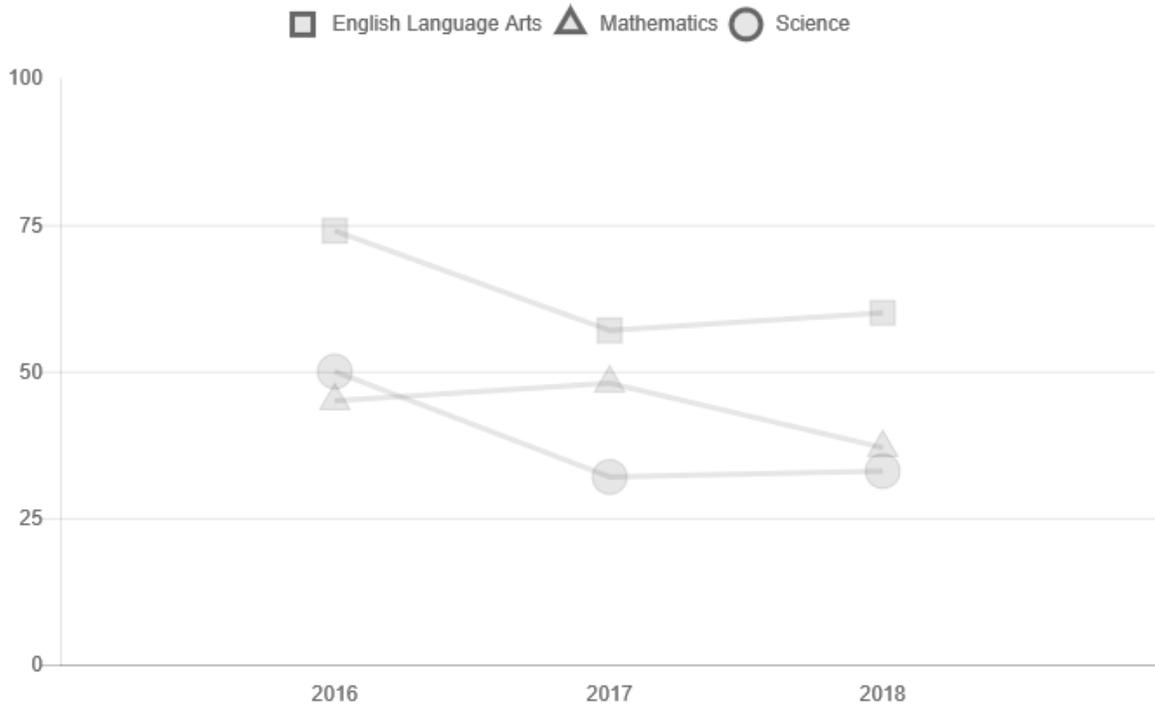
- Letters of support
- Student Application Forms and Admissions packet
- Examples of Communications sent to students and families from school administration

Student Achievement

The following is the most recent data: 2017-2018 from the NHDOE’s iPlatform Reports, showing that overall English, Math and Science proficiency are somewhat lower than the State averages. This data was not available to TFA when they wrote the renewal application, but they have addressed this data and similar data from earlier years in the interviews and in submitted documentation.



ASSESSMENT PROFICIENCY OVER TIME



From 2016 to 2017, proficiency levels in ELA and Science declined, and Math proficiency had a slight increase. The following year, 2017 to 2018, Math proficiency decreased, and both English and Science had increased slightly.

It should be noted that the State Assessment measures are not truly representative of the school’s academic performance due to the very low numbers of students who undertook these tests. When the school’s internal assessment results are considered, it shows a very different picture of growth, development and successful attainment of required standards.

Founders Participation Rates (Approximate) - Yearly Comparison

| Grade | 2014 - 2015 | | 2015 - 2016 | | 2016 - 2017 | |
|---------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | Total Students in Grade | Percentage Participated | Total Students in Grade | Percentage Participated | Total Students in Grade | Percentage Participated |
| 6 | 59 | 66% | 73 | 84% | 78 | 77% |
| 7 | 32 | 16% | 73 | 58% | 85 | 56% |
| 8 | 16 | 25% | 31 | 35% | 62 | 40% |
| Overall | 97 | 49% | 177 | 64% | 225 | 59% |

Founders ELA Scores Compared to Previous Years - Scoring Level 3 or 4

| Grade | 2014 - 2015 | 2015 - 2016 | 2016 - 2017 |
|-------|-------------|-------------|-------------|
| 6 | 51% | 64% | 55% |
| 7 | *40% | 60% | 45% |
| 8 | *75% | *83% | 58% |

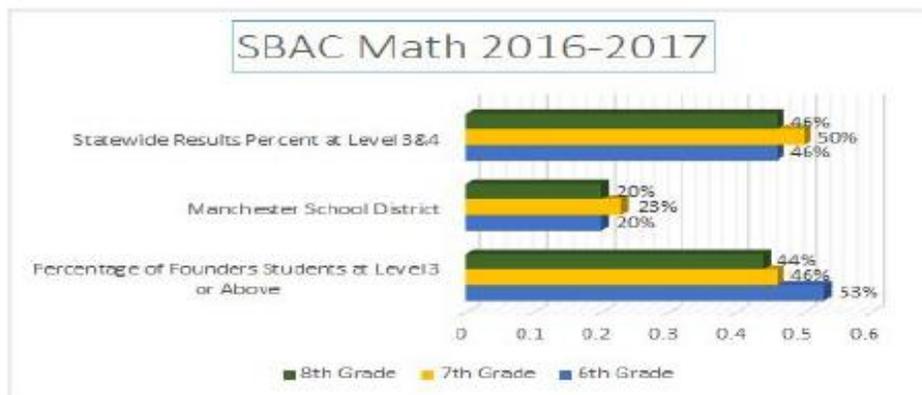
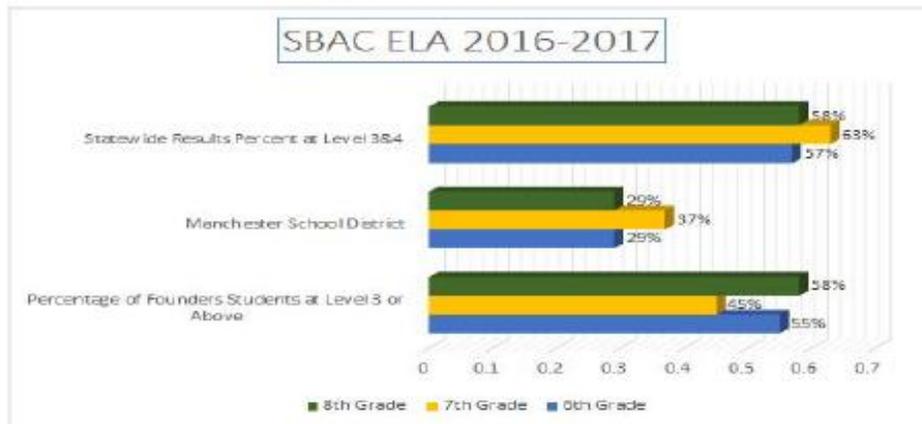
*Due to the very low number of students taking the test, this statistic is not reliable.

Founders Math Scores Compared to Previous Years - Scoring Level 3 or 4

| Grade | 2014 - 2015 | 2015 - 2016 | 2016 - 2017 |
|-------|-------------|-------------|-------------|
| 6 | 44% | 43% | 53% |
| 7 | *20% | 45% | 46% |
| 8 | *75% | *36% | 44% |

*Due to the very low number of students taking the test, this statistic is not reliable.

Smarter Balanced Test Results 2016-2017



Comparison to State (Level 3 and 4 Percentages)

| | <u>2014 - 2015</u> | <u>2015 - 2016</u> | <u>2016 - 2017</u> |
|--------------|--------------------|--------------------|--------------------|
| Grade 6 ELA | -6% | +4% | -2% |
| Grade 7 ELA | *N/A | -4% | -18% |
| Grade 8 ELA | *N/A | *N/A | Equal |
| Grade 6 Math | -1% | -4% | +7% |
| Grade 7 Math | *N/A | -8% | -4% |
| Grade 8 Math | *N/A | *N/A | -2% |

*Due to the very low number of students taking the test, this statistic is not reliable.

Additional data from can be found on page 20 of the Annual Accountability Report 2017-2018. Overall, it is clear that there are areas for improvement in student proficiency as is evidenced in the statewide assessments. The school leadership acknowledges this, is reviewing the specific program areas relative to the data to make the necessary improvements that will result in increased achievement.

Student Admissions

The school is fully compliant with the admission requirements as per State Law. It is an open enrollment school, open to any student in New Hampshire. When the school is over-subscribed, they conduct a lottery, the terms of which comply with section 194-B:9 1 (2) of New Hampshire law. Currently there are 341 students attending the school.

The current premises that the school occupies has the capacity to accommodate a maximum of 550 students, and over time, with the effective management of the school's resources, this is the student enrollment goal.

Projected enrollments are:

2019-2020: 360

2020-2021: 400

2021-2022: 450

Within the school's original charter, the Board of Trustees retain the right to give preference to children of the school faculty, administration and volunteering board members, plus a maximum of five places to the founders of The Founders Academy and The Founders Foundation. School admission preference is also given to siblings of current students. For the 2019 -2020 school year, completed applications for the school are up 74% over last year at the same time, and more applications continue to be submitted.

Enrollment 2017-2018, the year the report was written:

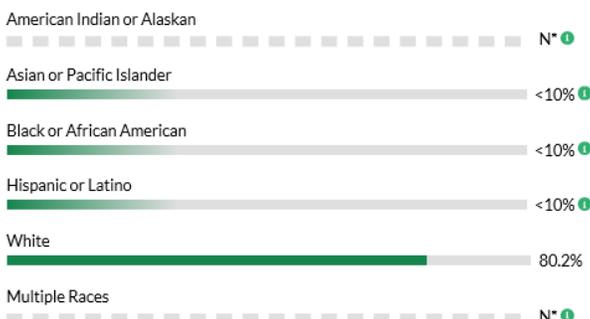
TOTAL STUDENT ENROLLMENT

303

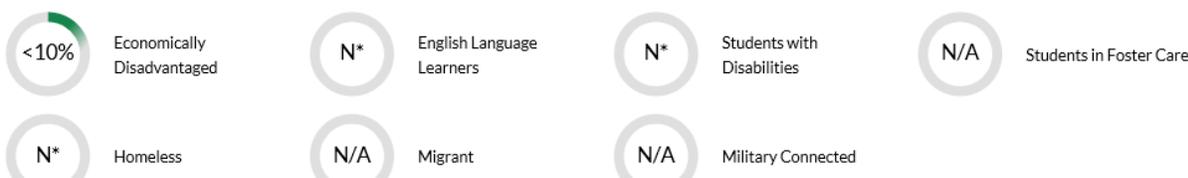
POPULATION BY GENDER



POPULATION BY RACE / ETHNICITY



STUDENT POPULATION



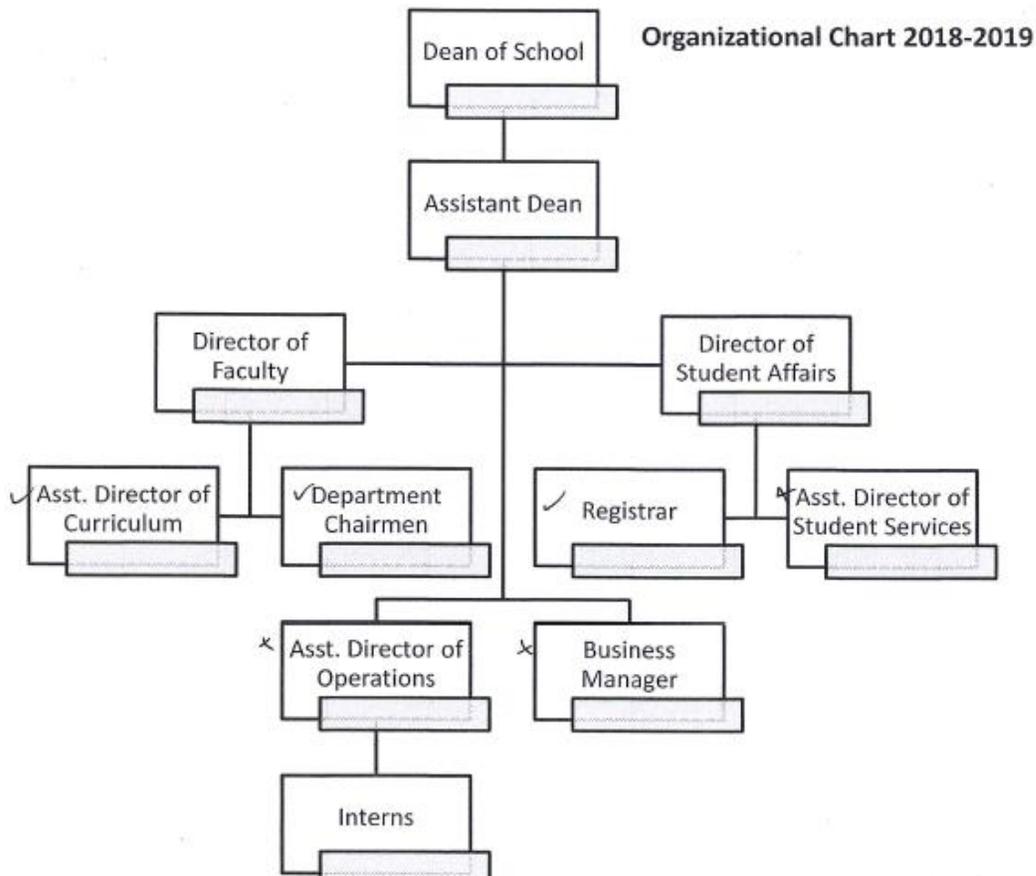
Governance/Leadership

The Board of Trustees is responsible for the governance of the school. The Board has a full membership with nine members. In practice, this means that they are responsible for oversight of the operations of the school in accordance with the charter, the mission statement and the budget established annually by the Board.

| Founders Board of Trustees | | |
|--------------------------------------|-------------------------------|---|
| Name | Role | Bio |
| 1. Robert Best | Board Chairman | Robert Best (Bob) is an attorney and partner at Sulloway & Hollis in Concord, where he serves as chair of the firm’s healthcare practice group. Robert and his wife Kate live in southern New Hampshire, with their four children. |
| 2. Patricia G. Humphrey M.Ed. | Founder, Vice Chairman | Patricia Humphrey is a devoted supporter of the public charter school movement and has offered much of her life to this cause. She is the Founder of the New Hampshire Center for Innovative School (NHCIS) and a Founder of the Academy for Science and Design (ASD) in Nashua. Patricia is an experienced school administrator, educator, and board director. She has taught K-8 in New York City and in New Hampshire, and has directed a unique, independent school in New York City. Patty has extensive experience with public policy and fund-raising. |
| 3. Kimberly | Founder | Kimberly Lavallee is an active supporter of the Public Charter School |

| | | |
|-----------------------------|--|---|
| Lavellee | | movement. She is a co-founder of The Founders Academy and Foundation and served as the Treasurer for 4 years. In addition, Mrs. Lavellee currently serves as a board member of the Academy for Science and Design, a Public Charter School in Nashua. She currently chairs the personnel committee. |
| 4. Matt Mercier | | Matt Mercier is a native of New Hampshire, born, raised and educated. He was born in Nashua at St. Joseph's Hospital as were his father and his sons. He is a graduate of Hollis Area High School and Keene State College. Professionally, Matt is the President and Founder of Acapella Technologies, a technology services company based in Southern NH. |
| 5. Barbara Comtois | Treasurer | Barbara Comtois is a farmer, accountant with a BSBA from Northeastern University, and a former homeschooling mom who is a strong advocate for school choice. She brings to the table over 25 years in corporate accounting in a range of industries. Her strengths are implementing controls to ensure accurate reporting, cost saving measures, and improved time management. |
| 6. Kristy Ouellette | | Kristy Ouellette owns Mickey Guru Travel Company, LLC Prior to launching the travel agency, Kristy earned a Bachelor's Degree in Education and spent nearly 20 years working in the early childhood education field as a teacher, administrator, and state licensing inspector. Additionally, she ran a successful company that provided professional development opportunities for educators |
| 7. Susan Lawton | Secretary | Mrs. Lawton is the parent of a 9th grade student at Founders Academy, and a 4th grader at Strong Foundations Charter School. They were one of the original families at Founders. She is a project manager with exceptional leadership, analytical and interpersonal skills and a proven capacity to drive innovation and change through project management and relationship building |
| 8. Maureen C. Mooney | Ex Officio | The Founders Academy: Dean of School |
| 9. Jane Cormier | Ex Officio Faculty Representative | The Founders Academy: Music Teacher |
| Connor MacFarland | Student Representative | The Founders Academy Student |

From its inception, TFA has been committed to having in place a robust and effective school leadership hierarchy and this is demonstrated by the organizational structure currently in place.



There are a number of committees in place that have clearly defined responsibilities and accountability for the efficient management of all aspects that contributes to a well-run and academically successful school, for example, the Board has a finance committee, a policy committee, a curriculum committee and a personnel committee. The school has the following internal committees and subcommittees chaired by faculty and staff members in order to develop leadership roles in the effective management of the school: curriculum, safety and joint loss, scheduling, best practices conference, teacher and student orientation and step-up, summer camp, AIR testing, back to school night and parent portal training.

Staffing

For the 2018-2019 school year of the 33 teachers, 17 hold NH certifications, one holds a Maine certification, and 7 have 3 or more years of teaching experience.

Family Engagement

In their original charter application, TFA planned to establish a parent teacher action committee and a parent steering committee. These are now in place, thus fulfilling an important element of the school's mission and goals. A Parent Teacher Student Association and a Parent Steering Committee have been formed. The Parent/Student handbook was created and has proved to be an invaluable resource for the school, the families and the students at Founders Academy. This

handbook is regularly updated to ensure all the required safety and other management protocols are relevant to the schools needs. There are currently two parent trustees on the board. The parents are actively encouraged to become involved with the school and it has been recognized by the school administration that this group represents a valuable asset in ensuring that Founders Academy develops and prospers as a Charter School.

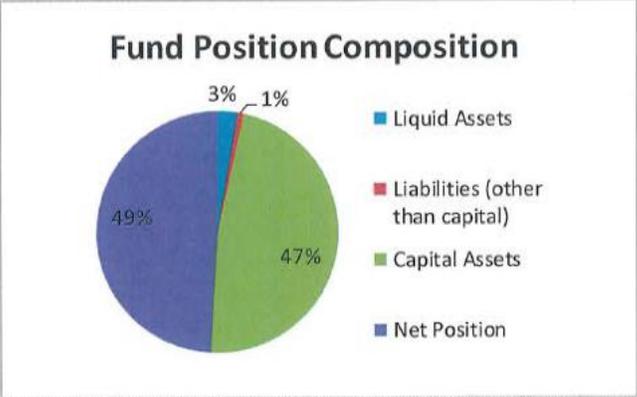
There are many opportunities for parents to become involved in volunteering their time, knowledge and expertise, for example, as substitute teachers, tutors, chaperones, in fundraising events, and school events and activities, and general school maintenance tasks.

The school has regular and timely communication with parents, through the school portal, through monthly newsletters, and the administration has an open door policy for parents who want direct communication. Parent teacher conferences and communication with teachers ensure that parents have access to all the information they need to understand their student’s progress.

Funding

The Founders Academy has benefited from sound management of its funds to build a substantial asset base. It receives funds from a number of different sources, which are documented in its financial statements that are detailed below. The school is committed to expanding its outreach to all of its stakeholders in its efforts to increase its non-State income, and whilst it has successfully generated substantial revenue from its activities in this area, it is continuing to actively introduce new and innovative plans to continue to build upon its successes. In recognizing the importance of engaging the community it serves to further develop its revenues, The Founders Academy has demonstrated its commitment to ensure that it will remain adequately funded for its current and future needs.

TFA’s Net Fund Position demonstrates its sound financial condition.



| | Founders Academy | Founders Academy Foundation | Eliminations | Consolidated |
|--|---------------------|-----------------------------------|--------------|------------------|
| CASH FLOWS FROM OPERATING ACTIVITIES | | | | |
| Cash received for per pupil aid | \$ 2,143,221 | \$ - | \$ - | \$ 2,143,221 |
| Cash received for contributions and grants | 77,141 | 26,300 | - | 103,441 |
| Cash received for student activities income | 52,397 | - | - | 52,397 |
| Cash received for rents | - | 104,891 | (104,891) | - |
| Cash received for interest income | - | 5 | - | 5 |
| Cash received for other income | 579 | - | - | 579 |
| Cash paid to suppliers and independent contractors | (2,336,548) | (129,304) | 104,891 | (2,360,961) |
| <i>Net cash provided by (used in) operating activities</i> | (63,210) | 1,892 | - | (61,318) |
| CASH FLOWS FROM INVESTING ACTIVITIES | | | | |
| Purchases of capital assets | (49,704) | - | - | (49,704) |
| CASH FLOWS FROM FINANCING ACTIVITIES | | | | |
| Net borrowings on line of credit | 15,000 | - | - | 15,000 |
| <i>Net increase (decrease) in cash</i> | (97,914) | 1,892 | - | (96,022) |
| Cash, beginning of year | 116,469 | 1,291 | - | 117,760 |
| <i>Cash, end of year</i> | \$ 18,555 | \$ 3,183 | \$ - | \$ 21,738 |

Partnerships

Partnerships are an integral part of maintaining a successful Charter school. It is essential that this area is appropriately addressed and utilized for the benefit of the school and greater community.

Founders Academy has been proactive in its approach to forging effective and valuable partnerships with numerous entities throughout New Hampshire. The school has two separate fundraising programs:

1. The Outreach and Fundraising Initiative which runs raffles, The Presidents Club, and are actively planning a breakfast fundraiser. The Parent Teacher Student Association, which is working on a number of programs with the aim of funding national and international educational visits for the students.
2. The school encourages the teachers to explore avenues that are available for donations for most wanted items and resources, for example, Donors Choose and Donations programs.

These programs, when allied with the assistance from the Founders Foundation, resulted in additional funding of approximately \$40,000 plus the \$14,500 from the outreach program. The school envisages that these efforts to raise additional funds will expand and become even more valuable as a resource.

Additionally, the school is working to form partnerships with establishments of higher education to develop an internship program.

TFA has worked diligently with sending school districts to develop their special education program and provide services at the Founders Academy, rather than at the sending school in an effort to avoid disruption to the students' academic schedule.

IV. FOCUS GROUP INTERVIEWS

Founders Academy made arrangements for parents, members of the Board of Trustees, students, and staff members to participate in focus group interviews on the day of the visit.

The purpose of the interviews was to gain insight on the program structure, effectiveness and the investment of faculty and staff in the non-traditional approach to charter school programming.

Parent Interviews

The purpose of these interviews was to gain insight from parents regarding their knowledge of school operations, to gain insight into their general satisfaction or dissatisfaction with their child's development, both academically and socially, the extent to which their students are demonstrating success, and how they viewed their meaningful involvement in their child's educational program. Overall, parents were very supportive of the school program, the staff, and the administration, and were very grateful for the opportunity to send their children to a school that continues to meet their children's interests and educational needs.

Seven parents were present for the interview. They described their children's struggles, both academically and socially in the traditional public school system and as homeschoolers, and their own challenges, in navigating public education systems and advocating for their children. Since coming to TFA, the parents were impressed with their children's transformations, from disinterested in school to wanting to go every day; from poor performance to much improved achievement; from anxiety and fear to confidence, leadership and a sense of belonging to the community, from minimal work to involvement in after school clubs. Parents attribute their children's successes to the following:

- Administration that works with parents' concerns
- Regular and timely communication
- Opportunities to be heard: Board meetings, surveys, open door administration
- Opportunities to participate – volunteering, PTSA, Parent Steering Committee
- Teacher and paraprofessional support
- Respect for all students by students and staff
- Challenging curriculum: 26 credits to graduate (state requirement is 22)
- Balanced education
- Student choices
- Leadership opportunities and Leadership Code of Conduct
- Roundtable discussions about events, visions, statements that helped shape the past, the present and the future
- Individual program plans
- Student portal to communicate with teachers, submit work, organize and save work in portfolios, track progress (parents can monitor portal)

- Everything, from course syllabi to student handbooks to student work and evaluation, is available online
- Faculty advisors for all students
- Summer camp for incoming students
- Extracurricular Activities - clubs
- Community Service opportunities
- A safe environment community environment
- Student government
- Restorative Justice Discipline

One parent described the reasons for sending her son to TFA were due to bullying and a need for a more challenging curriculum in the humanities. Since going to TFA, her son is thriving, excelling in his work and making new friends.

Parents feel appreciated for their support of the school and for the volunteer work they do as members of the Parent Student Teacher Committee, the Parent Steering Committee, substitute teaching, chaperones and many other tasks. The parent interviews confirmed that parents feel connected to the school and their children were fully integrated into TFA's mission and vision.

Student Interviews

Eight students participated in the interview. The students unanimously spoke about how much the school has changed their lives and made them better people. The small community, the caring teachers that push students to work hard to be successful, the curriculum that provides lots of choices to meet student interests, all of which contribute to the students' satisfaction with the school. Students were articulate and had a strong sense of self-awareness. They shared their experiences at previous schools and their reasons for choosing TFA. TFA has been a good fit for them, academically, emotionally and socially. They appreciate choices and opportunities they have in the courses, on committees and in clubs, the course expectations being spelled out in the syllabi, being held to high expectations, the caring and nurturing teachers and staff, the creativity and range of skills the teachers have, and the support they provide.

Suggested areas for improvement were:

- More challenging computer courses and electives
- Teaching note-taking skills
- Tracking student work time on portfolios and in portal
- Raise expectations of student participation and grade this
- More tutors to provide support right when needed

Staff Interviews

The visiting team met with eight staff members in order to gain their perspectives on the school's operations, successes and challenges. The school has a high level staff retention, creating a cohesive and secure environment for students. It was clear from the interviews that the teachers are committed to their work and the success of the program; they feel valued and respected for their work, for their ideas, and for their leadership roles.

Some of the successes mentioned by the staff were:

- PD, Benefits, working conditions and a supportive administration
- 3 evaluations a year with helpful feedback
- Leadership Teams for support
- All staff participate in committee work
- Assessments are determined by the competencies for the course of study, teacher created
- All teachers engage in cross-curricular planning
- Senior Project
- Student Services Support for non-academic related issues
- Staff all works great together – great collaboration, great camaraderie, great progress towards meeting goals
- Transformation of students once they are here for a few months and acclimate to the program.
- Restorative Justice Discipline model led by students and overseen by faculty

Areas for improvement;

- Limited resources – we get what we need but extras are a challenge
- Students not logging in to their digital portfolio to add artifacts and track their work and progress.

Concerns:

- Some of the problems facing the school's governing body and administration is being felt by the teachers and students who worry about whether the school will stay open. A lot of disturbing misinformation is being spread and students are hearing it.

During the classroom observations, the team observed highly engaged, self-directed students working on projects in small groups or individually, and happy to share their work with members of the review team.

Governance and School Leadership

The visiting team met with 4 members of the 9-member Board of Trustees. There is a student representative and 2 parents on the Board. There is a good philosophy of Board service and shared values. Board members take their role of governing and oversight of the school seriously; they were well-versed with the vision and mission of the school and are intent on doing their part to ensure that the school continues to grow and thrive.

Board meetings are held monthly. This is a very active board with all members sitting on the following committees to make school decisions:

- Finance Committee
- Policy Committee
- Curriculum Committee
- Personnel Committee

Board members are expected to not only make considerable time contributions, but also monetary contributions. There is no bottom line for the monetary contributions, but there is for time commitments. All Board members go through Board training to prepare them for their role.

The School Leadership team is comprised of the Dean of School, the Assistant Dean, a Director of Faculty, Director of Student Affairs, as well as Assistant Directors of Curriculum, Operations and Student Affairs, Department Chairman, Registrar and Business Manager.

The board and Leadership team feel that the strengths of the school lie in many areas:

- A unified and involved Board
- Administration, faculty, staff, students, families, and community
- Academic Program, use of competencies and mastery
- Transparency in all areas and opportunities for family and community engagement
- School values, mission and vision
- Character building
- Six Academic Departments
- High expectations for students
- Opportunities for student to take on leadership roles
- Full support at fundraising events
- Adherence to Federal and State laws regulations and standards
- How well the teachers know the students
- A very knowledgeable, professional and hardworking curriculum committee
- Very strong work ethic exhibited by all school personnel

The Board and Leadership Team are often faced with challenges from a small group of parents voicing discontent. The Board works diligently with the school administration team, administrators whom they fully trust and support, to resolve the issues, but unfortunately, any decisions, revisions, modifications and concessions that are made do not meet with the approval of this group. The vast majority of families, students and stakeholders, are firm in their praise of and support for the school, the administration, the faculty and the staff.

V. COMMENDATIONS AND RECOMMENDATIONS

A. Progress Toward Meeting Mission

Programmatic:

The Founders Academy has exceeded expected progress towards meeting programmatic goals:

- Expansion, development and implementation of curriculum
- Created course syllabi for every course taught
- Developed a Round Table curriculum for grade level homerooms led by faculty advisors
- Student Leadership opportunities: Student Restorative Discipline Committee, School-wide Assemblies planning and organization, Bicameral student government, student government constitution, school-wide activities planning and organization, Student operated school store
- Students of the quarter recognition
- Addition of Clubs and fundraising based on student input
- Hosts the annual Best Practices for charter schools in New Hampshire for three years
- Supports new charter schools in the start up phase
- The school develops annual goals for curriculum, professional development, and department chairmen. The curriculum goals are developed in combination with the department chairmen, Assistant Director of Curriculum, and Director of Faculty. The Director of Faculty schedules professional development based on faculty feedback and needs brought forward. Goals for the department chairmen are based on each department and the needs. An example is the math department recently changed the curriculum after reviewing test scores and parent feedback.

Academic:

The Founders Academy is making good progress in reaching its academic goals:

- Quarterly and yearly evaluation of students' progress to meet mastery goals in all academic areas demonstrates that well over 80% of students are attaining mastery in English, Math and History, while 73% are attaining mastery in Science. The school is working to address this shortfall with the adoption of Next Generation Science Standards.
- Statewide assessment results show a different picture, but as mentioned previously, the school attributes this mostly to the high number of students who have opted out of the tests, many of these being high achievers.
- High achievement is recognized through 3 levels of honors and a large number of students are awarded honors each quarter and each year.

- History is central to the school’s curriculum and cross curricular planning ensures that it is infused into all courses and electives.

Organizational:

Evidence is conclusive in determining that The Founders Academy has made considerable progress towards meeting organizational goals:

- Several changes to the Board – diverse group with wide range of experiences and expertise
- Planning and development of Internships with Higher Education
- Formation of Parent Steering Committee
- Formation of Parent, Teacher, Students Association for fundraising, volunteering and overall school support
- Formation of an Advisory Board to support the Board of Trustees
- Expansion of the Finance Committee – completed a 5-year budget projection
- Staff benefit plan with health insurance and retirement plan
- Active Policy Committee to revise and draft new policies
- Formed Curriculum Committee to advise and provide oversight to the internal curriculum committee
- Formed Personnel Committee to provide support and oversight of faculty and staff
- Development of faculty and staff Leadership roles in chairing internal committees and subcommittees
- Addition of the Assistant Director of Curriculum position
- Development and implementation of Senior Project
- Development of humanities courses that are reflective of school’s vision and mission
- Digital portfolios for students and parents to save work and track progress

B. Responsible Use of Public Funds

The Founders Academy has demonstrated responsible use of public funds and is fully compliant with all Federal and State accounting practices. The fiscal management of the school is sound, and there are clearly defined internal processes and procedures in place for fund management and reporting. The school accounts are administered to by a comptroller and the financial committee and quarterly financial reports are submitted to the NHDOE. Independent auditors conduct an annual audit; each year these audits have been “clean” audits. Reasonable and prudent planning is evident in the financial reports and budgets.

Additionally, a review of The Founders’ Board meeting minutes indicates that financial discussions are held regularly in public session with ongoing updates provided to the Board of Trustees by the school administration and the financial committee.

The Board and administration is mindful of its sources of funds and its responsible application of these funds in order for the school to function effectively is paramount to the success of the school.

C. Indicators of School Sustainability

Through this review process, it is clear to all reviewers that The Founders Academy has a sustainable model as indicated below:

- The school promotes a culture of high expectations and delivers on its mission.
- The Board of Trustees, administration, faculty and staff exhibit respect and support of students, families, stakeholders and each other, as demonstrated throughout the interview process, through survey responses and through a substantial number of letters of support.
- Strong family/community volunteer network through the Parent, Student, Teacher Organization
- Critical information is submitted punctually and accurately to the Trustees and to the public.
- The school's comptroller and financial committee ensure that financial records are kept in accordance with all state and federal accounting requirements. The annual financial audits are conducted by independent auditors, and all financial statements are made public.
- The school currently has no debt and the building is owned by the Founders Foundation. They are exempt from paying property taxes.
- Enrollment increases each year.
- Outpouring of letters of support from parents, teachers, students and other stakeholders indicate high levels of satisfaction.

D. Promoting Student Attainment of Expected Knowledge and Skills

The school provides a well-structured, secure, safe and supportive learning environment that is conducive for all students to develop their academic and social skills. The school partners/contracts with Manchester School District and all sending school districts to provide special education services to comply with State and Federal special-education laws. The school has demonstrated its commitment and success at achieving its charter goals across many areas of the educational program, through the curriculum, courses of interest, ELOs, committees and clubs. Student proficiency averages are very high in some areas and the school is working hard to increase proficiency in areas that are not meeting school goals and expectations. It should be noted that the State Assessment measures are not truly representative of the school's academic performance due to the very low numbers of students who undertook these tests. When the school's internal assessment results are considered, it shows a very different picture of growth, development and successful attainment of required standards. The school offers the PSAT 8/9 each year for additional feedback regarding the progress of students. The reviewers feel that

Founders Academy has effectively demonstrated its ability to successfully promote and develop student attainment of expected knowledge and skills outlined in this document.

Commendations:

- The Board of Trustees has demonstrated a strong commitment to providing effective governance and support to the school.
- Family and Student feedback was positive and they appreciate the commitment of the faculty and staff.
- All the stakeholders interviewed viewed the school as meeting its mission, goals and objectives with a commitment to growth and improvement.
- A very clear and positive engagement with stakeholders within the community via various school sponsored events and community service activities.
- The school is demonstrating its sustainability through steady enrollment, sound financial position and planning, parent and student satisfaction, a rigorous curriculum providing many options for student interests, and support from the school community it serves.
- A solid foundation with a mindset for growth and continuous improvement.
- Facility provides an excellent environment for learning

Recommendations:

- As a well-run and managed school, look for opportunities to share best practices with not only other Charter Schools, as the school already does as host to the Best Practices Conference, but with NH non-chartered public schools as well.
- Review how the State Standard Tests are “sold” to the students and parents to enable the school to get more representative results for State reporting
- Continue to move forward with the program aimed at ensuring as many of the faculty staff are New Hampshire certified as possible, particularly in the English Department.
- Review the use of curriculum-based assessments to track student progress throughout the year.
- Put more emphasis on Science and Math in order to improve student performance.
- To address a small number of letters of dissent, review, consider and address as appropriate all parent concerns, inviting/allowing parents to become part of the decision making process to reach mutually agreeable solutions.
- Consider alternative means to obtain high school diplomas for students who are not reaching mastery.

VI. OVERALL FINDINGS

The Founders Academy Charter School has met the requirements for: 1) Progress toward Meeting their Mission; 2) Responsible Use of Public Funds; and 3) Indicators of School Sustainability; 4) Promoting Student Attainment of Expected Knowledge and Skills.

The Founders Academy Public Charter School is recommended to the Commissioner of Education and the New Hampshire State Board of Education for Charter School Renewal by all three members of the review team.

Renewal Evaluation Team

Lead Evaluator:

Jane Waterhouse, Charter School Administrator, New Hampshire Department of Education

Co-Evaluators:

Beth Page, Out of District Case Manager, Franklin School District

John Higgins, Director, Ledyard Public Charter School

Respectfully submitted,

Jane Waterhouse

Jane Waterhouse



CHARTERED PUBLIC SCHOOL

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

Benjamin Franklin

Charter School Application

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

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| (AA) In the case of the conversion of a public school to a charter conversion school. | 28 |
| (BB) A plan for the education of the school's pupils after the charter school may cease operation. | 28 |
| (CC) In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract. | 28 |
| (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. | 28 |
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CONTACT INFORMATION

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

INTRODUCTION

(A) Educational Mission

Vision

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

Mission

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

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

Basic Features of The Founders Academy

1. A Classical Education depends on a three-part process of training the mind. The early years of school are spent in absorbing facts. In the middle grades, students learn to think through arguments. In the high school years, they learn to express themselves. This classical pattern is called the Trivium. Through the study of Western Culture, a classical education allows students to join "The Great Conversation" about the values, achievements and experiences of Western man in the development of the principles and practice of Liberty. *(Partially taken from Susan Wise Bauer, The Well-Trained Mind)*
2. The theme of Leadership will be explored across the curriculum and through other aspects of school life, such as school governance, community projects, and the senior project. Students will study the lives of great leaders, will have opportunities to practice leadership and to review their experiences. (See "Leadership Strand")
3. A focus on western values will be a central feature of the curriculum.
4. Round Table Meetings will be held which will offer opportunities for students to discuss their academic progress, share individual or school issues and to offer suggestions and support for improvement in the social and academic life of the school. Round Table will have a syllabus for each grade and include current events and community building within the school.
5. Students and faculty will meet for assemblies. Students will make presentations, listen to visiting lecturers, and debate issues. Occasionally the time will be extended for an academic or extra-curricular program.
6. Wherever possible, the curriculum will consist of the use of primary texts and documents. Textbooks will be used sparingly.
7. Focus will be given to the study of the history and development of liberty and the great men and women who made this possible.
8. The school is committed to the healthy development of the whole person: academic, social, physical, ethical, emotional, and creative. There will be a challenging college preparatory program, but not at the expense of other aspects of a young life.

9. Students will pursue a program of required courses and electives. Whenever possible, students will be able to pursue their own interests within the curriculum and have the opportunity for virtual or college (AP/dual credit) courses, to supplement the offered curriculum.
10. Instruction will be a mixture of traditional methods of lecture and Socratic exchange,. Opportunities for cooperative and project-based learning will be included, where appropriate. (See “Instructional Approach” Paideia Active Learning)
11. Writing and speaking will be taught throughout the curriculum.
12. Student learning will be measured by the mastery of standards, not seat time.
13. Founders may utilize a diverse selection of learning environments, including local courthouses, businesses, research institutes, and college campuses. “School” and “schooling” will not be based on place.
14. Students will learn to recognize and appreciate their own accomplishments and the accomplishments of others.

(B) Governance, Organizational structure and Plan

Ability to Submit Application

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

The Founding Board

The Founders Academy Foundation, a group of experienced charter school developers, educators, administrators, board of directors, and partners, will oversee development of the school. The Founders Academy Foundation is a New Hampshire registered, not-for-profit organization comprised of six founding members,–and established to create and sustain a charter school in New Hampshire. The Founding Board of Directors and management team have extensive experience with startup organizations, education (including school design, curriculum development, instructional strategies, assessment, and staff development), business, law, facilities development, finance, technology, strategic planning, governmental relations, fundraising, public relations, organizational development, student leadership development, and community development.

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

Officers of the Board of The Founders Academy

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

Board of Trustees

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

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

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

The Board of Trustees shall maintain no more than a nine (9) member board, and, in addition, can establish *ex officio* board members and/or advisors who will be non-voting. The board is not required to maintain nine (9) members but once the school officially opens for business, it shall strive to maintain, at all times, a board of at least five (5) board members. The board shall attempt to maintain a 50/50 balance of parents and founders vs. external board members. Founding Board Members terms do not expire. If any Founding Board Member is not supporting the original mission and vision for The Founders Academy, they may be removed from the board by a majority vote with a quorum required for said vote. Any Board Member may be removed by a majority vote of $\frac{2}{3}$ of the board if they are involved in activities considered illegal, unethical or otherwise damaging to the reputation of The Founders Academy. Board members are expected to uphold the Mission and Vision of Founders and participate in at least one board committee.

Committees

The Board of Trustees will develop subcommittees as it deems necessary to pursue specific topics and report back to the board for action. On occasion, the Board may specifically vote to delegate a subcommittee to act. Initial subcommittees will include: start-up, board recruitment, strategic planning & finance, curriculum development, outreach, and others as needed. The Board of Trustees may authorize one or more of its members to serve on a board committee. The Board Chair shall hold the authority for selecting and naming the Committee

Chairperson. However, no opinion, decision, or commitment on behalf of the Board can be made by a Board representative or subcommittee without Board authorization.

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

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

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

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

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

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

Start-Up Committee

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

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

- Purchasing supplies and materials for school setup

Board of Advisors

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

(D) Location of Facility

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

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

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

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

Students Drawn from Many Communities

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

The initial space requirements are estimated to be 6-8 classrooms with approximately 8,000-12,000 square feet. Initially one large multipurpose room may be utilized as a cafeteria,

music/art room and meetings if needed. Several offices will also be required for administrative staff. We anticipate needing a total of 59,000 square feet at full capacity.

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

Distinguishing Curriculum Features

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

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

The Founding Fathers' Character and Leadership Curriculum

Founders will develop a unique and independent curriculum, The Founding Fathers' Character and Leadership Curriculum. The curriculum will seek to meet or exceed the competency expectations from the state across grade levels and required courses as students progress toward college and career readiness. The Academy's approach to literacy across the curriculum will refer to the NHDOE's Criteria for Curriculum Materials in ELA & Literacy. The Common Core State Standards (CCSS) have been adopted by the State of New Hampshire. Public charter schools are required to utilize these as part of the curriculum.

DISTINGUISHING CURRICULUM FEATURES

Classical Periods as Domains for Shaping a Coherent Curriculum

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

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

- **The Humanities:** American and World History, English (including heavy emphasis on classic literature), Logic, Rhetoric, Psychology

- **Mathematics:** Algebra I and II, Geometry, Pre-Calculus, Calculus, Probability/Statistics, and other Math electives
- **Science:** Physical Science, Biology, Chemistry, Physics, and other Science electives
- **World Languages:** Spanish, French
- **Fine and Performing Arts:** Visual Arts, Music (choral and instrumental), Theatre
- **Technology and Business:** Web Design, Coding, Economics, Finance, Business, Ethics

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

Grade 6: Sustaining ideas of Ancient Civilizations

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

Grades 8/9: The Great American Experiment with freedom and democracy

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

Leadership Strand

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

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

Instructional Approach

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

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

Project-Based Learning

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

G) Academic and other learning goals and objectives

Leadership Goals

- Students will learn about advanced characteristics and skills of leadership both in their Round Table classes/discussions as well as their Civics and Leadership course. At the conclusion of Civics and Leadership, students will be able to demonstrate their advanced understanding of leadership traits through a cumulative assignment.
- Each year of the program, students will be offered opportunities to participate in an effective leadership role in some aspect of school or community life: student government, internship, community service, independent project, coordinator of group project, etc. As an option for achieving this goal, students will be strongly encouraged to work either independently or with a group of students over multiple years to launch a small business or non-profit venture, complete with business plan, market analysis, an implementation period, and periodic reporting back to stakeholders. Students will be encouraged to complete service hours or internships with a focus in the non-profit sector to better understand the need for service in their community and develop leadership skills. Stakeholders will actively participate with students and work to develop these opportunities through the Career Pathways and Community Engagement Committee.

The student's self-evaluation of success and opportunities for improvement will be essential to the success of this leadership demonstration project.

- With reference to The Founders Academy's framework of values and Student Code of Conduct (developed by students), progress may be documented each year by a collection of writings included in each student's portfolio and used for annual reflection and planning for the following year.
- Founders will strive for a minimum of 80% of students who will be college or career ready by the time they graduate from The Founders Academy, as measured by college acceptance rates, a survey-plus-interview instrument for certifying career-ready skills, and follow-up with graduates when possible of progress in college or career.

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

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

Academic Goals

- Founders will strive to exceed the average performance of New Hampshire students on PSAT, SAT, and the state required standardized testing for all subjects tested. Founders will strive for 80% of students demonstrating mastery in the performance objectives for courses in English, history, science, and mathematics each year as measured by multiple assessments (tests, performance tasks, exhibitions).
- Founders will encourage an environment where the students will demonstrate positive levels of interest in learning at high levels each year in at least a majority of their classes as measured by teacher observation and a student survey and feedback.
- Founders will strive to instill a high level of engagement with students to support them in their middle school and high school years. The students will be encouraged and supported as they learn to originate and proceed with exploring a line of questioning to gain deeper understanding of ideas and concepts. As students gain a deeper understanding they will apply advanced performance skills of language as used in influencing how one perceives the world, thinks about it, and chooses to act upon it. With history as the cornerstone subject it will be important to teach the history of technology

and its effects on perception and expression. Founders will continue to bring critical 21st century skills to the classroom as part of the technology component. Students will participate in technology courses to support them as they grow and begin their journey to understanding and becoming future leaders after graduation. Portfolios (digital or paper) may be developed and maintained as evidence of these goals and accomplishments.

- All seniors will satisfactorily complete a capstone project that represents a culmination of each student's learning and research that draws both broadly and specifically from each student's classical education. The project will also incorporate student interests, skills and understanding demonstrated through an act of exemplary leadership as measured by a rubric and assessed jointly by faculty, fellow students, and community volunteers.

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

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

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

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

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

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

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

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

| | | | | |
|---|---|---|------------|------------|
| History <ul style="list-style-type: none"> • US History I • US History II • Modern World History • History Elective | ✓ | ✓ | 1.5 credit | 4 credits |
| US and Government/Civics | ✓ | ✓ | 0.5 credit | 1 credit |
| Economics | ✓ | ✓ | 0.5 credit | 0.5 credit |
| Ethics | | ✓ | | 0.5 credit |
| Health Education | ✓ | ✓ | 0.5 credit | 0.5 credit |
| Physical Education | ✓ | ✓ | 1 credit | 1 credit |
| World Language | | ✓ | | 2 credits |
| Finance or Accounting | | ✓ | | 0.5 credit |
| Business/Technology Electives | | ✓ | | 1 credit |
| Open Electives | ✓ | ✓ | 6 credits | 2 credits |
| Senior Project | | ✓ | | 0.5 credit |
| Total Required Credits | | | 20 | 26 |

(J) Staffing Overview

Planning and Development

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

Tasks related to school development include:

- Board initiations and government training
- Planning and coordination
- Facility initiatives
- Curriculum development and course design
- Materials development and marketing
- Set-up of administrative systems
- Strategic planning
- Financial operations, revenue initiatives
- Dissemination of material to schools, parents, and colleges

Staffing

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

Dean of School

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

- Allow students and faculty to maximize their achievements
- Establish a school culture built on respect, leadership, responsibility, and support

- Create relationships with and to work with local school districts
- Assume overall responsibility for supervision of staff and students
- Hire additional administrative staff as needed
- Follow all State and Federal requirements and standards
- Supervise and evaluate the work of staff
- Oversee the class scheduling process
- Supervise adequate testing and evaluation of students' achievement
- Promote safety and good health practices by adherence to public codes/regulations.

Dean Qualifications

- Meet all NH regulations, preferred
- Master's Degree from an accredited university, preferred
- Minimum of 5 years teaching and/or school administration experience, preferred
- Experience with administrative duties in a school or business
- Background in high school education, preferred
- Demonstrated leadership, people management, and business management experience
- Additional qualifications as the Board may find appropriate.

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

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

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

Business Manager Qualifications:

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

Student Services

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

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

Teachers

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

Volunteer Staffing

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

(K) Personnel Compensation Plan

Salary

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

Vacation

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

Sick Leave and Personal Time

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

Retirement

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

(L) Pupil Transportation

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

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

For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's resident district. No transportation will be provided by a sending school district or receiving charter school for students whose residence is other than where the school program is located.

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

(M) Statement of Assurances Related to Non-discrimination

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

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

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

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

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

(O) Admission and Enrollment Policy and Procedures

Founders is committed to building a strong and diverse community of learners. Admission to Founders shall be open to any student who resides in the State of New Hampshire. Methods of admission shall not be designed, intended or used to discriminate or

violate individual rights in any manner prohibited by law. For the success of the school and its students, Founders will help educate prospective families on the benefits and challenges of attending a public charter school. Founders will hold multiple, pre-enrollment information sessions, in an effort to allow prospective families to learn more about Founders and the public charter school experience.

Admission Procedures:

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

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

Admissions Process Overview

- Prospective students and their families will may be required to attend at least one informational meeting at which Founders' educational approach and expectations of students and their families will be explained, prior to enrollment.
- Founders will share application packets online and/or in hard copy for prospective students about the school, its philosophy and expectations of attending students, their families. The admissions policy governing the process will be available online.
- Parents will be asked to sign an agreement indicating their understanding of the School's Mission and other expectations as part of the admission process.
- Should applicants exceed the number of spaces available, a blind lottery will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery.
- All accepted students will receive written notification. Those who have been wait-listed will be notified.
- Accepted students and their families will be required to sign a commitment to attend form and return it to Founders.
- Founders will offer new parent events to support the transition for new students and their families.

Enrollment Provisions

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

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

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

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

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

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

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

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

The Board of Trustees will appoint a Treasurer to provide the oversight necessary for

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

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

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

Annual Audit

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

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

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

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

The Founders Academy Foundation recognizes that the financial sustainability of a charter school requires a long-term fiscal plan, especially after the expiration of the federal grant. The Founders Academy Foundation is committed to working with the Board of Trustees to seek a diverse portfolio of revenue sources to establish and guarantee long-term fiscal

sustainability. Enclosed to this application in Appendix B is the proposed 5-year annual budget plan for the school outlining the use of budget and startup grant, as well as donated funds.

Fiscal Issues

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

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

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

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

(T) Provision for Evidence of Adequate Insurance Coverage

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

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

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

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

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

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

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

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

Founders will encourage the formation of multiple parent groups. They may form to support the various needs of a public charter school and it's community. The parent groups may be a nationally recognized group (PTA, PTO, or PTSA) or an independent group.

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

To ensure that all residents have an equal opportunity to apply to -Founders, an extensive and widely broadcast marketing effort will be initiated through The Founders Academy Foundation and the NH Alliance for Public Charter Schools. Information will be made available through newspaper, websites, libraries and other public places and social media to ensure that families are aware of -Founders as a choice, and is available to them. As students from lower

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

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

(X) Global Hold Harmless Clause

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

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

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

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

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

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

NOT APPLICABLE

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

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

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

NOT APPLICABLE

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

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

1. Founders will increase the enrollment of the student body to a sustainable level while not compromising the mission established within the charter.
 - a. Reach cap enrollment or necessary enrollment in each successive year of operation.
 - b. Operate charter organization with existing fiscal resources.
 - c. Establish, maintain, and grow an endowment fund.
2. Founders will ensure that at least 80% of students earn a New Hampshire high school diploma.

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

Appendix A: Founders Academy Board of Trustees Bios

Robert Best - Board Chairman

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

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

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

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

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

Kimberly Lavallee - Founder

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

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

Matt Mercier - Acapella Technologies

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

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

Barbara Comtois - Treasurer

Barbara Comtois is a farmer, accountant with a BSBA from Northeastern University and a former homeschooling mom who is a strong advocate for school choice. She brings to the table

over 25 years in corporate accounting in a range of industries. Her strengths are implementing controls to ensure accurate reporting, cost saving measures and improved time management.

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

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

Kristy Ouellette

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

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

Susan Lawton - Secretary

Mrs. Lawton is the parent of a student at Founders Academy and a student at Strong Foundations Charter School. They were one of the original families at Founders. She is a project manager with exceptional leadership, analytical and interpersonal skills and a proven capacity to drive innovation and change through project management and relationship building. She has demonstrated success at directing multiple projects while managing interdependencies and developing contingency plans. Mrs. Lawton has exceptional communication skills with a unique ability to translate complex concepts and ideas to technical and non-technical audiences. She also has a track record for meeting deliverable dates, budgets and SLAs.

| Chartered Public School Renewal Rubric | | | |
|---|---|--------------------------|--------------|
| Name of Charter School: Founders Academy | | | |
| Date: 11/28/2018 | | | |
| Evaluation Results | Approved | Approved with Conditions | Revoked |
| School Details | Complete | Mostly Complete | Not complete |
| | <p>In our conversation with parents, the board, leadership and faculty it was very apparent that every student who attends Founders Academy is valued and cared for by the staff. They are very proud of the success of their students, many of whom have only been with Founders a year. The current administration has formalized several practices and procedures including the development of course syllabi in all courses, the development of an Employee Handbook, Student Handbook, and revised admission processes, Round Table program and several student lead committees. These programs and initiative are a reflection of the schools mission. The Director's level of visibility and communication with parents, students, staff and board members are praised by all parties.</p> | | |
| Standards for Evaluation | | | |
| Level of Achievement | Description | | |
| <i>Exceeding</i> | <i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i> | | |
| <i>Meeting</i> | <i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i> | | |
| <i>Approaching</i> | <i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Corrective Action Plan is needed.</i> | | |
| <i>Not Meeting</i> | <i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations.</i> | | |

| I. Charter School Renewal Application | | |
|---------------------------------------|--|---|
| Level: E, M, A, N | Criteria | Comments |
| E | <p>A1. Cover Letter with:</p> <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals | <p>The Mission of Founders is clear and woven into its culture and curriculum.</p> <p>Established criteria around Mastery. Founders qualifies and evaluates student progress based on quarterly and yearly mastery goals in all academic areas. Strong student results in English Math and History, 77% mastery in the area of Science.</p> <p>Programmatic progress is seen throughout their “Round Table” program. Four mornings a week students meet to consider all aspects of the schools mission.</p> |
| E | <p>B1. Enrollment and projected growth of student body for the next 3 years</p> | <p>Founders has grown at a rate of 100 new students per year, slower growth planned for 2018/2019</p> |
| M | <p>B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.</p> | <p>Founder’s curriculum is named “The Founders Fathers’ Character and Leadership Curriculum”. They have been adding curriculum annually to develop grade level classes. They require 26 credits to graduate against a state goal of 22 credits.</p> |
| M | <p>B3. Technology Programs</p> | <p>Founders has added new technology programs including a Robotics Team.</p> |

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| <p>M</p> | <p>B4. Academic Attainment: Assessment of the charter school’s attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.</p> | <p>Founders has demonstrated adequate progress promoting student attainment of expected knowledge and skills as outlined in the Annual Accountability Report 2017-2018.</p> <p>Founders promotes its students based on mastering the level of each subject matter. The students performed at a percentage of 83% or higher in Mathematics, History and English. However the Science mastery was at 77%.</p> <p>They have created science competencies and benchmarks based on Next Generation Science Standards (NGSS). Student’s faculty, staff, and parents were involved in set goals of mastery for 4 performance expectations a quarter per level.</p> |
| <p>E</p> | <p>B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement</p> | <p>Founders has an established Board with diversity from the community parent and staff involvement. Strong working relationship with families, faculty and staff.</p> |
| <p>E</p> | <p>B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability</p> | <p>Teacher are highly encouraged to gain funding for small projects and activities. This past year teachers raised roughly \$30,000 in small donations with the use of “Donors Choose”. They have an “Outreach Committee” that hosts raffles, service days and fundraising functions.</p> |
| <p>E</p> | <p>B7. New Hampshire Charter School Accountability Plan</p> | <p>Founders has been in support of an Accountability Plan: The Board of Trustees are working with the Director to report data and information that assess the progress of each goal statement.</p> |

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| E | <p>B8. Budget: <i>Attach Proposed budget for the following year</i></p> <p>a. Budget Narrative <i>How the school will use public funds</i></p> <p>b. A detailed description of the specific school board’s reasoning for allocating funds</p> | <p>Founders has an annual budget, they provided a complete audit that is conducted annually, and they also submit the DOE-25. The Board has an appointed Treasurer that works with the school leadership on budgetary issues. They also employ a Business manager that is responsible for budget activities for each fiscal year.</p> |
| E | <p>B9. Efforts to disseminate successful/best practices</p> | <p>Founders works closely with the DOE Charter School Leadership and is an active participant in monthly Charter School Leadership meetings.</p> |

| <p>Part 3: <u>Affirmative Evidence</u></p> | | |
|--|--|---|
| <p>From the answers to questions and evidence: data, charts, diagrams, etc.</p> | | |
| <p>Level: E, M, A, N</p> | <p>Criteria</p> | <p>Comments</p> |
| E | <p>1. Is the school making progress toward achieving its mission?</p> | <p>The school has implemented a Round Table program, student opportunities to lead, student-led clubs, committees and government, character grading, student formed restorative discipline committee.</p> |
| E | <p>2. Is the charter school responsibly using public funds?</p> | <p>Founders has established solid accounting practices. The financial reports demonstrate reasonable and prudent planning by the school. Financial information is reviewed</p> |

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| | | for accuracy and expenditures are in line with available resources. |
| E | 3. Is the charter school promoting student attainment of expected knowledge and skills? | The school has an established policy around Mastery. They have continued to review the humanities curriculum and they strive to incorporate courses that reflect the mission and vision of the school. |
| E | 4. Is the school sustainable? | <p>School funding is limited to charter school state adequacy aid of \$7,047.06 per student enrolled at Founders and does not include revenue from local property taxes. Consequently, Founders must rely upon individual and corporate donations to close the gap between the state’s allocation and the actual costs of operating the school.</p> <p>Based on financial reports, strong fundraising, low market rent costs, strong enrollment growth, community and Board commitment, Founders is sustainable.</p> |
| M | 5. Current Status of the Board of Trustees Ed 318.16(a) | Founders has an established Board with bi-laws. The school transitioned three Board members off of the Board in January 2018. They have added four new members, two elected by the Parent Steering Committee and two external members. |
| E | 6. Student Data and Analysis | Student achievement tests are used to measure pupil academic and other goal achievements including, but not limited to, objective and age appropriate measures of |

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| | | <p>literacy and numeracy skills, including spelling, reading, expository writing, history, geography, science and mathematics.</p> |
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| Part 4: <u>Policy/ Procedure Development</u> ✓ Upon Review | | |
|--|--|--|
| ✓ | Policies | Comments |
| X | Records Retention pursuant to RSA 189:29-a | All school records were provided for Renewal Committee review. |
| X | Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C: 29. | Zero incidents reported |
| X | Sexual Harassment, as detailed in ED 303.02 (j) and (k). | Zero incidents reported |
| X | Pupil Safety and Violence Protection, pursuant to RSA 193-F | Two incidents at the school in 2017-2018 required the intervention of local law enforcement |
| X | Limited Uses of Child Restraint Practices, pursuant to RSA 126-U | Zero incidents reported |
| X | Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI. | Grade six PE/Health (3Blocks) ½ year. Grade 11 HS Health. Senior Project PE 1 and PE2. These HS credits can be obtained through Extended learning Opportunities (ELO's). |

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| X | Due Process, pursuant to RSA 194-B:8 | Founders has established a due process policy that engages all parties involved. This includes students, faculty, administration as well as parent involvement. |
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| II. Charter School Onsite Visit | | |
|---|--|---|
| Part 1: <u>Documentation, Updated Forms Review</u> | | |
| ✓ Upon Review | | |
| ✓ | Criteria | Comments |
| X | Revised Charter Application (approved by the SBE) | Provided |
| X | Renewal Application | Complete |
| X | Master Class Schedule | Provided for grades 6-12 |
| X | List of Board of Trustees | Provided |
| X | School Organizational Chart | Organizational Chart included in the Annual Accountability Report. |
| X | Academic Year Calendars (4 - 5) | |
| X | Sample Report Card | |
| X | List of Staff Members and Qualifications | |

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| X | Annual Charter Accountability Documents, (4 - 5 years) | |
| X | Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached | |
| X | Yearly Independent Financial Audits | |
| X | Board of Trustees Meeting Minutes | |
| X | Quarterly Financial reports (4 – 5 years) | |
| X | Charter School By-laws | |
| X | School Policies | |
| X | List of Curriculum, Assessments Tools and current Instructional Practices | |
| X | Parent/Student Handbook | |
| X | Staff Handbook | |
| X | Outstanding Charter Accountability documents | |
| X | Student portfolios and/or student work samples | |
| <u>Updated Forms</u> | | |
| X | Certificate for Occupancy | |
| X | Fire Inspection Certificate | |

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| X | Building Safety Inspection | |
| X | Health Inspection | |
| X | Insurance Certificate | |
| X | Financial Audit | |
| Part 2: <u>Focus Group Interviews</u> | | |
| a) <u>Families, Parents, Guardians</u> | | |
| Number present: | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | Founders continues to show progress in the implementation of their Mission. They have adopted a principal Leadership model. They have also established a strong organization with many layers of administration, faculty and student support. |
| E | 2. Is the charter school responsibly using public funds? | Family and student statements were clear that the school is smart with its spending initiatives and students, parents and faculty are a part of the |
| M | 3. Is the charter school promoting student attainment of expected knowledge and | We met with members of the Faculty that shared the curriculum build process. The engagement of all |

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| | skills? | stakeholders. |
| E | 4. Is the school sustainable? | Families spoke on how they have enrolled their middle school child to Founders and when their younger children are of age they will be attending Founders. Founders has built a solid reputation in the Manchester community. This positive reputation has helped increase enrollment and school sustainability. |

| b) <u>School Leadership: Directors, Principals</u> | | |
|---|--|--|
| Number Present: 7 | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | This group of Founders leaders are proud of the progress made from the start-up to reaching the milestone of a graduating class. The mission is strong and alive and well in the halls of Founders Academy. |
| E | 2. Is the charter school responsibly using public funds? | The Founders Academy has experienced incredible growth over the past four years and have managed all funds to meet their growth needs. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | The faculty adopted a Teacher Code of Excellence that clearly pledges to be student centered focused. This approach has helped the school meet or exceed state standardized testing benchmarks. |

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| E | 4. Is the school sustainable? | Founders has done a great job in transitioning from a startup school to an established public institution. |
| E | 5. Current Status of the Board of Trustees | The visiting team met with (5) members of the Board of Trustees. Board members are proud of the programming growth and systems that have been put in place by the current Executive Director as well as the entire leadership team at Founders. |
| E | 6. Student Data | |

| c. <u>Board of Trustees</u> | | |
|------------------------------------|--|---|
| Number Present: 4 | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | The school emphasizes its mission through its daily operations. They have instituted a daily Round Table program, student created clubs and fundraising events. Strong community service component tied to being good stewards of Founders Academy. |
| E | 2. Is the charter school responsibly using public funds? | Founders has built policy and procedures around the use of public funds. They have an organizational chart that provides the appropriate supports for spending/budgeting. |

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| E | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Board members are a part of the curriculum conversations that promote student attainment. They are also involved in evaluating assessment/mastery results for all grades. |
| E | 4. Is the school sustainable? | The Board has established best practices in the area of Financial responsibilities. They have a transparent budget process, leadership works closely with the Board, faculty and staff to meets the needs of each student. They in compliance with all audit and financial reporting. |
| E | 5. Current Status of the Board of Trustees | The Board of Trustees has operated effectively since the original charter was granted. They have added four new members over the past year. |

| d. <u>Students</u> | | |
|------------------------------|--|--|
| Number Present: 8 | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | The students we interviewed love their school. They feel a real part of the structure of the school, the curriculum as well as conflict resolution. |
| E | 2. Is the charter school promoting student attainment of expected knowledge and | The students truly set their own path at Founders. They |

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| | skills? | <p>have the opportunity to talk with Faculty and Administration to address their individual academic needs. Students are engaged in curriculum that fits their long terms.</p> <p>Founders implemented the SAT for 11th graders in 2017/2018. They had great results in the English section with 100% of the students' scores were above the benchmark.</p> |
| E | 3. Is the school sustainable? | <p>We asked the students if they would be returning next year and all students stated that would not leave Founders and they are happy with their choice of enrolling. The school has built a solid reputation in the community for being a school that is student centered driven.</p> |

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| e. <u>Instructional Staff</u> | | |
| Number Present: 5 | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | <p>Each teacher interviewed are committed to the mission of the Founders Academy. There are five academic departments each with a teacher chairmen and four of the five departments have Vice Chairmen.</p> |

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| | | The Chairmen are appointed by the Dean. |
| E | 2. Is the charter school responsibly using public funds? | Each department has a budget process established. The teachers have a voice in the expenditures of the school to meet their classroom needs. |
| E | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Founders established a committee that has all stakeholders involved in promoting student attainment. |
| E | 4. Is the school sustainable? | |
| E | 5. Student Data | Student data is readily available to students and parents through their grading portal. Students are encouraged to access their grade/assignment information weekly. Students are often required to participate in various academic plans and programs to help develop skills and knowledge that will move them towards proficiency. |

| | |
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| Name of Reviewer | John Higgins, Executive Director, Ledyard Charter School |
| Contact Details | <u>Jhiggins.lcs@gmail.com</u> Ledyard Charter School 39 Hanover Street, Lebanon NH 03766 |

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| | (603) 727-4772 |
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DRAFT

Chartered Public School Renewal Rubric

Name of Charter School: The Founders Academy Public Charter School
 Date: 11.28.2018

| | | | |
|---------------------------------------|-----------------|--------------------------|--------------|
| Evaluation Results Recommendations | Approved | Approved with Conditions | Revoked |
| School Details | Complete | Mostly Complete | Not complete |
| Comments | | | |

Standards for Evaluation

| Level of Achievement | Description |
|----------------------|---|
| <i>Exceeding</i> | <i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i> |
| <i>Meeting</i> | <i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i> |
| <i>Approaching</i> | <i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i> |
| <i>Not Meeting</i> | <i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i> |

| I. Charter School Renewal Application | | |
|---------------------------------------|---|---|
| Level: E, M, A, N | Criteria | Comments |
| M | <p>A1. Cover Letter with:</p> <ul style="list-style-type: none"> ● Mission Statement (changes highlighted) ● Goals, ● Progress made towards Academic, Programmatic and Organizational Goals | <ul style="list-style-type: none"> ● Educational mission stated p5, no changes highlighted. ● Academic goals described p10, describes syllabi to describe how course relates to mission of school. ● History cornerstone described p7 ● Academic mastery defined p5 ● Program and Organizational goals described p9-15 ● Explanation of how the goals are infused into Round Table, marketing materials, assemblies, community service programs, building displays p26 ● Mastery statistics p6 |
| M | B1. Enrollment and projected growth of student body for the next 3 years | <ul style="list-style-type: none"> ● Projected enrollment p44 ● Discussion during interview regarding enrollment/ expansion |
| M | B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment. | <ul style="list-style-type: none"> ● Discussion during interview describing expanded courses dependent on student interest/ need |
| M | B3. Technology Programs | <ul style="list-style-type: none"> ● Tech I (0.5) ● Economics and Ethics (1) ● Personal Finance I (0.5) OR ● Accounting/Entrepreneurship (0.5) |
| A | B4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels. | <ul style="list-style-type: none"> ● Two years of Smarter Balanced testing analyzed, discussion around limited percentage of student involvement. ● Graph provided on data of students who achieved mastery Quarter 1 2017-2018 p5 ● Description of statewide assessments used p11 |

| | | |
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| M | B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement | <ul style="list-style-type: none"> • Investment of parents, local businesses described during interview • Expansion of student internship/ community hours to local businesses during interview |
| M | B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability | <ul style="list-style-type: none"> • Several fundraising initiatives listed on website • Fundraising discussion during interview • Sustainability discussion during interview • Financial plan discussion p43 |
| M | B7. New Hampshire Charter School Accountability Plan | <ul style="list-style-type: none"> • Accountability reports provided • Financial accountability p15-16 |
| M | B8. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds | <ul style="list-style-type: none"> • Financial report provided with all financials laid out |
| M | B9. Efforts to disseminate successful/ best practices | <ul style="list-style-type: none"> • Best Practices yearly seminar held at Founders for all Charter Schools in NH • Discussion of utilizing state standards in the creation and review of curriculum |

Part 3: Affirmative Evidence

From the answers to questions and evidence: data, charts, diagrams, etc.

| Level: E, M, A, N | Criteria | Comments |
|----------------------|--|---|
| M | 1. Is the school making progress toward achieving its mission? | <ul style="list-style-type: none"> • |

| | | |
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| M | 2. Is the charter school responsibly using public funds? | <ul style="list-style-type: none"> ● Financial audit past 5 years successful |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | <ul style="list-style-type: none"> ● |
| M | 4. Is the school sustainable? | <ul style="list-style-type: none"> ● |
| M | 5. Current Status of the Board of Trustees Ed 318.16(a) | <ul style="list-style-type: none"> ● Described status at interview ● Overview p37 |
| M | 6. Student Data and Analysis | <ul style="list-style-type: none"> ● Two years of Smarter Balanced testing analyzed, discussion around limited percentage of student involvement. ● Graph provided on data of students who achieved mastery Quarter 1 2017-2018 p5 ● Mastery percentage p26 ● PSAT scores p24 ● General biographical info regarding student population found on website |

| Part 4: <u>Policy/ Procedure Development</u> | | |
|--|--|----------|
| ✓ Upon Review | | |
| | Policies | Comments |
| ✓ | Records Retention pursuant to RSA 189:29-a | |
| ✓ | Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29. | |
| ✓ | Sexual Harassment, as detailed in ED 303.02 (j) and (k). | |
| ✓ | Pupil Safety and Violence Protection, pursuant to RSA 193-F | |
| ✓ | Limited Uses of Child Restraint Practices, pursuant to RSA 126-U | |

| | | |
|---|--|--|
| ✓ | Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI. | |
| ✓ | Due Process, pursuant to RSA 194-B:8 | |

| II. Charter School Onsite Visit | | |
|--|--|----------|
| Part 1: <u>Documentation, Updated Forms Review</u> | | |
| ✓ Upon Review | | |
| ✓ | Criteria | Comments |
| ✓ | Revised Charter Application (approved by the SBE) | |
| ✓ | Renewal Application | |
| ✓ | Master Class Schedule | |
| ✓ | List of Board of Trustees | |
| ✓ | School Organizational Chart | |
| ✓ | Academic Year Calendars (4 - 5) | |
| ✓ | Sample Report Card | |
| ✓ | List of Staff Members and Qualifications | |
| ✓ | Annual Charter Accountability Documents, (4 - 5 years) | |

NHDOE CPS RENEWAL

| | | |
|----------------------|--|--|
| ✓ | Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached | |
| ✓ | Yearly Independent Financial Audits | |
| ✓ | Board of Trustees Meeting Minutes | |
| ✓ | Quarterly Financial reports (4 – 5 years) | |
| ✓ | Charter School By-laws | |
| ✓ | School Policies | |
| ✓ | List of Curriculum, Assessments Tools and current Instructional Practices | |
| ✓ | Parent/Student Handbook | |
| ✓ | Staff Handbook | |
| ✓ | Outstanding Charter Accountability documents | |
| ✓ | Student portfolios and/or student work samples | |
| <u>Updated Forms</u> | | |
| ✓ | Certificate for Occupancy | |
| ✓ | Fire Inspection Certificate | |
| ✓ | Building Safety Inspection | |

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| ✓ | Health Inspection | |
| ✓ | Insurance Certificate | |
| ✓ | Financial Audit | |

Part 2: Focus Group Interviews

a) Families, Parents, Guardians

Number present: Approximately 5

| Level: E, M, A, N | Criteria | Comments |
|----------------------|---|--|
| M | 1. Is the school making progress toward achieving its mission? | <ul style="list-style-type: none"> • Yes |
| M | 2. Is the charter school responsibly using public funds? | <ul style="list-style-type: none"> • Yes |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | <ul style="list-style-type: none"> • Leadership was a focus in this conversation |
| M | 4. Is the school sustainable? | <ul style="list-style-type: none"> • Parents discussed their involvement in Founders' success |

b) School Leadership: Directors, Principals

Number Present: Approximately 8

| Level: E, M, A, N | Criteria | Comments |
|----------------------|---|--|
| M | 1. Is the school making progress toward achieving its mission? | <ul style="list-style-type: none"> ● Discussion of the evolution of Founder’s mission |
| M | 2. Is the charter school responsibly using public funds? | <ul style="list-style-type: none"> ● Financials were discussed and reviewed |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | <ul style="list-style-type: none"> ● Discussion of individualizing for student need ● Curriculum on website ● Required credits for graduation discussed |
| M | 4. Is the school sustainable? | <ul style="list-style-type: none"> ● Explanation of financials provided ● Discussion around progress over past 5 years, and adapting to the future |
| M | 5. Current Status of the Board of Trustees | <ul style="list-style-type: none"> ● Stable |
| M | 6. Student Data | <ul style="list-style-type: none"> ● Provided |

c. Board of Trustees

Number Present: Don’t remember, sorry!

| Level: E, M, A, N | Criteria | Comments |
|----------------------|--|---|
| M | 1. Is the school making progress toward achieving its mission? | <ul style="list-style-type: none"> ● Discussion around mission |

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| M | 2. Is the charter school responsibly using public funds? | <ul style="list-style-type: none"> Financials reviewed with assistant Dean and Financial staff member |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | <ul style="list-style-type: none"> Discussion of staffing and curriculum development |
| M | 4. Is the school sustainable? | <ul style="list-style-type: none"> Review of student data and finances |
| M | 5. Current Status of the Board of Trustees | <ul style="list-style-type: none"> Stable |

d. Students

Number Present: Approximately 7

| Level: E, M, A, N | Criteria | Comments |
|----------------------|---|--|
| M | 1. Is the school making progress toward achieving its mission? | <ul style="list-style-type: none"> Yes, classes are focused on historical background and leadership |
| M | 2. Is the charter school promoting student attainment of expected knowledge and skills? | <ul style="list-style-type: none"> Yes, will create classes and clubs per student interest and advocacy |
| M | 3. Is the school sustainable? | <ul style="list-style-type: none"> Yes |

| e. <u>Instructional Staff</u> Number Present: Approximately 8 | | |
|--|---|---|
| Level: E, M, A, N | Criteria | Comments |
| M | 1. Is the school making progress toward achieving its mission? | <ul style="list-style-type: none"> ● Round Tables, historical curriculum discussed |
| M | 2. Is the charter school responsibly using public funds? | <ul style="list-style-type: none"> ● Funds discussed in other meetings |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | <ul style="list-style-type: none"> ● Curriculum discussed ● Adapting to student interest/ need discussed ● Round Table discussed |
| M | 4. Is the school sustainable? | <ul style="list-style-type: none"> ● Yes |
| M | 5. Student Data | <ul style="list-style-type: none"> ● Not reviewed at this meeting |

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| Commendations | Overall, very impressed! Solid foundation, support network, and mindset for growth. |
| Concerns | No major concerns. |
| Recommendations | <p>Provide standardized test scores for all 5 years you've been in existence.</p> <p>Provide curriculum based assessments used to track progress throughout the year.</p> <p>Describe how you calculated statistics regarding amount of students who achieve mastery, describe what amount of students were successful with remediation after this. Describe the process for children not meeting mastery who are approaching graduation, whether they are offered their sending district's diploma.</p> |
| Name of Reviewer | <p>Beth Page</p> <p>Out of District Case Manager, Franklin School District</p> |
| Contact Details | 119 Central Street, Franklin NH 03235, bpage@sau18.org , 934-3108 x3216 |



Chartered Public School Renewal

| Charter School Renewal Rubric | | | |
|---|---|--------------------------|--------------|
| Name of Charter School: The Founders Academy Public Charter School | | | |
| Date: November 28, 2018 | | | |
| Evaluation Results Recommendations | Approved | Approved with Conditions | Revoked |
| School Details | Complete | Mostly Complete | Not complete |
| Comments | <p>The Founders Academy has continuously demonstrated its commitment to its vision and mission. The families, students and stakeholders benefit greatly from the dedication of its Board of Trustees, administration and faculty members, as they fulfill their roles and responsibilities to provide an environment that is conducive to not only academic excellence for its students, but also to providing them with the opportunity to develop as individuals and leaders, while prepare them for the next stage of their growth. “Building character, developing leaders and protecting liberty” are the embodiments that Founders engenders into the school community, ably lead in this by the professional and dedicated administrative staff. The Founders Academy has demonstrated all the facets’ required to become one of the leading charter schools in New Hampshire.</p> | | |
| Standards for Evaluation | | | |
| Level of Achievement | Description | | |
| <i>Exceeding</i> | <i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i> | | |
| <i>Meeting</i> | <i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i> | | |

| Approaching | <i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i> | |
|--|---|--|
| Not Meeting | <i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i> | |
| I. Charter School Renewal Application | | |
| Part 2: School Details | | |
| Level: E, M, A, N | Criteria | Comments |
| E | A1. Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals | <p>Goals. Founders has a well-defined set of goals and have worked diligently to ensure that these are central tenants to their planning.</p> <p>Academic Goals. These are the core objectives of the school. Continuous review and improvements are made to ensure a robust and expansive curriculum is in place. High expectations for student mastery.</p> <p>Programmatic Goals. Empowering everyone within the school and their external stakeholders provides an excellent platform to ensure that each voice is heard. Students, administration and the members of the faculty engage weekly to highlight any areas that are working successfully or those which may require additional development.</p> <p>Organizational Goals. By having in place a well-defined structure for the governance of the school, all Board and staff roles and responsibilities are clearly organized and defined, creating a transparent and effective management system.</p> |

| | | |
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| <p>M</p> | <p>B1. Enrollment and projected growth of student body for the next 3 years</p> | <p>Current Enrollment is 341 Projected: 2019-20: 440 2020-21: 525 2021-22: 550</p> |
| <p>E</p> | <p>B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.</p> | <p>With the addition of grade 12 in the school year 2018/2019, the school has instituted the appropriate amendments and additions to the curriculum to serve this new grade. The school continuously monitors its curriculum for all grade level courses, and when needs arise, the required actions are taken. Innovative additions: Round Table curriculum, senior project, new humanities courses; US History, World History, Government, US Law and Constitution, Logic, Rhetoric.</p> |
| <p>E</p> | <p>B3. Technology Programs</p> | <p>The school has in place four separate technology programs, with the latest addition to these being a robotics module. Also students' digital portfolios to track progress and store artifacts. Aligned to International Society for Technology in Education – exceeds NH state requirements.</p> |
| <p>A</p> | <p>B4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.</p> | <p>4 Years of assessments included: NECAPS, Smarter Balanced, NH SAS, PSATs. Comparative data with Manchester School District (MSD), NH State and National averages shows TFA to be above MSD and national averages in all areas, but below NH state averages in several areas. PSATs – 100% of students scored above the state and national average in English and higher than national average in Math but lower than the state average. School results showed high rates of students achieving mastery in English, Math and History, and lower rates for Science. Next Generation Science standards adopted.</p> |
| <p>E</p> | <p>B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement</p> | <p>Developed a parent steering committee and a Parent Student Teacher Association (PSTA) to plan fundraising and community events. Strong volunteers presence for tutoring,</p> |

| | | |
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| | | substituting, classroom support, chaperones, school maintenance. Strong partnerships with MSD and Manchester PD and several local businesses. Planning to develop partnership with colleges and universities to develop internship program. |
| M | B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability | The school along with, its staff, students, parents and the Founders Foundation have demonstrated that they are able to effectively raise additional funds to assist in the school's financial viability. In 2017/18 these groups raised a total of approximately \$54,500. Teachers actively seek scholarships and write grants for Professional Development, receiving ~\$35,000.00 in funding for PD over the past 2 years. |
| M | B7. New Hampshire Charter School Accountability Plan | Annual Accountability Report, Quarterly Financial Reports and Annual Financial Audits are submitted to the charter school office on time. |
| M | B8. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds | The most effective illustrations of how the school is utilizing public funds are the quarterly financial reports and the annual certified accounts which are submitted on time. An overview confirms that the school is financially responsible and is prudent in its expenditures. Allocation of Funds. The Board of Trustees is required to authorize expenditures via monthly budgets presented by the school administration. This ensures that the school is financially prudent and any unexpected expenditures require justification, and are reviewed and authorized if they falls outside of the approved budget |
| M | B9. Efforts to disseminate successful/best practices | Founders is active in its attendance at the bimonthly DOE Charter School Leadership meetings. For the past 2 years, TFA has hosted the annual Best Practices Conference. |

| Part 3: <u>Affirmative Evidence</u> | | |
|---|--|---|
| From the answers to questions and evidence: data, charts, diagrams, etc. | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | The Founders Academy has a clear and mission statement and over the past five years, since the school was created, the Board of Trustees, administration and faculty successfully integrated the schools mission into every facet of school life. |
| E | 2. Is the charter school responsibly using public funds? | Clean annual financial audits, quarterly financial reports using accepted standards of public school accounting and all state and federal regulations. Hired a new assistant comptroller with a degree in finance and accounting to assist with financial reporting. |
| M-E | 3. Is the charter school promoting student attainment of expected knowledge and skills? | With a rigorous academic middle and high school curriculum developed through the Common Core State Standards framework, high expectations for student performance, 80% or above for mastery of competencies, 26 credits required for graduation, and character building activities, TFA has demonstrated that they promote student attainment of expected knowledge and skills. |
| M | 4. Is the school sustainable? | TFA is in a strong position for longevity with a fiscally sound portfolio, a unified Board, a strong and committed administrative team who demonstrate a growth mindset, a competitive model for faculty retention and a high retention rate, satisfied and very supportive families and students, growing partnerships all contribute to a sustainable school model. |

| | | |
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| M | 5. Current Status of the Board of Trustees Ed 318.16(a) | 9 member, full Board of Trustees, with parent and student representation, plus an advisory board to support the Board members. Board training is provided to all new members. Meet once a month, work on various committees and subcommittees to develop areas of governance and oversight. |
| A | 6. Student Data and Analysis | 4 years of data comparing school with local sending school, state and national data. Good analysis completed including justification for low student performance in a few areas and plans to improve performance. |

| Part 4: <u>Policy/ Procedure Development</u> | | |
|---|---|----------|
| ✓ Upon Review | | |
| ✓ | Policies | Comments |
| ✓ | Records Retention pursuant to RSA 189:29-a | |
| ✓ | Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29. | |
| ✓ | Sexual Harassment, as detailed in ED 303.02 (j) and (k). | |
| ✓ | Pupil Safety and Violence Protection, pursuant to RSA 193-F | |
| ✓ | Limited Uses of Child Restraint Practices, pursuant to RSA 126-U | |
| ✓ | Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA | |

| | | |
|---|---|--|
| | 189:11a, V-VI. | |
| ✓ | Due Process, pursuant to RSA 194-B:8 | |

| II. Charter School Onsite Visit | | |
|---|---|----------|
| Part 1: <u>Documentation, Updated Forms Review</u> | | |
| ✓ Upon Review | | |
| <u>Documentation</u> | | |
| ✓ | Criteria | Comments |
| ✓ | Revised Charter Application (approved by the SBE) | |
| ✓ | Renewal Application | |
| ✓ | Master Class Schedule | |
| ✓ | List of Board of Trustees | |
| ✓ | School Organizational Chart | |
| ✓ | Academic Year Calendars (4 - 5) | |
| ✓ | Sample Report Card | |

| | | |
|---|--|--|
| ✓ | List of Staff Members and Qualifications | |
| ✓ | Annual Charter Accountability Documents, (4 - 5 years) | |
| ✓ | Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached | |
| ✓ | Yearly Independent Financial Audits | |
| ✓ | Board of Trustees Meeting Minutes | |
| ✓ | Quarterly Financial reports (4 – 5 years) | |
| ✓ | Charter School By-laws | |
| ✓ | School Policies | |
| ✓ | List of Curriculum, Assessments Tools and current Instructional Practices | |
| ✓ | Parent/Student Handbook | |
| ✓ | Staff Handbook | |
| ✓ | Outstanding Charter Accountability documents | |
| ✓ | Student portfolios and/or student work samples | |

| Updated Forms | | |
|----------------------|------------------------------------|--|
| ✓ | Certificate for Occupancy | |
| ✓ | Fire Inspection Certificate | |
| ✓ | Building Safety Inspection | |
| ✓ | Health Inspection | |
| ✓ | Insurance Certificate | |
| ✓ | Financial Audit | |

| Part 2: <u>Focus Group Interviews</u> | | |
|---|---|--|
| a) <u>Families, Parents, Guardians</u> | | |
| Number present: 7 | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | Yes – the school provides many opportunities for students to take on leaderships roles, through course work and round table discussions, through extracurricular activities, and through participation on committees. The curriculum is challenging, with a focus on critical thinking and the classics. Plenty of high-quality student teacher interaction, |

| | | |
|----------|--|---|
| M | 2. Is the charter school responsibly using public funds? | Parents feel there is a balance to the education; resources seem to be adequate and students are receiving the support they need to be successful. Special Ed services are covered by Manchester, but the school also has hired a student support professional to ensure that all supports are carried out with fidelity. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Yes, parents are satisfied with their children’s progress. 80% passing grade required. Parents have access to a portal where they can monitor their student’s performance. School communication and exchange of information with teachers and administrators is good and the administration has an open door policy, working diligently to resolve any concerns or issues that arise. Special Education services provided at the school. |
| E | 4. Is the school sustainable? | Parents feel that TFA fills a void in public education for families and students who are interested in a classical education, character education, leadership training and community service opportunities in a small community-type setting. Students feel safe and accepted and want to attend and do well. Student enrollment keeps increasing year to year. The school has undergone many important and much needed changes and updates to staffing and curriculum, as would be expected in all newly opened schools. |

| | | |
|--|-----------------|-----------------|
| b) School Leadership: Directors, Principals | | |
| Number Present: | | |
| Level: E, M, A, N | Criteria | Comments |

| | | |
|-----------------|---|---|
| <p>E</p> | <p>1. Is the school making progress toward achieving its mission?</p> | <ul style="list-style-type: none"> • True to its mission to provide a curriculum with a concentration on classical studies. • High percentage of students achieving mastery and honors in all courses. • Syllabi complete for all courses, and several history courses and round table discussion classes have been added. • Many opportunities for students to assume leadership roles in whole school projects and smaller school activities, and serving on committees and participation in clubs. |
| <p>M</p> | <p>2. Is the charter school responsibly using public funds?</p> | <ul style="list-style-type: none"> • Adhere to all state requirements and standards • Follow generally accepted accounting principles • Submit quarterly financial statements • Submit annual audits • Finance Committee reports to the board. Sound financial planning and decisions to support the needs of students, teachers, administrators and the school |
| <p>E</p> | <p>3. Is the charter school promoting student attainment of expected knowledge and skills?</p> | <ul style="list-style-type: none"> • Syllabi for each course identifies the out the prerequisites, expectations, responsibilities, polices and evaluations. • Faculty advisors for student support • Mastery is set at 80% or higher • School leadership and curriculum committee has aligned all courses to the Common Core State Standards, and ensures that the courses exceed expectations by adding challenge and rigor. |
| <p>M</p> | <p>4. Is the school sustainable?</p> | <ul style="list-style-type: none"> • Founders Foundation owns building lease, no property taxes. • Increasing enrollment each year • Dedicated, capable and experienced board of trustees and board of advisors • Very effective and committed leadership team • Substantial net funding position • Majority of parents express satisfaction |

| | | |
|----------|---|--|
| M | 5. Current Status of the Board of Trustees | <ul style="list-style-type: none"> • Dedicated, capable and experienced 9 member board of trustees and board of advisors • Dedicated to success of school and student achievement • Members engaged in several committees |
| M | 6. Student Data | <p>Recognize that school data is shows TFA to be below state averages in a number of areas. Current data is somewhat skewed due to:</p> <ul style="list-style-type: none"> • a large percentage in incoming students scoring low on assessments, but vastly improving from the first year they are enrolled. • Large percentage of students opting out of the state testing, including a large number of high performers, which creates unreliable statistics. <p>School Data shows above 80% mastery overall, and PSAT and SAT averages exceed the national and state averages.</p> |

| c. Board of Trustees | | |
|------------------------------|--|---|
| Number Present: | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | Clear evidence of the school making progress towards achieving its mission. |
| E | 2. Is the charter school responsibly using public funds? | Clean audits, meeting all New Hampshire's reporting requirements. Sound financial planning and use of resources to support whatever the school needs. |
| E | 3. Is the charter school promoting student attainment of expected | A rigorous, high quality curriculum all laid out in the course syllabi. 80% or above to pass a course. Remedial support |

| | | |
|----------|---|---|
| | knowledge and skills? | provided for students below this threshold. SPED services provided for students with Positive changes in curriculum and staffing. TFA engages in a continuous process of improvement, by evaluating the program and making needed adjustments and changes to ensure students' needs are met and that they have every opportunity for success. |
| E | 4. Is the school sustainable? | TFA has both a well-structured, effective organizational hierarchy. Financial committee ensures that sound practices are implemented and decisions are made. No debt, a line of available credit if needed. Fundraising and outreach committees develop and implement activities to raise funds and recruit students. Satisfied parents, teachers and students. Enrollment increases each year. |
| E | 5. Current Status of the Board of Trustees | Very active and engaged board, stable and committed to the vision and mission of the school. |

| | | |
|------------------------------|--|---|
| d. <u>Students</u> | | |
| Number Present: | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | The school meets and exceeds student's expectations and needs. |
| E | 2. Is the charter school promoting student attainment of expected knowledge and skills? | Students are well aware of what they need to do in order to meet mastery. Syllabi provide a clear path to success in all courses. Strong teacher support where and when needed. 3 level of Honors and Students of the Quarter recognitions. |

| | | |
|----------|--------------------------------------|--|
| E | 3. Is the school sustainable? | Students plan to stay in the school until graduation and they recommend the school to others, not only because of the challenging level of academics, but because of the nice building, the unique courses offered, the culture, the small community, the leadership opportunities, the clubs and the projects, the ELO's and dual enrollment options. |
|----------|--------------------------------------|--|

| e. <u>Instructional Staff</u> | | |
|--------------------------------------|--|--|
| Number Present: | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | Dedicated staff reported very positive results in student academic performance, character building, |
| E | 2. Is the charter school responsibly using public funds? | School is able to provide resources and materials needed for implementation of all programs. |
| E | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Curriculum is aligned to Common Core, and all students must achieve 80% to gain mastery. Early PSAT, PSAT and SAT scores are higher than state and national averages. Round table classes provide development of study skills, organizational skills, and leadership skills. |
| E | 4. Is the school sustainable? | Yes...increased enrollment each year, teacher support, evaluations, PD, mentoring - all ensure teachers are well prepared to meet the needs of all students. Benefit packages. Student and parents satisfied with the program. |
| M | 5. Student Data | Changes to the math curriculum and math strategies and addition of courses have had a positive affect on student achievement. Opt out rates are high, which negatively affects |

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| | | the data outcomes. |
|--|--|--------------------|

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|------------------------|---|
| Commendations | <ul style="list-style-type: none"> • The school premises' offers an excellent environment for learning • Fully engages its students and remains focused on its mission statement and goals • Financially stable and uses its resources wisely • Held in high regard by a strong majority of its stakeholders • Seeks and acts upon all feedback from stakeholders • Reviews its students' academic performance and takes remedial action when needed • Committed to building a successful future for all its students • Engaged in a Continuous Process of School Improvement |
| Recommendations | <ul style="list-style-type: none"> • As a well-run and managed school, look for opportunities to share their best practices with other Charter Schools and their school district. • Review how the State Standard Tests are "sold" to the students and parents to enable the school to get more representative results for State reporting, as currently with such a low number of students taking the assessments their scores are not truly reflecting the level of attainment of students throughout the school. • Continue to move forward with the program aimed at ensuring as many of the faculty staff are New Hampshire certified as possible, particularly in the English Department. • Review the use of curriculum based assessments to track student progress throughout the year. • Put more emphasis on Science and Math in order to improve student performance. • Create measurable goals and objectives. • Consider a data management system to organize all teacher evaluations, to track growth towards meeting goals and objectives, and to create reports. |

| | |
|-------------------------|--|
| Name of Reviewer | Jane Waterhouse, NHDOE Charter School Administrator |
| Contact Details | 101 Pleasant Street, Concord NH Jane.Waterhouse@doe.nh.gov (603)271-6813 |

| | Account Code | Account Name | 2018-2019 380 | 2019-2020 440 | 2021-2022 525 | 2021-2022 550 | 2022-2023 550 |
|--------|--------------|----------------------|---------------|---------------|---------------|---------------|---------------|
| Income | 300000 | Local School Distri | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300001 | State Revenue | 2,698,000.00 | 3,124,000.00 | 3,727,500.00 | 3,905,000.00 | 3,905,000.00 |
| Income | 300002 | State & Fed Start U | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300003 | Other Grants | 12,000.00 | 12,000.00 | 12,000.00 | 12,000.00 | 12,000.00 |
| Income | 300004 | Annual Fund | 20,000.00 | 20,000.00 | 20,000.00 | 20,000.00 | 20,000.00 |
| Income | 300005 | Entrepreneurial Re | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300006 | Gifts & Philanthrop | 40,000.00 | 40,000.00 | 40,000.00 | 40,000.00 | 40,000.00 |
| Income | 300007 | Carry-Over Revent | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300008 | Other Revenue | 3,000.00 | 3,000.00 | 3,000.00 | 3,000.00 | 3,000.00 |
| Income | 300009 | Fundraising | 20,000.00 | 20,000.00 | 20,000.00 | 20,000.00 | 20,000.00 |
| Income | 300010 | Student Activities I | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300011 | Square | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300012 | After School Activi | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300013 | Summer School | 9,000.00 | 9,000.00 | 9,000.00 | 9,000.00 | 9,000.00 |
| Income | 300014 | In Kind Contributio | 6,000.00 | 6,000.00 | 6,000.00 | 6,000.00 | 6,000.00 |
| Income | 300015 | Fundraising Librar | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300016 | Paypal | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300017 | Craftshow | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300018 | Due from State | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300020 | Lego Donations | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300021 | School Lunch Fund | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300022 | State Title 1A | 40,000.00 | 40,000.00 | 42,000.00 | 42,000.00 | 42,000.00 |
| Income | 300023 | State Title 2A | 4,000.00 | 6,000.00 | 6,000.00 | 6,000.00 | 6,000.00 |
| Income | 300024 | Endowment | 500.00 | 500.00 | 500.00 | 500.00 | 500.00 |
| Income | 300025 | Spring Fling | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300026 | NYC Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300027 | Bus Tickets | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300028 | Raffle Ticket Fund | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300029 | Field Trips | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300030 | Music Program Ac | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Income | 300031 | Testing/Assessme | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | | | | | | | | | |
|---------------|-----------|----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Income | 93001.101 | Chorus Supporter | 500.00 | 500.00 | 500.00 | 500.00 | 500.00 | 500.00 | 500.00 |
| Income | 93001.102 | Matching Compan | 2,000.00 | 4,000.00 | 6,000.00 | 8,000.00 | 10,000.00 | 10,000.00 | 10,000.00 |
| Income | | Income | 2,893,500.00 | 3,323,500.00 | 3,931,000.00 | 4,110,500.00 | 4,110,500.00 | 4,112,500.00 | 4,112,500.00 |
| Expense | 1100.002 | CPR Training | 1,500.00 | 1,500.00 | 1,500.00 | 1,500.00 | 1,500.00 | 1,500.00 | 1,500.00 |
| Expense | 1100.1 | Salaries- Instructio | 1,377,850.00 | 1,450,000.00 | 1,510,000.00 | 1,651,200.00 | 1,685,000.00 | 1,685,000.00 | 1,685,000.00 |
| Expense | 1100.101 | Summer Camp Sa | 4,000.00 | 4,000.00 | 4,000.00 | 4,000.00 | 4,000.00 | 4,000.00 | 4,000.00 |
| Expense | 1100.102 | Summer Fed SS-E | 238.00 | 238.00 | 238.00 | 238.00 | 238.00 | 238.00 | 238.00 |
| Expense | 1100.103 | Summer FUTA | 22.80 | 22.80 | 22.80 | 22.80 | 22.80 | 22.80 | 22.80 |
| Expense | 1100.104 | Summer Fed MC-F | 55.60 | 55.60 | 55.60 | 55.60 | 55.60 | 55.60 | 55.60 |
| Expense | 1100.111 | Leadership Role | 31,000.00 | 35,000.00 | 35,000.00 | 35,000.00 | 35,000.00 | 35,000.00 | 35,000.00 |
| Expense | 1100.112 | Stipends | 41,000.00 | 44,000.00 | 45,000.00 | 45,000.00 | 45,000.00 | 45,000.00 | 45,000.00 |
| Expense | 1100.113 | Professional Devel | 5,000.00 | 7,000.00 | 7,000.00 | 7,000.00 | 7,000.00 | 7,000.00 | 7,000.00 |
| Expense | 1100.2 | Employee Incentiv | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 1100.211 | Health Insurance (| 55,000.00 | 65,000.00 | 75,000.00 | 80,000.00 | 80,000.00 | 80,000.00 | 80,000.00 |
| Expense | 1100.239 | Empl Retirement C | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 1100.24 | Staff Tuition Reimbt | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 1100.242 | Additional Comper | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 1100.25 | Fed SocSec-ER- II | 86,266.08 | 90,975.50 | 94,605.00 | 103,006.40 | 105,017.50 | 105,017.50 | 105,017.50 |
| Expense | 1100.251 | Fed Medicare-ER - | 20,152.92 | 21,253.10 | 22,101.00 | 24,063.68 | 24,533.50 | 24,533.50 | 24,533.50 |
| Expense | 1100.252 | Fed FUTA - Instruct | 8,264.15 | 8,715.30 | 9,063.00 | 9,867.84 | 10,060.50 | 10,060.50 | 10,060.50 |
| Expense | 1100.253 | NH SUI - ER | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 1100.254 | Taxes Employee P | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 1100.256 | Unemployment Pa | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 |
| Expense | 1100.26 | Workers Compens | 10,000.00 | 11,000.00 | 12,000.00 | 13,000.00 | 14,000.00 | 14,000.00 | 14,000.00 |
| Expense | 1100.3 | Purchased Service | 4,000.00 | 4,000.00 | 4,000.00 | 4,000.00 | 4,000.00 | 4,000.00 | 4,000.00 |
| Expense | 1100.301 | Instructional Supp | 20,000.00 | 20,000.00 | 20,000.00 | 20,000.00 | 20,000.00 | 20,000.00 | 20,000.00 |
| Expense | 1100.321 | Contracted Long T | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 |
| Expense | 1100.54 | Advertising | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 |
| Expense | 1100.55 | Printing | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 1100.593 | Music Program Ac | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 | 250.00 |
| Expense | 1100.61 | Instructional Suppl | 750.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 | 1,000.00 |

| | | | | | | | | |
|---------|---------|----------------------|--------------|--------------|--------------|--------------|--------------|------|
| Expense | 9901005 | Student Activities F | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | 9901006 | Paypal Fee | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Expense | | Exper | 2,856,263.64 | 3,251,907.40 | 3,588,557.60 | 3,888,124.62 | 3,882,654.80 | |
| | | Grand Total (-Dr/ | 37,236.37 | 71,592.60 | 342,442.40 | 222,375.38 | 229,845.20 | |



THE FOUNDERS ACADEMY

Annual Accountability Report

2017-2018



Prepared by Maureen Mooney, Dean of School
and Kimberly Lavalley, Assistant Dean of School

5 Perimeter Road, Manchester, New Hampshire 03103
603.952.4705 ~ info@tfanh.org ~ www.thefoundersacademy.org

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Executive Summary

This Annual Accountability Report for The Founders Academy Public Charter School includes information for the 2017-2018 academic year. The school was opened in 2014 by The Founders Academy Foundation to advance the following mission statement focused on character building, U.S. History, leadership and the protection of liberty. The school's mission statement is as follows:

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

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

With a focus on building character, developing leaders, and protecting liberty, the following statement is proudly displayed above the main entrance to the Founders Academy. *"Through these doors walk the leaders of the future. . . the guardians of our liberty."* This acts as a daily reminder to students of the importance of the school's mission. References are made throughout the school year to the mission and vision in all classes, and discussions in Round Table each morning focus on reviewing the school's mission through a variety of lessons about leadership and character development.

Since the school's founding, the student population grew at a rate of approximately 100 new students per year in the first three years. Year four has shown slower growth and the school made a conscious choice to slow the growth rate. For academic year 2017-2018, Founders was comprised of grades 6-11 with approximately 314 students. The school opened with grades 6-8 and has continued to add one new grade as the student population aged into high school. Located in New Hampshire's largest, most populous city, the school reflects its broad cross section of socio-economic and cultural diversity. Such demographics and culture greatly benefit the school's students and faculty.

This growth is consistent with Founders' initial projections for year three of the school's original charter. Students (44% male/56% female) come from twenty-four communities throughout New

Hampshire. The faculty at Founders consists of twenty-eight full-time and four part-time teachers. Additional staff consists of eleven administrative and guidance personnel. The faculty numbers have grown with the student population. This required a tremendous amount of time to add new faculty and students averaging 100 students each year for the first three years. Lastly, participants from Operation ABLE (Ability Based on Long Experience), a federally funded program that provides work opportunities for veterans and adults over 55, offer support for our Front Desk and Library staff. Founders has experienced many of the traditional start up hurdles with fast paced growth. In the initial three years it has constantly revamped systems to accommodate the growth and population.

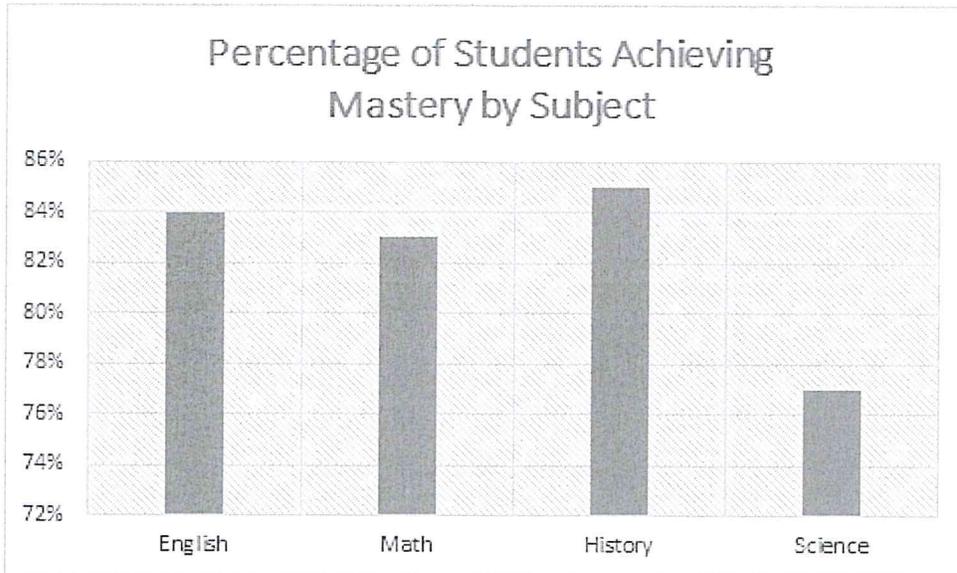
1. Is the Charter School Making Progress Toward Achieving its Mission?

a. What progress has the school made toward its academic goals?

Quarterly and Yearly Mastery

The Founders Academy qualifies and evaluates student progress based on quarterly and yearly mastery goals in all academic areas. Mastery is intended to ensure ". . . *that the goal of a rigorous curriculum and high expectations are maintained. . . [this] process allows students, whose achievement of mastery is in question at the end of a quarter or course, to continue to work towards mastering the content and demonstrate this mastery for the purpose of moving forward to the next level of instruction.*" Founders Academy Student Handbook, section 2.1. The Student Handbook, section 2.1 defines mastery at Founders, as demonstrated through end of course and benchmark assessments, as the necessary skills and knowledge required to achieve a grade of 80% or higher. In academic parlance, students who achieve a letter grade of B- to A+ have demonstrated mastery. Further detail is provided in Section 2.1 in that "*students who earn a grade of 70%-79% (C- through C+) ...*" at the end of the academic year "*...will receive credit for the class but will not achieve mastery,*" a prerequisite in order to proceed to the next level (if one exists). "*However, those students may attempt a mastery assignment in order to be allowed to move to the next level. All attempts for mastery by these students must be completed by June 30th.*" Also, "*students must initiate the request to do extra work to demonstrate mastery by e-mailing their teachers within one week of receiving their report cards.*"

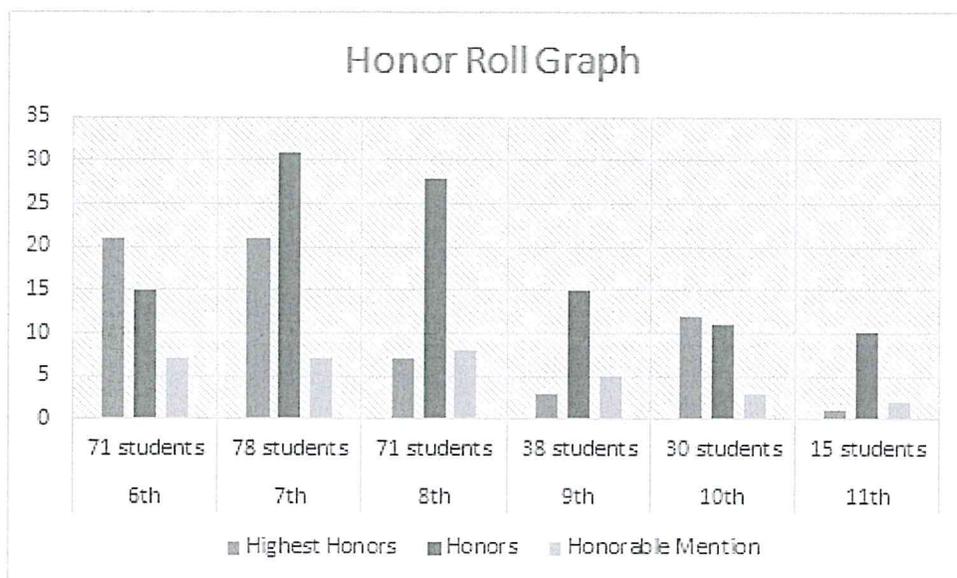
The following table indicates those students who achieved mastery at the end of First Quarter 2017-2018 in major subject areas:



Honor Roll

In addition to mastery, students who excel in multiple areas of the curriculum may earn a distinction of Honors. This following table shows students from the First Quarter of 2017-2018 who achieved “High Honors”, “Honors” and “Honorable Mention”. Criteria for each level of “Honors” is determined as follows: High Honor Roll (A or greater i.e., 94% or higher); Honor Roll (B+ through A- i.e., 87-93%); Honorable Mention (B i.e., 84-86%).

The Honor Roll is posted in the school’s front lobby, along with other awards, to recognize high achievements where students and their parents will see them most often. The high school school numbers are lower due to the high school still in an expansion phase. Founders will add it’s first senior class next year in 2018-2019. Here is a graph for Honor Roll achievements for Quarter 1 in 2017-2018:



History Cornerstone

The lessons of the past are more than a mere recitation of facts and figures; it is a careful examination of societal development. The single vision behind the creation of the Founders Academy was to ensure that all who attend are provided the necessary tools to independently make this examination. The Founders Academy community firmly believes the skills learned through this examination process not only allows one to fully participate in our collective American experience but also enables one to shape the future.

As a result of the school's commitment to developing these critical examination skills, the Founders Academy places a focus on providing a historical perspective across the curriculum. From the arts and sciences to language and mathematics, all aspects of the curriculum are shaped by the understanding that conceptual development does not occur in a vacuum. The ideas and tools of today are built upon the deeds of those who came before us. Through the recognition of past successes and failures, students gain the foundation necessary to become principled leaders of their future.

The study of History is at the center of the school's curriculum, around which all other courses of study revolve. The Curriculum Committee spends a tremendous amount of time each year reviewing content for the current year and planning the upcoming year. Each subject is evaluated internally by the faculty and committee. This information is reviewed by the committee and shared with the departments as changes are made. A review of student objectives and goals is included in each department to make sure all student needs are being met. Each week history faculty notifies their peers in the other departments via email, content being covered in *U.S. History 3 (1607-1860)* and *U.S. History 4 (1861-present)*. In addition to other cross-curricular planning activities, this weekly communication helps ensure that all teaching faculty have the opportunity to align course content with the overall U.S. History curriculum. We consistently remind students that U.S. History is the cornerstone content area at The Founders Academy. Teachers in all subject areas are encouraged to incorporate the exact content or time period into their lessons. For example, while history classes are covering the American Revolution, they are reading *Johnny Tremain* in English classes and are introduced to Marquis de Lafayette in French classes.

History faculty also e-mail a quotation of the week which Round Tables can discuss from historical figures and texts. The quote of the week is initially discussed early in the week in Round Table, and it is written in every classroom so students are reminded of it as they pass from class to class throughout the week. Quotations provide another opportunity to focus on the the school's cornerstone content area of history. Students are encouraged to use the quote to make applications to their own lives, and also to place the quotations in their historical contexts (e.g. Roosevelt and MacArthur). To foster critical analysis, students are also asked if they agree with the quote, and why or why not. Here are some select quotations of the week aligned with how they work internally with assignments:

| Quote | Lesson |
|--|---|
| <p>“The first requisite of a good citizen in this republic of ours is that he be willing to pull his own weight.” --Theodore Roosevelt</p> | <p>Students are asked to analyze the quote and summarize it in their own words. They are asked what it means to pull one’s own weight. Students share examples of how they contribute at home by brainstorming lists of chores and other tasks. Students reflect on how they contribute in the school from their service projects to something as easy as assisting a teacher with passing out papers. Students set goals of how they can contribute even more.</p> |
| <p>“Duty, honor, country, those three hallowed words reverently dictate what you ought to be, what you can be, what you will be.” --Douglas MacArthur</p> | <p>Teacher gives background information on General MacArthur. Students reflect on themes of “duty, honor and country” and summarize what these themes mean to them. Students share stories about relatives who have served their country. Student led discussion ensues as to how we can show our appreciation to those who have served to keep us safe.</p> |
| <p>“Maybe Christmas, the Grinch thought, doesn’t come from a store.” --Dr. Seuss</p> | <p>Teacher instructs students to create a list of 3-5 items that they hope to receive/give for the holidays. Students share their lists with the class. Discussion ensues as to material wants and commercialism. Connections to Thanksgiving Round Table lesson on what we are thankful for.</p> |
| <p>“The fair boy shook his head. ‘This is an island. At least I think it’s an island. That’s a reef out in the sea. Perhaps there aren’t any grownups anywhere.’” Lord of the Flies by William Golding</p> | <p>Teacher instructs the students to work in small groups to create a list of changes they’d make to the student handbook. The groups take turns listing their proposed changes on the board. Teacher leads student discussion on ownership of school rules and classroom expectations. Students reflect on buy into student created code of conduct. Additionally, students are introduced to classic literature that they may not have been aware of before. Teachers may even display the book or show a short clip from the movie to pique the students’ interest and encourage them to pursue the ‘rest of the story.’</p> |
| <p>“You have to do your own growing, no matter how tall your grandfather was.” --Abraham Lincoln</p> | <p>Students reflect on the goals that they set at the beginning of the school year. In what areas have they succeeded? Where do they still have room to improve? Students create an action plan as to how they can achieve one specific goal.</p> |

b. What progress has the school made toward its programmatic goals?

Course Syllabi

Each term teachers are required to create a syllabus for each course taught. For academic year 2017-2018, a template was introduced for all course syllabi to ensure consistency among departments and demonstrate alignment of course content to the school's mission. Syllabi are an important piece of communication at Founders. Each teacher participates in Google Classroom and the syllabi can be found on this site, and each syllabus is linked to The Founders Academy Website. The course syllabi offer information to students about the content of the course, expectations for success and mastery achievement, and references to the student handbook and Leadership Code of Conduct.

Theme of the Year

The school's mission and themes are often highlighted in unique and varied ways throughout the student body. For academic year 2017-2018 the theme of the year was "Round Table," which is the first part of *The Founding Fathers' Character and Leadership Curriculum*. "Round Table" is the main focus of the character and leadership curriculum. Four mornings a week throughout the school year, in all the grades, students meet to consider all aspects of the school's mission, which is to fulfill the challenge put forth by the Founders of our nation."

While many schools have an advisory or homeroom class, the daily Round Table classes at The Founders Academy take students steps beyond the pledge of allegiance and attendance, creating an atmosphere that attempts to recreate a family's dinner table discussion about culture, current events, and life skills. In these classes students are encouraged to direct discussion as much as teachers and share their own thoughts and ideas about the content. To maintain consistency middle and high school syllabi templates were introduced over the summer for Round Table advisors to guide discussion topics and activities.

Several teachers worked on developing Round Table curriculum for the school. The templates were shared with teachers during orientation, and include content for Round Table lessons. Teachers are also invited to develop their own lesson plans and to include lessons that relate directly to the interests of the students in their own classes. A mentor program for Round Table is under development in an effort to assist newer teachers with implementing the concept and demonstrating how to run an effective Round Table. The concept of a mentor program was discussed after reviewing the strengths and weaknesses noted by various faculty and some student feedback. In an effort to learn from reviewing the past Round Table challenges it was determined that support for teachers new to the school and teaching would benefit from this. The schedule for next year will reflect this with availability built into the department chair roles to provide time to model this concept within their departments.

Students are organized by grade into "Round Table" discussion groups led by a faculty advisor who facilitates discussion, which may be student led in higher grades. Students may experience certain discussion topics frequently over the course of their many years at Founders. These repeated topics are in accordance with the goal of matching conceptual development to a student's overall development, whereby students gain a broader understanding of the discussion topics and contribute more nuanced ideas.

Student Leadership

Allowing students to assume leadership roles in the school community is a primary goal at Founders. This school year (2017-2018) witnessed the launching of the Student Restorative Discipline Committee which provided students the opportunity to create and lead a peer mediation process in order to address potential student issues. Second, students in conjunction with their Round Tables led school-wide assemblies in honor of Veterans Day, Martin Luther King, Jr. Day, Constitution Day, and Patriots' Day. Third, a bicameral student government, Student Senate (Greg Van Ewyk, Michael Gaumont advisors) and Student House of Representatives (Lisa Moore advisor) expanded on past school councils. Student leaders and advisors meet each week and plan school-wide activities such as a 12-Point Tour of the school, Winter Game Night, Spring Fling and Olympic Field Day. The government also addresses concerns of the students with regard to school culture including expansion high school privileges.

The Senate has created a student government constitution outlining the guidelines and procedures for interaction between the student government and the school's policies and procedures. Senators also hold town hall meetings once per month for all interested high school students. The Senate has been integral in helping to establish policies for students that provide special privileges for high school students, as compared to middle school students. The Senate elects one student each year to act as the student representative to the board of trustees. This student sits with the board at meetings and reports on the progress of the student congress.

Lastly, a student operated "school store" was launched with expanded and new products based on student feedback. Student "employees" are encouraged to develop effective management tools to operate the store including an inventory system, pricing, soliciting "customer" feedback, restocking and assisting in ordering new items.

As the school continues to expand and develop curriculum, new high school electives are considered. Student input is actively sought out during this process. The faculty and Scheduling Committee discuss potential electives based on student comments and faculty interests. A list is compiled and sent to the students. The electives are narrowed down by student interest and how closely the course aligns with the mission and vision of the school.

The humanities hallway at the school contains an 'exhibit room' that acts as the school's own museum display. Students are encouraged to bring items to put on display and act as 'curators' of items related to a specific display topic. Not only does this help give students a sense of leadership and ownership, but it also provides opportunities for students to ask their parents and grandparents what items they might have to add. For one exhibit celebrating veterans, a student brought his great-grandfather's WWII trunk filled with clothing, maps, a diary, and pictures. Before the display was mentioned, this student was unaware his family even had the trunk.

Students of the Quarter

In addition to the recognition of academic achievement, students at The Founders Academy are also recognized by their peers and teachers. This program is not a "popularity contest" or recognition

of the same few individuals. Students and staff nominated Students of the Quarter throughout the year highlighting students who exemplify the Leadership Code of Conduct. Two students per quarter, one for high school and one for middle school, are chosen. These students are recognized publicly at the school and on the school’s website. They are given certificates and their photo is displayed in the school’s front lobby.

As the program has developed, all involved have been impressed by the heartfelt and honest depiction of student nominees. More than any academic accolade, acknowledgment of these students exemplifies the Founders’ mission.

A student’s school career is more than academics. It also requires opportunities which afford students to seek and promote shared interests with like minded individuals. Below are some of the student-created clubs at the Founders Academy.

Clubs and Fundraising

Students are offered many areas to take on leadership roles within the school. Some areas include clubs (see below), managing the school store, fundraisers for people in need around the world. Students have collected food locally for Liberty House (for veterans in crisis), for Puerto Rico after the hurricane, for the elderly in celebration of Valentine’s Day, and even purchased a goat for a family in Africa.

| | | | | |
|--------------------|---------------|-------------------|--------------|-------------|
| History Club | Ancient Egypt | Debate | Veterans | Ethics/Econ |
| FIRST Lego | FIRST Tech | Tech Squad | Math Counts | Journalism |
| Writers Club | Chess Club | Monthly Book Club | Drama | Sewing |
| Student Activities | Science Bowl | Yearbook | Running Club | Garden Club |

c. What progress has the school made toward its organizational goals?

Founders Academy is governed by a Board of Trustees. They are charged with oversight and governance of the school. The Board of Trustees is comprised of members with varying backgrounds. The board has two founding members who work closely to ensure the mission and vision of the school remain a priority. The board has undergone several changes since the initial start up. We have worked towards reconstituting our board with a very diverse group and included members with many areas of expertise. The areas of expertise include entrepreneurial and business, legal and financial, education and marketing, relationships with FIRST, grant writing, school administration and higher ed, and a variety of other skills to support the school. The board recognizes the need to establish short term and long term goals. The opportunity for internships and partnering with higher education institutions began in 2017 and will continue based on demand and student population.

- The Board of Trustees formed the Parent Steering Committee required by the charter in November, 2017.
- An Advisory Board was formed to supplement the Board of Trustees. This board serves in an advisory capacity and does not have voting powers. Their purpose is to consult in curriculum, external affairs, and legislative affairs.
- The Finance Committee expanded and will continue to revise and maintain a five year projection. The board reviews the budget each spring for the upcoming year.
- Scheduling and hiring needs are presented to the board in late spring for careful consideration.
- Health insurance and a retirement plan were made available starting in 2017 for all full-time employees.
- A Policy Committee was established in the first year. This committee works in conjunction with administration to draft policies required for a public charter school.
- A Curriculum Committee was established to provide support and oversight to the internal committee.
- A Personnel Committee was formed to provide support and oversight as needed.

Founders understands the need for developing leadership within the faculty and staff. Many opportunities are offered with the goal of offering everyone a chance to contribute and lead within the school community. The school has an internal committee structure in order to encourage teachers and staff to make valuable contributions to the school and its functions.

This organizational structure is key to including the Founders' community in developing key areas for student success and school culture. Faculty members chair many of the internal committees and/or subcommittees. The Dean may appoint the committee chair based on interest or qualifications and initial members. The committee chair may recommend other faculty to participate and work on specific goals and assignments. Committee/subcommittee chairmen are tasked with convening their committees, preparing agendas, presenting information to administration, and communicating their work. The committees of the 2017/2018 school year are:

- Curriculum Committee
- Safety and Joint Loss Committee
- Scheduling Committee
- AIR Testing Subcommittee
- Back to School Night and Parent Portal Training Subcommittee
- Sixth Grade Orientation Subcommittee
- Eighth Grade Step Up Committee
- Teacher Orientation Subcommittee
- Charter Alliance Best Practices 2018 Subcommittee
- Summer Camp 2018 Subcommittee

Assistant Director of Curriculum

The Assistant Director of Curriculum (formerly the Curriculum Coordinator) works in conjunction with the Curriculum Committee. This year, he is working on numerous projects which include enhancing Round Table curriculum, researching NCAA Eligibility, developing a Teacher Interview Rubric (in collaboration with Director of Faculty), researching transfer credits (in and out), revising the Program of Studies (in collaboration with Director of Faculty and Assistant Director of Student Services), formatting Academic Competencies and Course Benchmarks from various departments, and debriefing observations with new teachers.

Curriculum Committee

The school consistently promotes student attainment of expected knowledge and skills by keeping its curriculum at the forefront. The Curriculum Committee is charged with developing and overseeing the implementation of the Founding Fathers Character and Leadership Curriculum. This year the committee's priorities consist of collaborating with Department Chairmen to establish benchmarks, defining the Senior Project (in conjunction with high school student input), creating the annual parent survey, and reviewing graduation requirements. The committee has also been charged with exploring the classical education component of the school's mission.

The Curriculum Committee has been designing and striving towards the implementation of the Senior Project for our first graduating class in 2019. All seniors will complete this ½ credit capstone project that will represent a culmination of each student's learning, research, and classical education. Examples may include; development of a business, educational workshop, direction of a theatrical production, research project. It will incorporate skills and understanding demonstrated through an act of exemplary leadership - as measured by possibly assessed jointly by faculty, fellow students, and community volunteers. The project must focus on student action. A simple internship or community service at the direction of others is not sufficient. To maintain focus on the school's leadership mission, the senior project requires the students to demonstrate their own creative abilities in a way that are personally satisfying. All students will work with a faculty advisor. At the recommendation of The Curriculum Committee, The Class of 2019 will be given a leadership role in further fine tuning the final project requirements. Students will propose their project between May 1st and June 1st of their Junior Year or between September 1st and October 1st of their Senior Year. It is important to note that if a student chooses to operate a business the success or failure does not determine the grade. The goal is for the student to understand why the business achieved success or failed and learn from the process. This will help the individual make better decisions in the future.

The school has continued to review the Humanities curriculum and strive to incorporate courses that reflect the mission and vision. A new position Assistant Director of Curriculum was added to oversee The current courses and proposed changes are outlined below for 2018-2019.

Current History Courses:

Level 1-Ancient Cultures

Level 2-European History 476-1800

Level 3-US History 1607-1860
Level 4-US History 1061-Present
Level 5-World History 1500-Present
Level 6-Comparative Government
Level 7-US Law and Constitution

The model above is slightly different from the original charter. The original charter offered the following model:

Level 4-Sustaining ideas of Ancient Civilizations
Level 5-European awakening from the Middle Ages to the Enlightenment
Level 6-The Great American Experiment with freedom and democracy
Level 7-Modern America and its challenges of ethical leadership; applying the lessons of history to modern America.

We modified the timing of the courses to align with chronology in teaching the influences of American Government. We start with Ancient Cultures first so the timeline is in order for the students. A second year of US History was added for depth and understanding.

After a careful review of the Humanities program additional changes will be implemented. A Logic class during the 7th grade year will be added for the 2018-2019 academic year, which also fits into the model of the Trivium, where students will be gaining natural curiosity about the world and desiring to challenge information. A course at this stage can instruct students on how to formulate their thoughts, identify good arguments, and deconstruct poor ones, ultimately making them stronger students. A course in Rhetoric will be added in 9th grade, which would build upon their knowledge of Logic, and challenge them to craft their own arguments and continue to analyze the works of others. This proposal recognizes the need to continue addressing the classical education component of our charter.

U.S. Government as a class will be offered during the 9th grade year, when students have recently completed their instruction of early American history, and can act as a good transition into analyzing how our government works in their present context. This course would incorporate an in-depth analysis of our Constitution, it's amendments, and the laws that govern our country. In addition to the course focusing on our government at the federal, state, and local levels, the students will receive instruction in leadership, and applying their newly gained knowledge to their High School experience. The conclusion of the course would also offer the US citizenship exam, and act as a graduation requirement. Not only is it important that students have a deep and necessary knowledge of how their government works and it fits our mission for students to apply the American experience, but the students will be better set up for success through their secondary education if they have a firm grasp of their role as citizens and leaders for many years, instead of at the conclusion of their education.

Digital portfolios have been started at Founders since they are beneficial for tracking a student's progress and represent the work students are doing. Additionally, digital portfolios are required by the State of New Hampshire. In computer science, students build a digital portfolio of their work related to

digital literacy, computer science, and digital citizenship. This process is started with students in the 6th grade. Each artifact posted to the digital portfolio students create a reflection where they align their work to the International Society for Technology in Education, "ISTE Standards" for students. This exceeds the state requirement outlined in Ed 306.42 as each student creates one beginning in their 6th-grade year and this is expanded upon each year through the students technology class work. Our advanced course also have portfolio elements as well in the Technology Department. The Assistant Director of Curriculum is working with the Director of Faculty to develop a rubric and continue expanding the portfolio across all subjects.

The Curriculum Committee maintains minutes of its meetings which are available online for faculty to access.

Academic Departments

At Founders, there are five academic departments each with a teacher Chairman appointed by the Dean (four of the five have Vice Chairmen). They are: Humanities (History, English, Business), Math/Science (Math, Science, PE, Health), Technology, World Language and Music/Fine Arts. A conscious decision was made to partner subjects in an effort to streamline cross curricular planning. The Departments meet regularly to discuss content, benchmarks, best practices and other topics. The Department Chairmen meet regularly to discuss topics with the Director of Faculty. This year the Department Chairmen are taking a role in discipline and supporting teachers with minor infractions. Department Chairmen have also been tasked this year with re-examining the interview process for new teachers including developing an interview rubric, developing benchmarks, monitoring teacher syllabi and course descriptions. Department Chairmen are frequently consulted on issues facing the school and teachers including disciplinary matters, curriculum matters and faculty involvement. Feedback from Department Chairmen is considered vital to the organization. Department Chairmen also act as mentors and facilitators for teachers within their departments.

2. Is the Charter School Responsibly Using Public Funds?

The school understands the importance of responsible use of public funds. Each year the school has worked with a budget and undergone a required annual audit. The audits have been considered "clean" by the firm of Nathan Wechsler Accountants & Business Advisors (www.nathanwechsler.com - 603.410.2799) and supports the practice of responsible use of public funds. The last two audits are included in the attached documents.

a. Has the school provided quarterly financial reports that comply with accepted standards of public school accounting?

The financial reports have been determined to comply with accepted standards of public school accounting. The school employs the accounting firm of Nathan Wechsler Accountants & Business Advisors (www.nathanwechsler.com - 603.410.2799) to ensure compliance with accepted standards of public school accounting and all regulations surrounding the school as a 501(c)(3). As of June 30, 2018 all quarterly reports have been provided that comply with accepted standards of public school accounting.

b. Do the school's purchasing and billing practices meet acceptable standards for public school accounting?

Each year the school participates in a financial audit as required by the State of New Hampshire. The firm of Nathan Wechsler Accountants & Business Advisors has reviewed the internal controls and processes used by the school. A variety of checks and balances are reviewed and updated annually as the school continues to grow. The school continues to work with the resources it has and is prudent with all expenses. The school's purchasing and billing practices meet acceptable standards for public school accounting.

c. Has the school provided an annual external audit with no material defects

The Founders Academy Public Charter School is a steward of public funds and takes this role seriously. Each year the school is carefully audited by the accounting firm of Nathan Wechsler Accountants & Business Advisors (www.nathanwechsler.com - 603.410.2799). This year, two audits were done at the school. The first audit was performed in July 2017 and was presented to the board in September 2017. The second audit was performed in January, 2018 and was reported at the school's Finance Committee Meeting on January 10, 2018. As of January 20, 2018, no significant findings have been reported. During the audits, internal procedures for finances were revised due to the addition of a new assistant comptroller. The administration expressed the need for additional support in this area during the 2016 audit. A new person was hired with a degree in Finance and Accounting to assist in the preparation of the annual audit and support the business office. The only material defect in the audits is the ability of Founders to have a CPA on staff for preparing the financial statements. This is considered a common material defect in small non-profits. Many charter schools and other small non-profits struggle with the financial burden of hiring a CPA. We will continue working closely with the auditing team and strive to rectify the situation. Both audits were considered to be "clean".

d. Do the school's quarterly financial reports demonstrate reasonable and prudent planning?

The financial reports demonstrate reasonable and prudent planning by the school. Financial information is reviewed for accuracy and expenditures are in line with available resources. The school is currently working with the accounting firm of Nathan Wechsler Accountants & Business Advisors to provide a new platform for reporting monthly financials. After a review of the software and desire to generate user friendly reports, the school is working with the technical support team and building the recommended custom templates. A dashboard is being created by the assistant comptroller and auditors with a completion goal of June, 2018.

e. Do the Board of Trustees' meeting minutes indicate clear communication of accurate information about the school's financial condition?

Updates are provided at the meetings regarding the financial needs and any use of a credit line. An assistant comptroller was hired in June, 2017 to support the business office and continue to improve financial communication. The Board Finance Committee prepared the budget for the school year. The board meetings now include a profit and loss statement with monthly and year to date financials. The school posts the documents online for the public after each meeting. The budget for 2018-2019 will be

presented at either the March or April 2018 board meetings. The school has demonstrated each year the ability to work within the available resources.

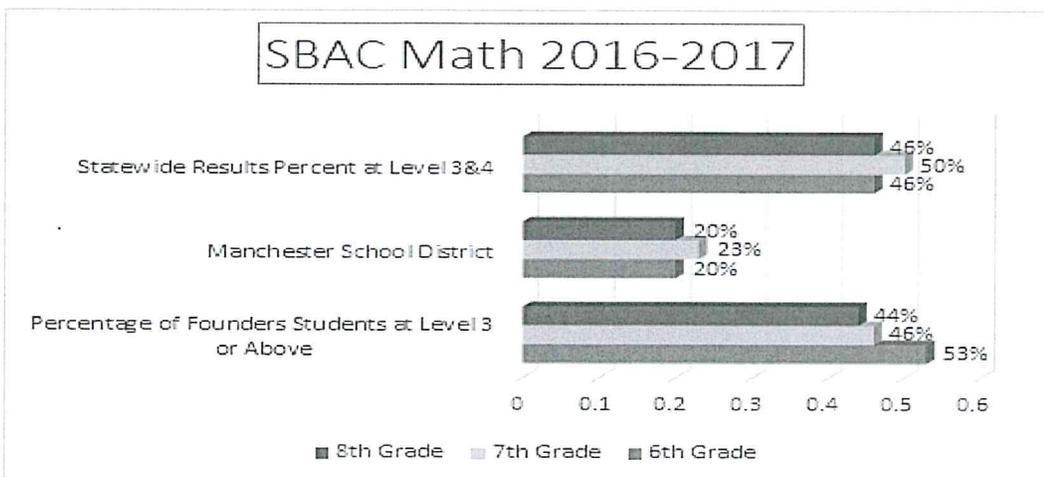
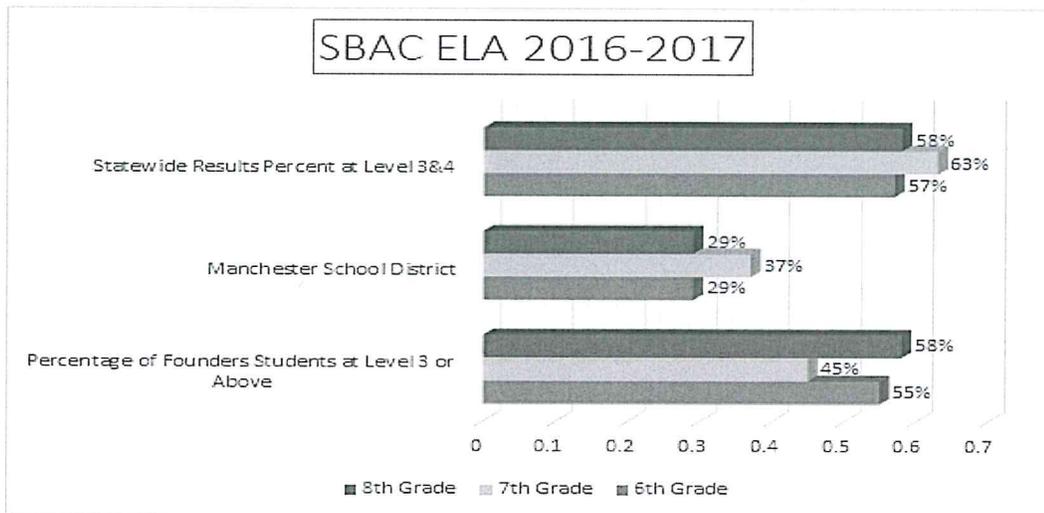
3. Is the Charter School Promoting Student Attainment of Expected Knowledge and Skills?

a. Are students meeting proficiency standards as measured by state assessments?

Standardized Testing

As prescribed by law, the AIR Test has replaced Smarter Balanced. **The school has not received the most recent test results for the AIR Test required by the State of New Hampshire while drafting this report.** The school also offers NECAPs in science to 8th graders. These tests will be administered by the school in the spring of 2018. The graph below measures Founders against the City of Manchester and State of New Hampshire results. Approximately 75% of our student population is from the City of Manchester. The school does honor parent requests regarding standardized tests and refers parents to the Department of Education for the opt out requirements. 129 total students taking the exam ~ 92 total student Opt Outs. The results of the Smarter Balanced Test administered in 2017 are as follows:

Smarter Balanced Test Results 2016-2017



Founders Participation Rates (Approximate) - Yearly Comparison

| <u>Grade</u> | <u>2014 - 2015</u> | | <u>2015 - 2016</u> | | <u>2016 - 2017</u> | |
|----------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| | <u>Total Students in Grade</u> | <u>Percentage Participated</u> | <u>Total Students in Grade</u> | <u>Percentage Participated</u> | <u>Total Students in Grade</u> | <u>Percentage Participated</u> |
| 6 | 59 | 66% | 73 | 84% | 78 | 77% |
| 7 | 32 | 16% | 73 | 58% | 85 | 56% |
| 8 | 16 | 25% | 31 | 35% | 62 | 40% |
| Overall | 97 | 49% | 177 | 64% | 225 | 59% |

Founders ELA Scores Compared to Previous Years - Scoring Level 3 or 4

| <u>Grade</u> | <u>2014 - 2015</u> | <u>2015 - 2016</u> | <u>2016 - 2017</u> |
|--------------|--------------------|--------------------|--------------------|
| 6 | 51% | 64% | 55% |
| 7 | *40% | 60% | 45% |
| 8 | *75% | *83% | 58% |

*Due to the very low number of students taking the test, this statistic is not reliable.

Founders Math Scores Compared to Previous Years - Scoring Level 3 or 4

| <u>Grade</u> | <u>2014 - 2015</u> | <u>2015 - 2016</u> | <u>2016 - 2017</u> |
|--------------|--------------------|--------------------|--------------------|
| 6 | 44% | 43% | 53% |
| 7 | *20% | 45% | 46% |
| 8 | *75% | *36% | 44% |

*Due to the very low number of students taking the test, this statistic is not reliable.

Comparison to State (Level 3 and 4 Percentages)

| | <u>2014 - 2015</u> | <u>2015 - 2016</u> | <u>2016 - 2017</u> |
|---------------------|--------------------|--------------------|--------------------|
| Grade 6 ELA | -6% | +4% | -2% |
| Grade 7 ELA | *N/A | -4% | -18% |
| Grade 8 ELA | *N/A | *N/A | Equal |
| Grade 6 Math | -1% | -4% | +7% |
| Grade 7 Math | *N/A | -8% | -4% |
| Grade 8 Math | *N/A | *N/A | -2% |

*Due to the very low number of students taking the test, this statistic is not reliable.

NECAP 2017

NECAP Results - May 2017 ~ Founders 8th Grade Students

57 Total Students started the test

3 Started the test but did not finish

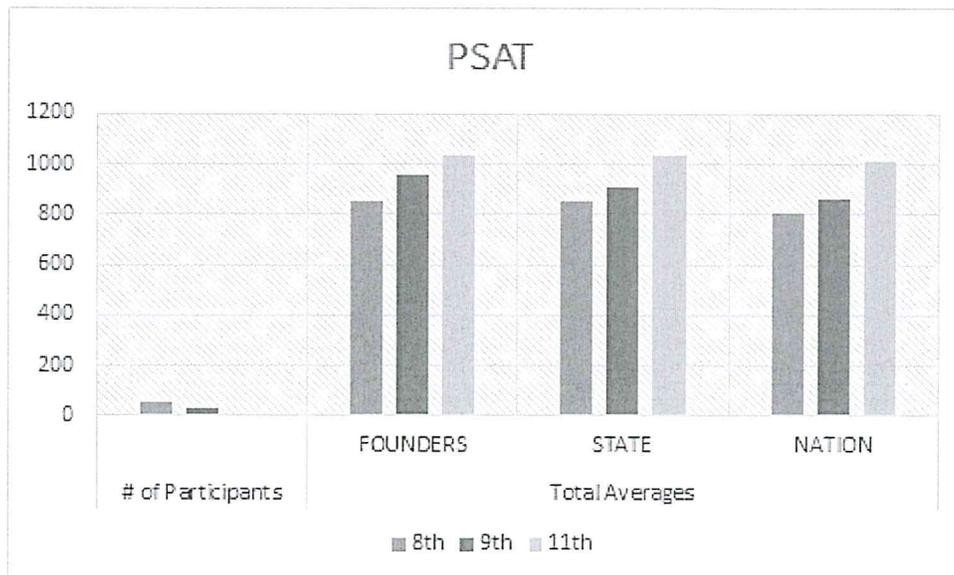
5 Did not take the test at all

Overall Scores

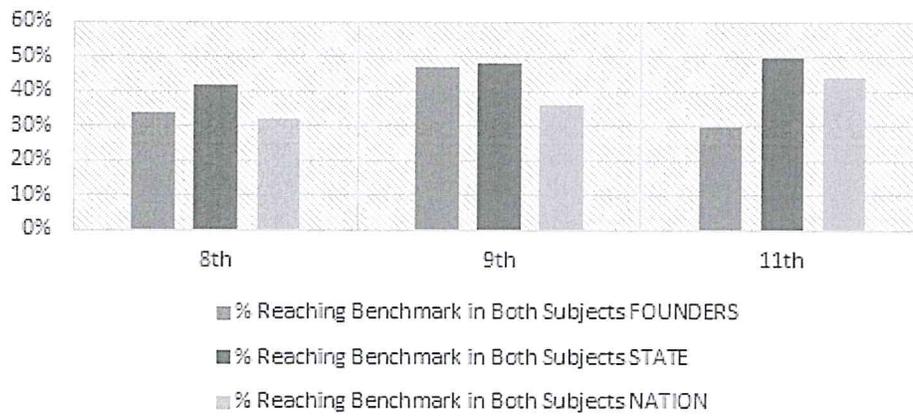
| Number of Founders Students | Grading | State Percentage |
|-----------------------------|--------------------------------|------------------|
| 0 (0%) | proficient with distinction | <1% |
| 4 (7.02%) | proficient | 26% |
| 34 (59.65%) | partially proficient | 54% |
| 19 (33.33%) | substantially below proficient | 20% |

PSATs

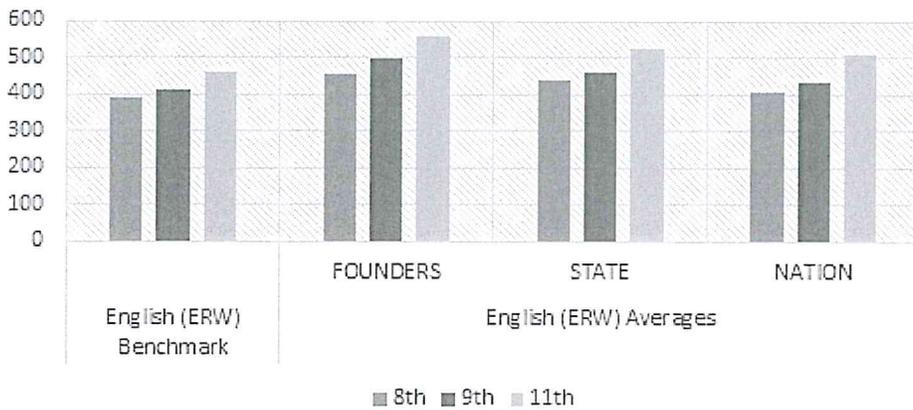
The 8th, 9th and 11th graders took PSATs in the fall of 2017. The exams took place on October 25, 2017 (11th graders) and October 27, 2017 (8 and 9 graders). Additionally, the PSATs will also be offered on March 21, 2018 for 10th and 11th graders and April 10, 2018 as a make up day. A breakdown of fall 2017 PSAT results is as follows:



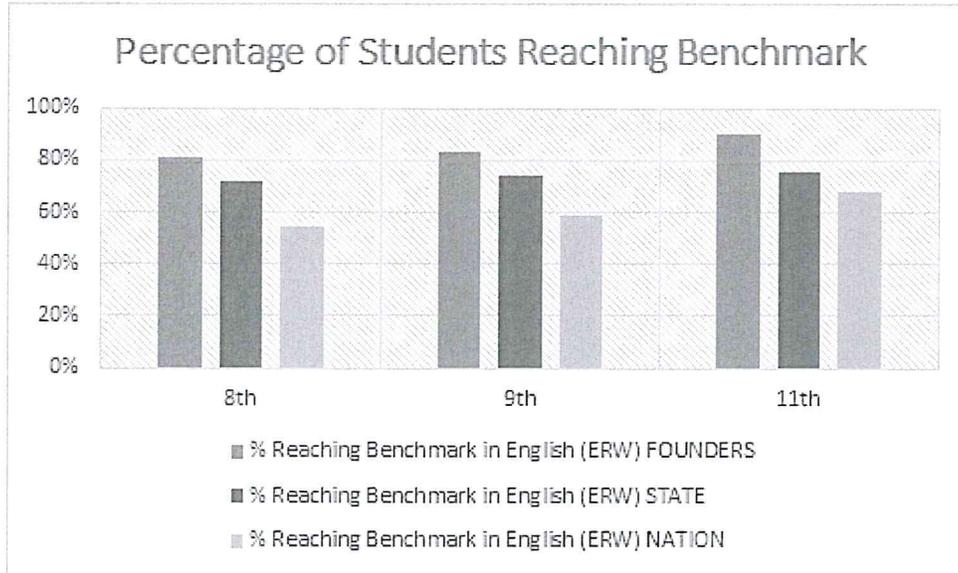
Percentage Reaching Benchmark in Both Subjects



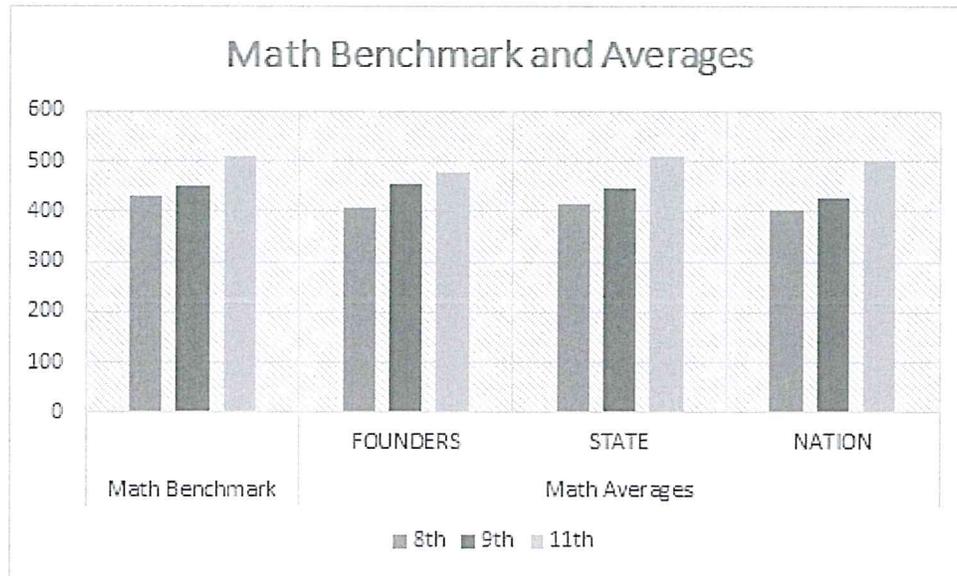
English (ERW) Benchmark

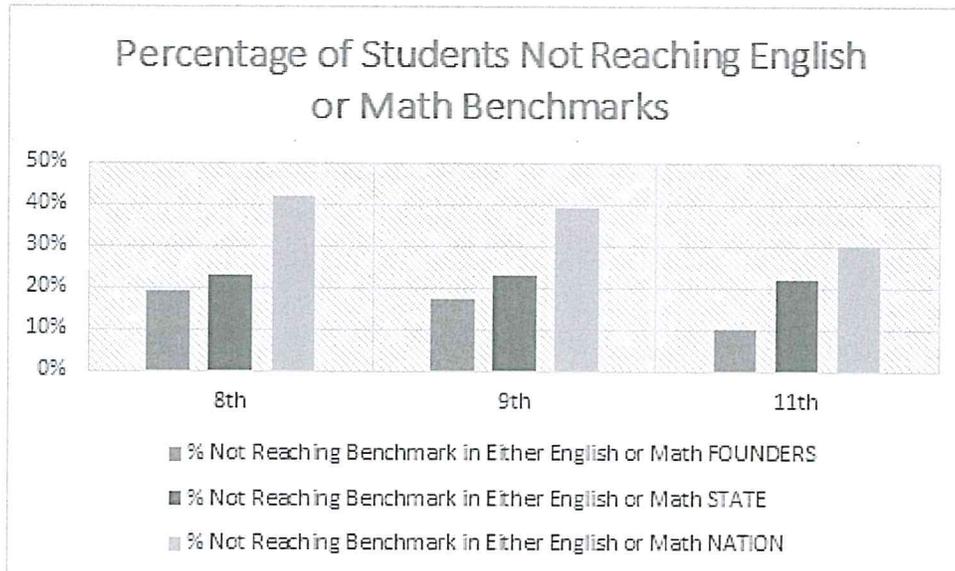
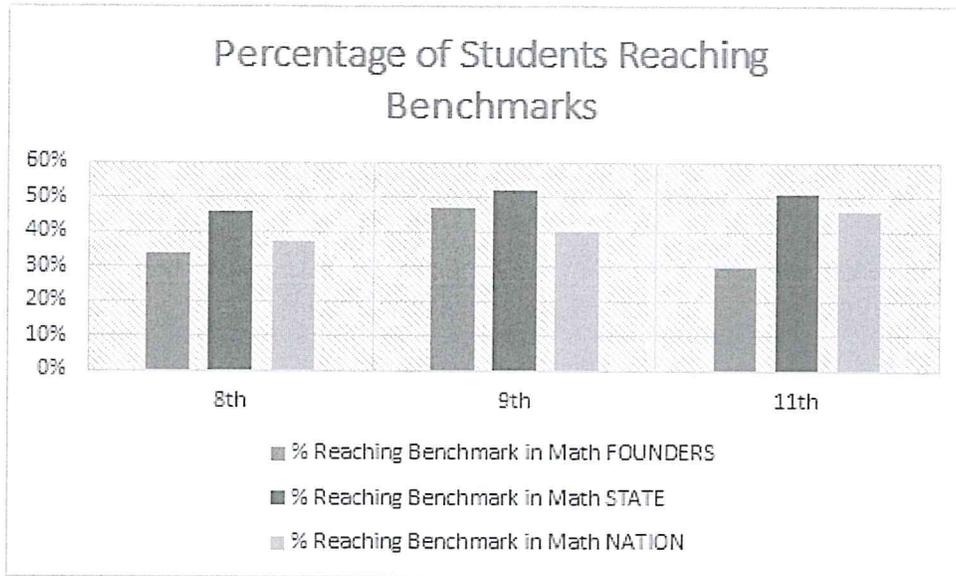


ENGLISH BENCHMARK DATA



MATH BENCHMARK DATA





Below you will find the PSAT/SAT results for the Class of 2019. Here are some important points when looking over this:

- This was the inaugural SAT for our junior class. We have listed the number of participants for each test under the 1st chart. You will notice that only a fraction of the students take the PSAT 10 or the PSAT in the Fall of 11th Grade. The Grade 11 - Spring (SAT) test is the state-required test - which is why a much larger number of NH students took it. Since the state of NH set the testing date for the same day statewide, we can say that there are approximately 12,000 high school juniors in New Hampshire. (On the previous tests, some schools only have a select portion of their students take the test - sometimes only students in the advanced classes.)

- We now have a total average that is not only above the rest of the country, but also

above the state of NH (which typically scores high).

- We had 100% of our students score above the benchmark in the English sections. Since all 15 of our juniors this year participated in the test, that means every one of the students in the class is college ready in the subject area. This is much higher than the rest of the state or the nation.

- For Math, while we are not where we want to be in terms of reaching that benchmark, we are catching up to the rest of the state (and higher than the nation's average). In fact, we had no one in our school score in the two lowest (out of 6) score groups. Most of our students who did not make the benchmark are approximately less than 5 correct questions away.

Class of 2019

| | <u>Total Averages</u> | | | | | | <u>% Reaching Benchmarks in Both Subjects</u> | | | | | |
|-----------------------|-----------------------|----------------|------------------|-------------------|-----------------|-------------------------|---|----------------|------------------|-------------------|-----------------|-------------------------|
| | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) |
| Founders | XXX | XXX | XXX | 1018 | 1036 | 1061 | XXX | XXX | XXX | 57% | 30% | 33% |
| State | XXX | XXX | XXX | 958 | 1037 | 1035 | XXX | XXX | XXX | 45% | 50% | 40% |
| Nation | XXX | XXX | XXX | 934 | 1014 | 981 | XXX | XXX | XXX | 38% | 44% | 30% |
| Founders Participants | XXX | XXX | XXX | 14 | 10 | 15 | | | | | | |
| NH Participants | XXX | XXX | XXX | 3,211 | 7,489 | 12,014 | | | | | | |

| | <u>English (ERW) Averages</u> | | | | | | <u>% Reaching Benchmarks in English (ERW)</u> | | | | | |
|----------|-------------------------------|----------------|------------------|-------------------|-----------------|-------------------------|---|----------------|------------------|-------------------|-----------------|-------------------------|
| | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) |
| Founders | XXX | XXX | XXX | 532 | 557 | 565 | XXX | XXX | XXX | 93% | 90% | 100% |
| State | XXX | XXX | XXX | 483 | 525 | 521 | XXX | XXX | XXX | 70% | 76% | 67% |
| Nation | XXX | XXX | XXX | 470 | 512 | 498 | XXX | XXX | XXX | 64% | 68% | 57% |

| | <u>Math Averages</u> | | | | | | <u>% Reaching Benchmarks in Math</u> | | | | | |
|----------|----------------------|----------------|------------------|-------------------|-----------------|-------------------------|--------------------------------------|----------------|------------------|-------------------|-----------------|-------------------------|
| | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) | Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) |
| Founders | XXX | XXX | XXX | 486 | 479 | 495 | XXX | XXX | XXX | 57% | 30% | 33% |
| State | XXX | XXX | XXX | 475 | 511 | 513 | XXX | XXX | XXX | 48% | 51% | 42% |
| Nation | XXX | XXX | XXX | 464 | 502 | 483 | XXX | XXX | XXX | 41% | 46% | 31% |

| <u>% Not Reaching Benchmark in Either English or Math</u> | | | | | |
|---|----------------|------------------|-------------------|-----------------|-------------------------|
| Grade 8 - Spring | Grade 9 - Fall | Grade 9 - Spring | Grade 10 - Spring | Grade 11 - Fall | Grade 11 - Spring (SAT) |
| XXX | XXX | XXX | 7% | 10% | 0% |
| XXX | XXX | XXX | 27% | 22% | 31% |
| XXX | XXX | XXX | 33% | 30% | 42% |

b. Are students making progress towards meeting state proficiency standards?

The Founders Academy currently has a large number of students meeting proficiency standards and recognizes the importance of supporting students who have not shown proficiency with additional support structures. As a humanities based school, we are not surprised to have shown more proficiency in humanities content areas, as students who choose to attend the school likely have an interest in these content areas. Likewise, much of the focus on academic development outside of the humanities classes remains humanities oriented. Additionally, it is sometimes difficult to gauge student progress toward state standards due to a high number of students opting out of state standardized testing. As a result of the outcomes of standardized test scores thus far, we are paying special attention to the development of math skills and skills for students who are not demonstrating proficiency in any state standard skills or content area.

To foster student progress, students are encouraged, and often required, to participate in various academic plans and programs to help develop skills and knowledge that will move them towards proficiency. Round Table classes focus on the school's mission and development of leadership skills, but also incorporate study skills and organizational lessons that will cultivate academic progress in both content knowledge and bolster the development of skills. Founders requires students in 6th and 7th to take a math lab class for the development of skills in mathematics and 6th grade students are required to take a writing lab course. These classes are in addition to their regularly scheduled math and English classes, and greatly benefit students in skills development for these content areas. Founders has worked with multiple math programs, which are consistently reviewed by math teachers and administration to assess student progress and success. The school is currently researching math programs to find methods that can be used to fill gaps where students are not showing proficiency at a high rate. Students in 6th grade spend a great deal of time working on executive functioning skills in Round Table. The goal is to provide the necessary skills for organization and planning.

Teachers spend time in class focused on test taking skills, as well as in Round Table classes. The school assists students in developing relationships with outside tutors, and often benefits from parent volunteers who offer tutoring for students. Students with outside tutors are provided space for extra work in the school, and teachers are often in communication with tutors for students seeking extra help. Additionally, school paraprofessionals are available to help students in our student services department. Most students have at least one dedicated period for study hall, during which they can seek further assistance from teachers, tutors or other volunteers.

As a charter school, The Founders Academy works with sending school districts' LEAs to ensure students that require accommodations, further tutoring or other assistance receive these services. The Founders Academy plans to offer PSAT and SAT prep courses and continuing offering the SAT, PSAT 8/9, and PSAT to students at The Founders Academy. The school is also in the process of planning summer academic support programs in both math and executive functioning skills. Our goal at The Founders Academy is to offer all students the resources they need to be successful and to demonstrate proficiency in state standards.

c. Are students meeting reasonably defined measure of proficiency (see also questions 1- defined academic goals)?

Quarterly and yearly mastery are exercised at Founders. Mastery is intended to ensure that the goal of a rigorous curriculum and high expectations are maintained. This process allows students whose mastery is in question at the end of a quarter or course to continue to work towards mastering the content, and to demonstrate their mastery for the purpose of moving forward to the next level of instruction in a particular subject area. Founders Student Handbook, section 2.1. The Student Handbook, section 2.1 outlines mastery at Founders as "*students who earn a grade of 70%-79% (C-through C+) will receive credit for the class but will not be allowed to proceed to the next level (if there is one). However, those students may attempt a mastery assignment in order to be allowed to move to the next level.*

Students are encouraged to work with teachers on mastery assignments each quarter. Approximately 82.25% of students school wide achieve mastery and Founders is committed to working with each child to provide individual assignments based on the areas needing improvement.

d. Are students making progress toward any non-academic goals established within its charter?

Character Grading

Character grading continues at Founders. Each teacher grades on each of their students' adherence to the Leadership Code of Conduct. See Student Handbook, section 2.5. Such grades appear on the student's report cards, as does indication of mastery achieved. Green slips (contrary to yellow slips) are given by teachers to students to recognize ways they have upheld the Leadership Code of Conduct. Students who receive green slips are recognized by the Dean with a pencil and the contents of the green slip is emailed to parents.

The school has had great success with Friday assembly events. Various individuals and organizations has generously offered their time to speak to the students about a variety of topics. Community involvement is welcomed and highly sought after to provide students exposure to new ideas and opportunities.

High School Formation

Founders administration, faculty and students are very mindful of its task in developing a high school. The current high school students are very vocal in their thoughts about curriculum, regular credits, college credits and privileges to separate them from the middle school students. The high school senate discusses ways and means of separating the high school from the middle school by giving special privileges. The Assistant Director of Student Services has developed a information center to assist students with college application and financial aid knowledge. College admission representatives are coming to Founders to talk with juniors about their requirements and best practices when applying to schools . This year also brought AP courses in Psychology, and Mobile Computer Science Principles (App Development). Additionally, dual credit courses are offered in Creative

Writing, and Introduction to College Writing in conjunction with Manchester Community College. For the second year in a row, a high school information night is planned in the spring for 8th graders. Founders is currently planning the first eighth grade step up ceremony. We believe the students should be acknowledged for their achievements. This event is being planned in conjunction with several parents, teachers, and students.

Character Building and Discipline

Character building is a primary theme at Founders. The Leadership Code of Conduct is central to expected behavior at Founders. The Leadership Code was created by students under the direction of teachers and administrators. The code is displayed in every classroom in the school, and special reference is made to it whenever possible, especially in Round Table classes. Discipline is guided by the student drafted Code of Discipline. Discipline at Founders is focused on rectifying the situation, render meaningful consequences to take advantage of a teachable moment, parental involvement, and follow up (with check-ins) to ensure the misbehavior is corrected. Yellow slips are used by teachers and administrators to document incidents that occur beyond redirection and verbal warnings. The yellow slips are documented each week to track offenses. Parents have access to the portal and may review the information contained in the yellow slip. This data is available to teachers. This year students are receiving training to participate in the Restorative Discipline Committee to ensure that when minor issues between students arise they are rectified before turning into major problems. This gives students a sense of ownership in the creation of school culture that focuses on conversation and restoration rather than routine punishment as a means for developing good character.

The philosophy of discipline (found in the Student Handbook, section 3.14), can best be summarized in section 3.15.a which reads:

"All discipline starts with a conversation with the student(s) in question. This conversation should always give the student the opportunity to state, himself, what the offense was (or not), to take responsibility, to express empathy for the victim(s) and to offer consequences that make sense and right the wrong done.

*Wherever possible and applicable, the conversation should include both the student(s) and the victim(s) and in certain cases, their parents, and teachers, too. The goal is always to heal the harm, to right the wrong, and to apply meaningful consequences, not punishments. (See **Schools Where Everyone Belongs** by Stan Davis)*

Sometimes the conversation must be delayed to the end of class or held in the Dean's office. If the infraction threatens the health or safety of any members of the school community, the student might need to take an immediate leave of absence from the school. The discussion and setting of consequences would then occur upon his return." See Student Handbook, Section 3.15.a.

School Safety Data Collection Reports for Middle and High School 2017-2018

The yellow slip system implemented by the school for discipline allows for careful monitoring of any issue that is reported. This data is compiled by grade and type of information received. The Department of Education requires all public schools to file a School Safety Data Collection report for middle school and high school. The reports are attached for your review.

MIDDLE SCHOOL

| | |
|--|---|
| Form | School Safety Data Collection |
| Section | |
| School Year | 2017-2018 |
| Date | Thursday, July 19, 2018 |
| District | SAU Number - 401, District Number - 741, District - The Founders Academy Charter School |
| School | The Founders Academy Charter School (E) |
| If there are any questions regarding this form, please contact Joe Pipinias at 603-271-4862, joe.pipinias@doe.nh.gov | |

Prior Year Data

All public schools are required to complete the School Safety Data Collection on-line. This data collection needs to be certified by the superintendent and submitted on-line by 6/29/2018. Submission of this data is required by RSA 193-F:3. (See instructions.)

Section 1: Restraints and Seclusions (,per RSA 126U),(See Instructions).

| | |
|--|--|
| <u>Restraining Students</u> | |
| 1.1 | <input type="text" value="0"/> Number of restraint reports generated this school year |
| Of the restraint reports in the previous question, how many were investigated and are; | |
| 1.1.1 | <input type="text" value="0"/> Active/On-going investigations |
| 1.1.2 | <input type="text" value="0"/> Closed |
| 1.3 | <input type="text" value="0"/> Number of restraints resulting in bodily injury of students this school year |
| 1.4 | <input type="text" value="0"/> NEW! Number of restraints resulting in "serious injury or death" of students this school year as defined by RSA 126-U:1,VI |
| <u>Seclusion of Students</u> | |
| 1.5 | <input type="text" value="0"/> Number of seclusion reports generated this school year |
| Of the seclusion reports in the previous question, how many were investigated and are; | |
| 1.5.1 | <input type="text" value="0"/> Active/On-going investigations |
| 1.5.2 | <input type="text" value="0"/> Closed |

Section 2: Harassment

| | |
|--|---|
| <u>Discrimination Based Harassment</u> This data is required by: Civil Rights, Title IX, and Section 504. (See instructions.) | |
| How many <u>incidents of harassment</u> were reported during the past school year on the basis of; | |
| 2.1 | <input type="text" value="7"/> Gender |
| 2.2 | <input type="text" value="3"/> Sexual orientation |
| 2.3 | <input type="text" value="5"/> Race, color, or national origin |
| 2.4 | <input type="text" value="1"/> Disability |
| 2.5 | <input type="text" value="4"/> Physical characteristics (other than race) |
| How many <u>students were reported</u> to have been <u>harassed</u> during the past school year on the basis of; | |
| 2.6 | <input type="text" value="4"/> Gender |
| 2.7 | <input type="text" value="0"/> Sexual orientation |
| 2.8 | <input type="text" value="3"/> Race, color, or national origin |
| 2.9 | <input type="text" value="0"/> Disability |
| 2.10 | <input type="text" value="3"/> Physical characteristics (other than race) |
| How many <u>students were disciplined for harassment</u> during the past school year on the basis of; | |
| 2.11 | <input type="text" value="5"/> Gender |
| 2.12 | <input type="text" value="2"/> Sexual orientation |
| 2.13 | <input type="text" value="1"/> Race, color, or national origin |
| 2.14 | <input type="text" value="0"/> Disability |
| 2.15 | <input type="text" value="2"/> Physical characteristics (other than race) |

Section 3: Bullying

| Bullying per RSA 193-F:4 Pupil Safety and Violence Prevention (See instructions.) | | |
|--|--------------------------------|---|
| Indicate the number of incidents during the past year of; | | |
| 3.1 | <input type="text" value="7"/> | Reported bullying (of any kind) |
| 3.2 | <input type="text" value="5"/> | Reported cyber bullying |
| 3.3 | <input type="text" value="0"/> | Investigated and actual bullying (of any kind) |
| 3.4 | <input type="text" value="0"/> | Investigated and actual cyber bullying |
| Indicate the number of incidents of <i>investigated and actual</i> bullying during the past year that were based on; | | |
| 3.5 | <input type="text" value="0"/> | Gender |
| 3.6 | <input type="text" value="0"/> | Sexual orientation |
| 3.7 | <input type="text" value="0"/> | Race, color, or national origin |
| 3.8 | <input type="text" value="0"/> | Disability |
| 3.9 | <input type="text" value="0"/> | Physical characteristics |
| 3.10 | <input type="text" value="0"/> | Any other basis |
| Indicate the number of incidents of <i>investigated and actual</i> bullying during the past year that; | | |
| 3.11 | <input type="text" value="0"/> | Were a single significant event |
| 3.12 | <input type="text" value="0"/> | Were a pattern of deliberate harmful events |
| 3.13 | <input type="text" value="0"/> | Included physical harm to the victim |
| 3.14 | <input type="text" value="0"/> | Included harm to the victim's property |
| 3.15 | <input type="text" value="0"/> | Used social/emotional alienation or tactics |
| 3.16 | <input type="text" value="0"/> | Interfered with the victim's educational opportunities |
| 3.17 | <input type="text" value="0"/> | Substantially disrupted the orderly operation of the school |

Section 4: Student Discipline

4.1 Count of **incidents** which resulted in expulsions or suspensions for at least one day. **Count incidents, not days.** There could be multiple students involved in each incident, only count the incident once (don't count the number of students involved). All suspensions and expulsions should be included in the counts. (See instructions.)

| | | |
|--------|--------------------------------|--|
| 4.1.1 | <input type="text" value="0"/> | Violent Incident (with physical injury requiring professional medical attention) |
| 4.1.2 | <input type="text" value="0"/> | Violent Incident, including harassment & bullying (without physical injury) |
| 4.1.3 | <input type="text" value="2"/> | Weapons Possession (no injury) |
| 4.1.4 | <input type="text" value="0"/> | Illicit Drugs |
| 4.1.5 | <input type="text" value="0"/> | Alcohol |
| 4.1.6 | <input type="text" value="5"/> | Other Violent Incident, Weapons Possession, Drugs or Alcohol (Please only include suspensions or expulsions related to drug or alcohol use, violence or weapons possessions. For example: include suspensions/expulsions due to possession of drug paraphernalia. You may have other suspensions/expulsions that are not accounted for in this question.) |
| 4.1.7 | <input type="text" value="1"/> | Disruption |
| 4.1.8 | <input type="text" value="0"/> | Defiance |
| 4.1.9 | <input type="text" value="1"/> | Inappropriate Language |
| 4.1.10 | <input type="text" value="0"/> | All Other |

4.2 Count of **students** who received *in-school suspensions* for at least 1 full day during the past school year. **Count students, not days.** If the disciplinary action involved a combination of out-of-school and in-school suspensions, report the incident under out-of-school suspension. If there are multiple students involved in the same incident, please count each student who was disciplined. If there were multiple discipline reasons, report the most serious reason. All in-school suspensions should be accounted for. (See instructions.)

| In-School Suspensions (students not days) | | KG | Gr 1 | Gr 2 | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8 | Gr 9 | Gr 10 | Gr 11 | Gr 12 |
|---|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 4.2.1 Most Serious | Violent Incident (with physical injury requiring professional medical attention) | <input type="text" value="0"/> |
| 4.2.2 | Violent Incident, including harassment & bullying (without physical injury) | <input type="text" value="0"/> |
| 4.2.3 | Weapons Possession (no injury) | <input type="text" value="0"/> |
| 4.2.4 | Illicit Drugs | <input type="text" value="0"/> |
| 4.2.5 | Alcohol | <input type="text" value="0"/> |
| 4.2.6 | Other Violent Incident, | <input type="text" value="0"/> |

| | | | | | | | | | | | | | | |
|--------------------------------|--------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| | Weapons Possession, Drugs or Alcohol | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="0"/> |
| 4.2.7 | Disruption | <input type="text" value="0"/> |
| 4.2.8 | Defiance | <input type="text" value="0"/> |
| 4.2.9 | Inappropriate Language | <input type="text" value="0"/> |
| 4.2.10 Least Serious | All Other | <input type="text" value="0"/> |

4.3 Count of *students* who received *out-of-school suspensions* for at least 1 full day during the past school year. **Count students, not days.** If the disciplinary action involved a combination of out-of-school and in-school suspensions, report the incident under out-of-school suspension. If there are multiple students involved in the same incident, please count each student who was disciplined. If there were multiple discipline reasons, report the most serious reason. All out-of-school suspensions should be accounted for. *(See instructions.)*

| Out-of-School Suspensions (students not days) | | | | | | | | | | | | | | |
|---|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Incident Type | | KG | Gr 1 | Gr 2 | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8 | Gr 9 | Gr 10 | Gr 11 | Gr 12 |
| 4.3.1 Most Serious | Violent Incident (with physical injury requiring professional medical attention) | <input type="text" value="0"/> |
| 4.3.2 | Violent Incident, including harassment & bullying (without physical injury) | <input type="text" value="0"/> |
| 4.3.3 | Weapons Possession (no injury) | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| 4.3.4 | Illicit Drugs | <input type="text" value="0"/> |
| 4.3.5 | Alcohol | <input type="text" value="0"/> |
| 4.3.6 | Other Violent Incident, Weapons Possession, Drugs or Alcohol | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="3"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| 4.3.7 | Disruption | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| 4.3.8 | Defiance | <input type="text" value="0"/> |
| 4.3.9 | Inappropriate Language | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| 4.3.10 Least Serious | All Other | <input type="text" value="0"/> |

4.4 Count of *students* who were *expelled* during the past school year. If there are multiple students involved in the same incident, please count each student who was disciplined. If there were multiple discipline reasons, report the most serious reason. All expulsions should be accounted for. *(See instructions.)*

| Expulsions | | | | | | | | | | | | | | |
|--------------------------------|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Incident Type | | KG | Gr 1 | Gr 2 | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8 | Gr 9 | Gr 10 | Gr 11 | Gr 12 |
| 4.4.1 Most Serious | Violent Incident (with physical injury requiring professional medical attention) | <input type="text" value="0"/> |
| 4.4.2 | Violent Incident, including harassment & bullying (without physical injury) | <input type="text" value="0"/> |
| 4.4.3 | Weapons Possession (no injury) | <input type="text" value="0"/> |
| 4.4.4 | Illicit Drugs | <input type="text" value="0"/> |
| 4.4.5 | Alcohol | <input type="text" value="0"/> |
| 4.4.6 | Other Violent Incident, Weapons Possession, Drugs or Alcohol | <input type="text" value="0"/> |
| 4.4.7 | Disruption | <input type="text" value="0"/> |
| 4.4.8 | Defiance | <input type="text" value="0"/> |
| 4.4.9 | Inappropriate Language | <input type="text" value="0"/> |
| 4.4.10 Least Serious | All Other | <input type="text" value="0"/> |

Section 5: School Safety

| 5.1 Gun Free Schools Act of 1994 | |
|---|---|
| Please indicate the count of firearms <i>incidents</i> which occurred during the school year. There could be multiple students involved in each incident, only count the incident once (do not count the number of students involved). (See instructions.) | |
| 5.1.1 <input type="text" value="0"/> | Handguns |
| 5.1.2 <input type="text" value="0"/> | Rifles/Shotguns |
| 5.1.3 <input type="text" value="0"/> | More than one type of weapon or firearm |
| 5.1.4 <input type="text" value="0"/> | Other |

5.2 Please use the drop-down menus to provide the following information regarding **each student** who has been disciplined for possessing a firearm as defined in 18 USC 921 . Please skip this question if there were no students disciplined for possessing a firearm. (See instructions.)

| | Grade | Type of Firearm | Student Identified as Disabled ** | Disciplinary Action Taken ** |
|-------|---|------------------|-----------------------------------|---|
| 5.2.1 | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ |
| 5.2.2 | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ |
| 5.2.3 | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ |
| 5.2.4 | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ |
| 5.2.5 | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ |
| | **Valid Student Identified as Disabled/Discipline Action Taken combinations | | Disabled | One year expulsion not modified, receiving services Expulsion modified to less than one year, receiving services No action taken Other disciplinary action Other Removal (such as death, withdrawal, or incarceration) |
| | | | Not Disabled | Expulsion with alternative placement Expulsion modified to less than one year, alternative placement Expulsion modified to less than one year, no alternative placement One year expulsion not modified, no alternative placement No action taken Other disciplinary action Other Removal (such as death, withdrawal, or incarceration) |

*Please contact Joe Pipinias by e-mail, joe.pipinias@doe.nh.gov, or phone, 603-271-4862, to report more than 5 students who were disciplined for possessing a firearm.

5.3 Persistently Dangerous Schools

How many times did each of the following offenses occur during the past school year? There may be multiple offenses involved for any one incident that occurred. Count each offense separately. (See instructions.)

| | | |
|-------|--------------------------------|---|
| 5.3.1 | <input type="text" value="0"/> | Homicide |
| 5.3.2 | <input type="text" value="0"/> | First or second degree assault |
| 5.3.3 | <input type="text" value="0"/> | Aggravated felonious sexual assault |
| 5.3.4 | <input type="text" value="0"/> | Arson |
| 5.3.5 | <input type="text" value="0"/> | Robbery (armed, violent or threatening) |
| 5.3.6 | <input type="text" value="0"/> | Firearms possession or sale |

Section 6: Truancy

Truancy (per RSA 189:35-a)

| | | |
|-----|---------------------------------|---|
| 6.1 | <input type="text" value="12"/> | How many students were habitually truant during the past school year? Habitually truant is defined as ten half days of unexcused absence during a school year. (See instructions.) |
|-----|---------------------------------|---|

Section 7: School Resource Officer

| | | |
|-----|----------------------------------|----------------------------------|
| 7.1 | <input type="text" value="0"/> | Number of Resource Officers |
| 7.2 | <input type="text" value="0.0"/> | Average Number of hours per week |

Please contact Joe Pipinias by e-mail, joe.pipinias@doe.nh.gov, or phone, 603-271-4862, with questions.

[Form Home](#)

| | | | | | | | | | |
|-----------------------------------|--|--|--|--------------|--|-------------|--|-----------------------|--|
| Contact Name | | | | Phone | | Ext# | | E-mail address | |
| Principal's Signature | | | | Date | | | | | |
| Superintendent's Signature | | | | Date | | | | | |

HIGH SCHOOL

| | |
|---|---|
| Form | School Safety Data Collection |
| Section | |
| School Year | 2017-2018 |
| Date | Thursday, July 19, 2018 |
| District | SAU Number - 401, District Number - 741, District - The Founders Academy Charter School |
| School | The Founders Academy Charter School (H) |
| If there are any questions regarding this form, please contact Joe Pipinias at 603-271-4862 joe.pipinias@doe.nh.gov | |

Prior Year Data

All public schools are required to complete the School Safety Data Collection on-line. This data collection needs to be certified by the superintendent and submitted on-line by 6/29/2018. Submission of this data is required by RSA 193-E:3. (See instructions.)

Section 1: Restraints and Seclusions (per RSA 126U) (See Instructions).

| | |
|--|--|
| Restraining Students | |
| 1.1 | <input type="text" value="0"/> Number of restraint reports generated this school year |
| Of the restraint reports in the previous question, how many were investigated and are; | |
| 1.1.1 | <input type="text" value="0"/> Active/On-going investigations |
| 1.1.2 | <input type="text" value="0"/> Closed |
| 1.3 | <input type="text" value="0"/> Number of restraints resulting in bodily injury of students this school year |
| 1.4 | <input type="text" value="0"/> NEW! Number of restraints resulting in "serious injury or death" of students this school year as defined by RSA 126-U:1,VI |
| Seclusion of Students | |
| 1.5 | <input type="text" value="0"/> Number of seclusion reports generated this school year |
| Of the seclusion reports in the previous question, how many were investigated and are; | |
| 1.5.1 | <input type="text" value="0"/> Active/On-going investigations |
| 1.5.2 | <input type="text" value="0"/> Closed |

Section 2: Harassment

| | |
|---|---|
| Discrimination Based Harassment This data is required by; Civil Rights, Title IX, and Section 504. (See instructions.) | |
| How many incidents of harassment were reported during the past school year on the basis of; | |
| 2.1 | <input type="text" value="0"/> Gender |
| 2.2 | <input type="text" value="0"/> Sexual orientation |
| 2.3 | <input type="text" value="0"/> Race, color, or national origin |
| 2.4 | <input type="text" value="0"/> Disability |
| 2.5 | <input type="text" value="0"/> Physical characteristics (other than race) |
| How many students were reported to have been harassed during the past school year on the basis of; | |
| 2.6 | <input type="text" value="2"/> Gender |
| 2.7 | <input type="text" value="1"/> Sexual orientation |
| 2.8 | <input type="text" value="0"/> Race, color, or national origin |
| 2.9 | <input type="text" value="0"/> Disability |
| 2.10 | <input type="text" value="1"/> Physical characteristics (other than race) |
| How many students were disciplined for harassment during the past school year on the basis of; | |
| 2.11 | <input type="text" value="1"/> Gender |
| 2.12 | <input type="text" value="0"/> Sexual orientation |
| 2.13 | <input type="text" value="0"/> Race, color, or national origin |
| 2.14 | <input type="text" value="0"/> Disability |
| 2.15 | <input type="text" value="0"/> Physical characteristics (other than race) |

Section 3: Bullying

| Bullying per RSA 193-F:4 Pupil Safety and Violence Prevention (See instructions.) | | |
|--|--------------------------------|---|
| Indicate the number of incidents during the past year of; | | |
| 3.1 | <input type="text" value="0"/> | Reported bullying (of any kind) |
| 3.2 | <input type="text" value="1"/> | Reported cyber bullying |
| 3.3 | <input type="text" value="0"/> | Investigated and actual bullying (of any kind) |
| 3.4 | <input type="text" value="0"/> | Investigated and actual cyber bullying |
| Indicate the number of incidents of <i>investigated and actual bullying</i> during the past year that were based on; | | |
| 3.5 | <input type="text" value="0"/> | Gender |
| 3.6 | <input type="text" value="0"/> | Sexual orientation |
| 3.7 | <input type="text" value="0"/> | Race, color, or national origin |
| 3.8 | <input type="text" value="0"/> | Disability |
| 3.9 | <input type="text" value="0"/> | Physical characteristics |
| 3.10 | <input type="text" value="0"/> | Any other basis |
| Indicate the number of incidents of <i>investigated and actual bullying</i> during the past year that; | | |
| 3.11 | <input type="text" value="0"/> | Were a single significant event |
| 3.12 | <input type="text" value="0"/> | Were a pattern of deliberate harmful events |
| 3.13 | <input type="text" value="0"/> | Included physical harm to the victim |
| 3.14 | <input type="text" value="0"/> | Included harm to the victim's property |
| 3.15 | <input type="text" value="0"/> | Used social/emotional alienation or tactics |
| 3.16 | <input type="text" value="0"/> | Interfered with the victim's educational opportunities |
| 3.17 | <input type="text" value="0"/> | Substantially disrupted the orderly operation of the school |

Section 4: Student Discipline

| 4.1 Count of <i>incidents</i> which resulted in expulsions or suspensions for at least one day. Count incidents, not days. There could be multiple students involved in each incident, only count the incident once (don't count the number of students involved). All suspensions and expulsions should be included in the counts. (See instructions.) | | |
|--|--------------------------------|--|
| 4.1.1 | <input type="text" value="0"/> | Violent Incident (with physical injury requiring professional medical attention) |
| 4.1.2 | <input type="text" value="0"/> | Violent Incident, including harassment & bullying (without physical injury) |
| 4.1.3 | <input type="text" value="0"/> | Weapons Possession (no injury) |
| 4.1.4 | <input type="text" value="0"/> | Illicit Drugs |
| 4.1.5 | <input type="text" value="0"/> | Alcohol |
| 4.1.6 | <input type="text" value="1"/> | Other Violent Incident, Weapons Possession, Drugs or Alcohol (Please only include suspensions or expulsions related to drug or alcohol use, violence or weapons possessions. For example: include suspensions/expulsions due to possession of drug paraphernalia. You may have other suspensions/expulsions that are not accounted for in this question.) |
| 4.1.7 | <input type="text" value="0"/> | Disruption |
| 4.1.8 | <input type="text" value="0"/> | Defiance |
| 4.1.9 | <input type="text" value="0"/> | Inappropriate Language |
| 4.1.10 | <input type="text" value="0"/> | All Other |

4.2 Count of *students* who received *in-school suspensions* for at least 1 full day during the past school year. **Count students, not days.** If the disciplinary action involved a combination of out-of-school and in-school suspensions, report the incident under out-of-school suspension. If there are multiple students involved in the same incident, please count each student who was disciplined. If there were multiple discipline reasons, report the most serious reason. All in-school suspensions should be accounted for. (See instructions.)

| In-School Suspensions (students not days) | | | | | | | | | | | | | | |
|---|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Incident Type | | KG | Gr 1 | Gr 2 | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8 | Gr 9 | Gr 10 | Gr 11 | Gr 12 |
| 4.2.1 | Violent Incident (with physical injury requiring professional medical attention) | <input type="text" value="0"/> |
| 4.2.2 | Violent Incident, including harassment & bullying (without physical injury) | <input type="text" value="0"/> |
| 4.2.3 | Weapons Possession (no injury) | <input type="text" value="0"/> |
| 4.2.4 | Illicit Drugs | <input type="text" value="0"/> |
| 4.2.5 | Alcohol | <input type="text" value="0"/> |
| 4.2.6 | Other Violent Incident, | <input type="text" value="0"/> |

| | | | | | | | | | | | | | | |
|--------------------------------|--------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | Weapons Possession, Drugs or Alcohol | <input type="text"/> |
| 4.2.7 | Disruption | <input type="text"/> |
| 4.2.8 | Defiance | <input type="text"/> |
| 4.2.9 | Inappropriate Language | <input type="text"/> |
| 4.2.10 <i>Least Serious</i> | All Other | <input type="text"/> |

4.3 Count of *students* who received *out-of-school suspensions* for at least 1 full day during the past school year. **Count students, not days.** If the disciplinary action involved a combination of out-of-school and in-school suspensions, report the incident under out-of-school suspension. If there are multiple students involved in the same incident, please count each student who was disciplined. If there were multiple discipline reasons, report the most serious reason. All out-of-school suspensions should be accounted for. (See instructions.)

| Out-of-School Suspensions (students not days) | | | | | | | | | | | | | | |
|--|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Incident Type | | KG | Gr 1 | Gr 2 | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8 | Gr 9 | Gr 10 | Gr 11 | Gr 12 |
| 4.3.1 <i>Most Serious</i> | Violent Incident (with physical injury requiring professional medical attention) | <input type="text"/> |
| 4.3.2 | Violent Incident, including harassment & bullying (without physical injury) | <input type="text"/> |
| 4.3.3 | Weapons Possession (no injury) | <input type="text"/> |
| 4.3.4 | Illicit Drugs | <input type="text"/> |
| 4.3.5 | Alcohol | <input type="text"/> |
| 4.3.6 | Other Violent Incident, Weapons Possession, Drugs or Alcohol | <input type="text"/> |
| 4.3.7 | Disruption | <input type="text"/> |
| 4.3.8 | Defiance | <input type="text"/> |
| 4.3.9 | Inappropriate Language | <input type="text"/> |
| 4.3.10 <i>Least Serious</i> | All Other | <input type="text"/> |

4.4 Count of *students* who were *expelled* during the past school year. If there are multiple students involved in the same incident, please count each student who was disciplined. If there were multiple discipline reasons, report the most serious reason. All expulsions should be accounted for. (See instructions.)

| Expulsions | | | | | | | | | | | | | | |
|--------------------------------|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Incident Type | | KG | Gr 1 | Gr 2 | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8 | Gr 9 | Gr 10 | Gr 11 | Gr 12 |
| 4.4.1 <i>Most Serious</i> | Violent Incident (with physical injury requiring professional medical attention) | <input type="text"/> |
| 4.4.2 | Violent Incident, including harassment & bullying (without physical injury) | <input type="text"/> |
| 4.4.3 | Weapons Possession (no injury) | <input type="text"/> |
| 4.4.4 | Illicit Drugs | <input type="text"/> |
| 4.4.5 | Alcohol | <input type="text"/> |
| 4.4.6 | Other Violent Incident, Weapons Possession, Drugs or Alcohol | <input type="text"/> |
| 4.4.7 | Disruption | <input type="text"/> |
| 4.4.8 | Defiance | <input type="text"/> |
| 4.4.9 | Inappropriate Language | <input type="text"/> |
| 4.4.10 <i>Least Serious</i> | All Other | <input type="text"/> |

Section 5: School Safety

| 5.1 Gun Free Schools Act of 1994 | |
|--|---|
| Please indicate the count of firearms <i>incidents</i> which occurred during the school year. There could be multiple students involved in each incident, only count the incident once (do not count the number of students involved). (See instructions.) | |
| 5.1.1 <input type="text"/> | Handguns |
| 5.1.2 <input type="text"/> | Rifles/Shotguns |
| 5.1.3 <input type="text"/> | More than one type of weapon or firearm |
| 5.1.4 <input type="text"/> | Other |

5.2 Please use the drop-down menus to provide the following information regarding **each student** who has been disciplined for possessing a firearm as defined in 18 USC 921. Please skip this question if there were no students disciplined for possessing a firearm. (See instructions.)

| | Grade | Type of Firearm | Student Identified as Disabled ** | Disciplinary Action Taken ** |
|-------|------------------|------------------|-----------------------------------|------------------------------|
| 5.2.1 | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ |
| 5.2.2 | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ |
| 5.2.3 | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ |
| 5.2.4 | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ |
| 5.2.5 | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ | Not applicable ▼ |

| **Valid Student Identified as Disabled/Discipline Action Taken combinations | | Disabled | Not Disabled |
|---|--|--|---|
| | | One year expulsion not modified, receiving services Expulsion modified to less than one year, receiving services No action taken Other disciplinary action Other Removal (such as death, withdrawal, or incarceration) | Expulsion with alternative placement Expulsion modified to less than one year, alternative placement Expulsion modified to less than one year, no alternative placement One year expulsion not modified, no alternative placement No action taken Other disciplinary action Other Removal (such as death, withdrawal, or incarceration) |

*Please contact Joe Pipinias by e-mail, joe.pipinias@doe.nh.gov, or phone, 603-271-4862, to report more than 5 students who were disciplined for possessing a firearm.

5.3 Persistently Dangerous Schools

How many times did each of the following offenses occur during the past school year? There may be multiple offenses involved for any one incident that occurred. Count each offense separately. (See instructions.)

| | | |
|-------|--------------------------------|---|
| 5.3.1 | <input type="text" value="0"/> | Homicide |
| 5.3.2 | <input type="text" value="0"/> | First or second degree assault |
| 5.3.3 | <input type="text" value="0"/> | Aggravated felonious sexual assault |
| 5.3.4 | <input type="text" value="0"/> | Arson |
| 5.3.5 | <input type="text" value="0"/> | Robbery (armed, violent or threatening) |
| 5.3.6 | <input type="text" value="0"/> | Firearms possession or sale |

Section 6: Truancy

Truancy (per RSA 189:35-a)

| | | |
|-----|--------------------------------|---|
| 6.1 | <input type="text" value="1"/> | How many students were habitually truant during the past school year? Habitually truant is defined as ten half days of unexcused absence during a school year. (See instructions.) |
|-----|--------------------------------|---|

Section 7: School Resource Officer

| | | |
|-----|----------------------------------|----------------------------------|
| 7.1 | <input type="text" value="0"/> | Number of Resource Officers |
| 7.2 | <input type="text" value="0.0"/> | Average Number of hours per week |

Please contact Joe Pipinias by e-mail, joe.pipinias@doe.nh.gov, or phone, 603-271-4862, with questions.

[Form Home](#)

| | | | | | | | | | |
|-----------------------------------|--|--|--|--------------|--|-------------|--|-----------------------|--|
| Contact Name | | | | Phone | | Ext# | | E-mail address | |
| Principal's Signature | | | | | | Date | | | |
| Superintendent's Signature | | | | | | Date | | | |

4. Is the School Sustainable?

Sustainability is a team effort toward furthering the mission and vision of the school through teamwork and dedication. Founders is in a good position for longevity. Although there are areas that need improvement, there is great potential for the students, administration, Board, faculty, staff, parents and benefactors to collaborate on a healthy school. The future of Founders is best summarized by a current teacher (and parent) who wrote this on the "In the Words of Teachers" blog on the school's web site:

"I can tell you that I love this school, it's mission, and everything that it stands for. I love it as a parent and as a teacher. My son is very happy at The Founders Academy both because of its atmosphere and challenging academics. The people I teach with are helpful, the administration is supportive, and the kids, which is what is all about, are wonderful. I've worked at a lot of other schools which I have been happy at but here is where I have found my niche. Here is where I have found my heart.

Now does that mean that everything is perfect? Absolutely not. There will always be problems, disagreements, and conflicts. No matter what classroom, family, school, or business, problems are always going to arise. It is how we deal with these problems and how we work together that will determine if the outcome is positive or not. Attitude is everything.

We are still a brand new school, only 3 years old. We have a lot of work ahead of us but we've also accomplished a lot of great things and have come a long way. We're on a path where the positives far outweigh the negatives and I know that I am not the only parent or teacher that feels this way. I am excited and am looking forward to a very positive and productive year. Sincerely, Mrs. Moore, August 16, 2017" See "In the Words of Teachers" page, www.thefoundersacademy.org.

a. Does the school's governing board function effectively and in accordance with public meeting laws and regulations?

Board of Trustees

The Founders Academy Public Charter School has a Board of Trustees who is made up of parents and external members per the charter. Additionally, there are two *ex officio* members in the Dean and faculty member. Agendas are posted in advance of the board meetings. Minutes are posted within 5 business days of the meeting per RSA 91-A:2, II. Notice of the meeting is placed online and on the Dean's Bulletin Board in the front lobby of the school for parents to see. On a separate web page on the school's web site (www.thefoundersacademy.org) appears the agendas, minutes, trustee bios, notifications, Dean's Reports, and approved board policies, as well as draft policies.

On January 10, 2018, three Board members resigned via emailed letters stating the reasons without prior notice to the Board or administration. The Board strives to maintain membership as defined in the charter and in RSA 292:6-a. The remaining Board members convened on January 22, 2018 to re-organize. At the February Board meeting, the Trustees considered four parent nominees from the Parent Steering Committee and additional external members. Two parent members were voted on from the four Parent Steering Committee nominees along with two new external board members.

The school looks forward to working with a professional new board that is energized to focus on community outreach, business relationships, adopting relevant policy, admissions and strengthening Board relations with the administration, faculty and parents.

b. Has the school established systems to manage operations efficiently?

Operations

Operations are managed efficiently by the Assistant Director of Operations. She and her assistant (an intern from the National A.B.L.E. program) are located at the front desk. Operations meetings are held to periodically review procedures and protocols.

Each person has a job title and understands their responsibilities. The administration has regularly scheduled meetings to discuss progress and any concerns brought forward. A new role was added in July for the 2017-2018 academic year. Faculty and administration recognized the need for additional support and added the Director of Faculty. The role is filled by a previous full time certified teacher. The responsibilities include working the Department Chairs and Vice Chairs, supporting curriculum development across the school, providing reliable and frequent feedback to faculty based on quarterly classroom observations. The classroom observations and assessments are based on the Charlotte Danielson framework.

Each department has a Department Chair and Vice Chair. The roles have continued to change and grow over the last two years. The Director of Faculty is working with the chairmen to assist with additional classroom observations, supporting new teachers (to the profession or new to the school) with key concerns in the area of classroom management, reporting of grades and assignments, understanding the role of Round Table, and acting as a mentor for new faculty.

The school invested in software during the start up period. The software provides student and parent/guardian access to the portal. The portal contains, grades, absence records, assignments, discipline records (parent/guardian only), and allows access to this information in real time. All report cards and progress reports are sent electronically to their parent/guardian official school e-mail.

Founders uses Google Classroom and Google for documents. Each employee, parent/guardian, and student has access to handbooks, policies, forms, and other information they may need via the official school website. The school website, thefoundersacademy.org, also has links to a plethora of information for parents and students, including the curriculum and each class' syllabus.

c. Are there systems in place to assure instructional quality?

Faculty

The faculty adopted a Teacher Code of Excellence which is displayed in the front foyer this year. The Faculty/Employee Handbook was adopted over the summer and adopted by the Trustees. The revisions included inclusion of the Teacher Code of Excellence, medical and vision insurance benefits,

an hourly calculation of personal/sick days (in place of days), and an optional retirement plan for full-time employees.

A Director of Faculty was hired in July, 2017 to oversee the teachers and overview of curriculum development. This position has the responsibility in assessing and assisting teachers in matters of curriculum, classroom management, lesson planning, and other concerns brought by faculty. The school does employ teachers who meet state requirements for certification. According to RSA 194-B:14, IV, a minimum of 50% of the teachers must be either certified or have three years of teaching experience. Founders exceeds this requirement with 65% of their teachers having professional certification.

During the 2017-2018 school year teachers will be observed a minimum of 3 times. Drop-in observations will occur twice (one in each quarter) during the first semester. One full observation will occur during second semester. The drop-in observations will be unannounced and the Director of Faculty will be in the classroom for 10-15 minutes. The purpose of this observation is to gather information on the day-to-day operations of the classroom and provide continuous feedback to the teacher. The drop-in observation will be followed up with an evaluation, using Danielson's Framework, www.danielsongroup.org/framework, as well as a summary of the observations and feedback to the teacher from the Director of Faculty. Before the full observation, teachers will be asked to participate in a complete a self-evaluation. The full observation will be scheduled and the same rubric will be used as in the drop-in observations. After the observation, a meeting will be set up to discuss the self-evaluation, observations and any other topic as needed. Documentation is shared with the teacher and maintained in compliance with personnel information.

The school has utilized Charlotte Danielson's Framework for four years. It provides an opportunity for individual and school wide goal setting. Including the faculty in the school wide goal setting process is a top priority. The start up years of a charter school are very challenging. Many different priorities must be addressed simultaneously. Our priorities for faculty have started to shift from the start up phase to long term planning and supporting each teacher's goals as individuals, educators and keeping in alignment with schoolwide goals.

Our school calendar has days built into the academic year for professional development, curriculum development and faculty meetings. During these days, there are no classes so that teachers can meet, plan and partake in professional development. Professional development days allow committees to meet regularly for review of their progress. Also, these days give teachers from different content areas an opportunity to assess their cross-curricular goals and evaluate pacing in different content areas to ensure these goals are being met. Teachers and administrators also seek out opportunities for development by meeting with highly achieving educators throughout the state. This year, history teachers and the administration will meet with the history teachers at Milford High School on a professional development day to discuss the practices employed at their school, which has won awards and honors for teaching. Collaboration within The Founders Academy and with teachers outside Founders is highly valued and pursued. Our school also hosted the Best-Practices Conferences for charter schools last school year and will do so again this March. Many Founders teachers lead sessions in best practices and all participate with teachers and other school personnel to focus on professional development regularly. Dr. Amy Fahey was a recent guest speaker during a professional

development day. The school is currently discussing the benefit of working with Dr. Fahey as a curriculum consultant or becoming a regular speaker. She has an extensive background in Classical Education and was well received by the faculty. Please see a brief section of the bio provided from the Thomas More College website:

"Amy Fahey holds a doctorate in English and American Literature from Washington University in St. Louis where she was the recipient of the prestigious four-year Olin Fellowship. A Rhodes Scholar semi-finalist, Dr. Fahey received a B.A. in English from Hillsdale College and an M.Phil. in Mediaeval Literature from the University of St. Andrews. She was awarded a Richard M. Weaver Fellowship for graduate studies and an Earhart Fellowship for work on her dissertation, Heralds and Heraldry in English Literature, c. 1350 – 1600. Dr. Fahey has also studied Renaissance Literature and Paleography at the Folger Shakespeare Institute in Washington, Teachers are appreciated by students, administration and parents alike." See www.thomasmorecollege.edu.

Founders encourages each teacher to seek out professional development opportunities. We have several teachers who actively pursue and receive grants to further professional development. Several examples of grants applied for and received are listed below.

2017/2018

- July 2018 - Code.org Facilitator Partnership for CS Discovery with UNH- Manchester Training occurs in Phoenix, Arizona Estimated cost \$2,500
- July 2018 - Pathfinders Exploring Computer Science at the University of Bloomsburg Indiana funded by the National Science Foundation & Infosys - Joanna Marcotte \$3,500
- Dec 2017 2 person scholarship to Christa McAuliffe Technology conference for a 2 person team Sandra George & Joanna Marcotte - Funded by the New Hampshire School Administrators Association \$300
- Dec 2017 District Level 10 person team scholarship to Christa McAuliffe Technology conference for a 2 person team Sandra George, Joanna Marcotte, Lisa Moore, Ernesto Gonzales, Cassie Hayes, Kim Lavalley, Gini Nichols, Jackie Eframison, Appy, Brianna Goodrich-Bundy. - Funded by the New Hampshire School Administrators Association \$1,500

2016/2017

- July 2018 - CSPDWeek Golden, Colorado at Colorado School of the Mines - Exploring Computer Science - funded by National Science Foundation & Infosys Joanna Marcotte \$3,500
- February 2017 - Verizon Mobile Learning Academy - Joanna Marcotte, Robin Small, Lisa Moore, Gini Nichols, Chris Kline, Michael Gaumont, Sandra George, Brianna Goodrich-Bundy, Kathleen Barlow, Joelle Henry - Online professional development funded by Verizon, ISTE, and Johns Hopkins University \$20,000
- Dec 2016 - 2 person scholarship to Christa McAuliffe Technology conference for a 2 person team Sandra George & Joanna Marcotte - Funded by the New Hampshire School Administrators Association \$300
- 2 person scholarship to Christa McAuliffe Technology conference for a 2 person team Gini Nichols & Joelle Henry - Funded by the New Hampshire School Administrators Association \$300

- 2015/2017
- Dec 2015 2 person scholarship to Christa McAuliffe Technology conference for a 2 person team Joelle Henry & Joanna Marcotte - Funded by the New Hampshire School Administrators Association \$300

The school will continue to offer professional development throughout the year. The school has sent several teachers to AP training and plans to continue this practice. We have three teachers interested in attending AP training in July of 2018. We understand the importance of continuing education and encourage teachers as they move toward professional certification.

Teacher recognition is extremely important at Founders. Each month a teacher is highlighted as Teacher of the Month. The teachers are recognized publically and the students are made aware of how hard the teachers work to provide the positive and academically challenging environment.

We continue to work towards improved communication between faculty, staff, and administration. Over the summer, the Dean held "Dean's Study Committees" whereby faculty could informally gather weekly to discuss issues confronting the school. The topics are not limited and may include opportunities for professional development, classroom management, attendance, Round Table items, or any other area of interest to the faculty. The meetings received very positive feedback from the faculty who attended are now continuing throughout the school year monthly. A request by faculty to hold additional faculty meetings has been met this year. They are considered optional but remain well attended. Faculty may use this time to ask questions about the charter renewal process, rumors they are concerned about, parent concerns posted outside the normal channel of communication, plans for the upcoming year, or any other concerns that arise.

In January, 2018, the Dean and her husband hosted the 3rd Annual Winter Party for faculty, staff and their spouses/significant others. Faculty and staff have indicated this is an important time for them and would like more events during the year. The administration is working on 1-2 more annual events for the school employees to come together and continue working on the community overall as a group.

d. Has the school established an appropriate relationship with the local school district(s) to facilitate high quality services to students with special educational needs?

Neighboring School Districts

Founders continues to have a strong working relationship with Manchester School District, as well as other sending districts that house its students. The school has assigned an employee in Student Services to be the central point of communication with each sending district. The employee communicates with each Student Counselor the needs or questions from the sending districts and organizes all team meetings. Teachers meet at the beginning of the year with Student Services to review the accommodations and goals they will be responsible for implementing in their classrooms. Professional development is held regarding various strategies for accommodations and helping students with any challenges they may encounter.

The school strives to maintain positive working relationships and facilitate high quality services from each district. We are now coordinating with several sending districts to contract services with a reimbursement program. We believe this provides students a better opportunity to receive services during normal school hours and reduces student stress and transportation difficulties. Each sending district works with Founders in this process and we remain open to necessary changes as they arise. We are currently reviewing the budget for next year and may hire or contract with an individual who can provide many of the related services. This will allow for more flexibility with individual student schedules and less time away from instruction.

The largest percentage of our students are from Manchester. In our efforts to maintain a strong relationship we have scheduled a meeting with Superintendent Vargas in March. Charter schools rely on the sending districts for transportation and related services to support each student with an IEP. We plan to begin the discussion for next year and review the current academic year.

The Manchester Transit Authority remains in regular communication with Founders as it relates to bus routes, behavior and drills.

e. Are physical facilities safe, clean and suitable for the purposes of the school?

Facilities

The facility is owned by the The Founders Academy Foundation. The building is located at 5 Perimeter Road, Manchester, NH. The Foundation was established to sponsor the school charter and continues to support it by providing reduced rent and allowing for financial sustainability. The mission of the Foundation is to support charter schools and this is one method it uses to achieve the mission.

The building was converted from an abandoned manufacturing facility into the current school. The renovation was substantial and has allowed the school to grow and provide a clean, safe environment for learning for the students. The design was focused on large, bright classrooms, technology, labs, and plans for growth if needed. The current facility can accommodate up to 650 students. The school is current regarding all required inspections.

School Safety

The safety of the school is regularly reviewed by the school's Safety and Joint Loss Committee chaired by a teacher, with teacher and administration members. The school is in frequent contact with both the Manchester Fire and Police Departments. Each faculty and staff member is First Aid/CPR certified. The school utilizes SafeSchools.com to provide current practices and requires each employee participate in a number of videos. The subjects covered are school safety, active shooters, and health related safety issues. We also partner with the Manchester Police Department for training in lockdown and other safety practices. Each year we begin with an orientation and cover these topics. During a professional day in March the Manchester Police Department will be providing active onsite training for lockdown situations.

Fire drills are conducted regularly and students are required to exit the building silently and orderly. Student line up by class in evacuation assembly areas and attendance is checked by teachers

before students are allowed to return to classes. The expectation for silence during these drills has been maintained throughout the years Founders has been open, and it ensures that every student is quickly accounted for in case of an emergency.

f. Is the school emotionally safe for children and adults, free from bullying?

Founders has mechanisms in place to prevent, investigate, record and follow up on alleged incidents of bullying. To start, the student adopted Leadership Code of Conduct sets the expectation of student behavior in and out of school. Students become familiar at orientation with the Code and how it prevents bullying occurrences. The school's board adopted Policy JZB - Pupil Safety and Violence Prevention which outlines the procedure of investigating bullying allegations. The policy is outlined in the Student Handbook pages 28-29 in section 3.6.b. Each incident of reported bullying is followed up on with "check-ins" whereby the Dean or designee has the students involved check-in on a daily basis to ensure that the reported behavior does not continue and everyone feels safe and comfortable in school. Check-ins have a high success rate for correcting inappropriate behavior and ensuring safety. The Student Senate and newly forming Restorative Discipline Committee also work to improve student culture and ensure moments of conflict are recognized and discussed as early as possible to prevent any continuation of strife among students. Teachers are mindful to not have students in conflict sit near one another. Currently, Student Services and teachers are planning an assembly on how to be a leader to prevent bullying.

g. Does the school have a viable financial plan to support its program?

Outreach and Fundraising

The school year started with a viable financial plan supported by the Board's Outreach Committee. The committee hosted a successful monthly raffle where the students were incentivized to sell tickets. The raffle raised over \$8,395.00. The committee headed up the school's third Annual Fund with corresponding President's Club for recognizing levels of giving. The fund raised approximately \$6,125. The school is considering a breakfast fundraiser in April to celebrate John Stark Day. Additionally, the newly created PTSA is exploring fundraising activities to offer opportunities for all students to have access to the more expensive trips including: Washington D.C., Europe, and New York City.

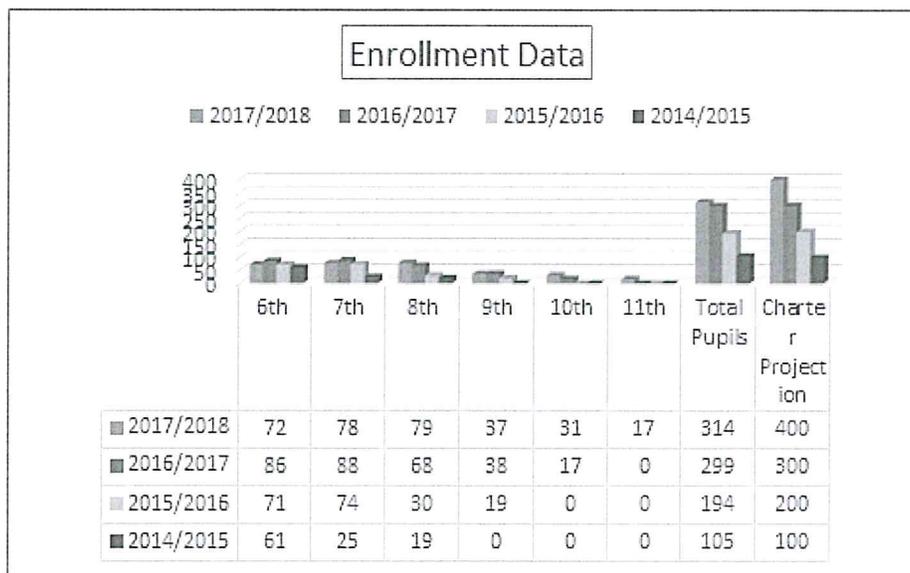
Donors Choose and Donations

The school goes to extra efforts to conserve resources while providing maximum investment in students and teachers. Teachers are encouraged to obtain materials and classroom needs on Donors Choose.org and GoFundMe.com. To date, four projects were funded on Donors Choose. "Most Wanted Items" are posted on the school's web site and weekly parent newsletter to solicit necessary items such as copy paper, toilet paper, paper towels, lunches for the food pantry, classroom items, and more. The generosity of the Founders community is incredible as donated items are a regular occurrence and rarely does a public ask go unanswered. The total amount contributed and matched in 2017-2018 was approximately \$40,000.00.

h. Are there sufficient indications of continuing enrollment to sustain the school's program and meet its plans for growth?

Admissions

Admissions has been productive. The Admissions Committee consisting of the Assistant Director of Admissions and administration strive to meet weekly to review applications and marketing ideas. Information Nights were held during the fall and winter for incoming students and parents/guardians. Overviews of the curriculum and admissions process. Information Nights were/will be held on: October 19, 2017, November 6, 2017, January 22, 2018 and February 6, 2018. Admissions information nights also include demonstrations by teachers in history, drama, and science. Prospective students and parents get to see examples of lessons in action. Current students partner with prospective students to help fully benefit from this real-life experience. The school's website (thefoundersacademy.org) is used as a great resource for prospective students and parents. This year the school also spent advertising money on Facebook ads, and Parenting Magazine ads, and flyered public locations (i.e., libraries, supermarkets, etc.) to advertise open houses. As of February 24, 2018, there are 133 applications in process, and a total of 71 completed. This is higher than previous years at this time. The deadline for applications has been moved to March 7, 2018. Placement exams in English and math for incoming students are on March 10 and 24, 2018. Here is a chart documenting applications and enrollment over the years in comparison to charter projections:



i. Does the school employ teachers who meet state requirements for experience and/or certification?

Teacher Certification

Founders encourages its teachers to obtain certification and seek professional development opportunities. Of the teaching faculty in 2017-2018. Founders employs a total of 32 part-time and full-time faculty. A total of 20 meet or exceed the state requirement for experience and/or certification. The school draws from a diverse and talented background. Many teachers have industry experience

including: a financial manager, a writer, screenwriter, entrepreneurial experience, opera singer, world language teachers fluent in 3-5 languages, regional West Point recruiter, and adjunct professors.

j. Does the school demonstrate an ability to retain skilled and qualified staff?

Teacher Retention

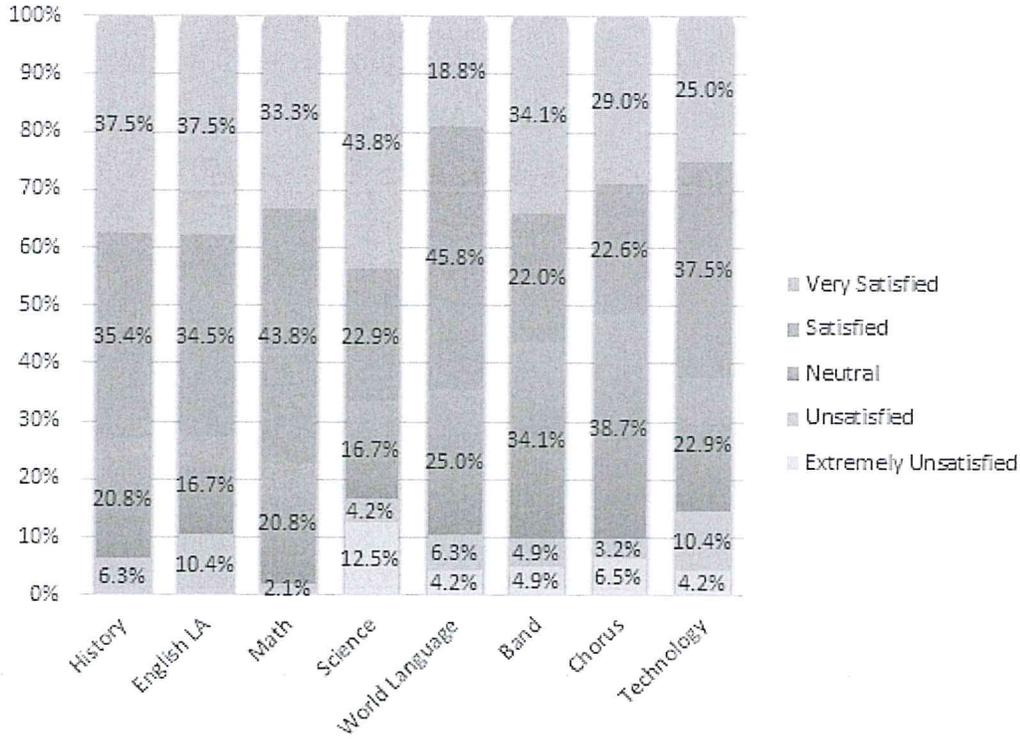
Teacher retention in 2017-2018 is high. This year the school has retained each teacher who started at the beginning of the 2017-2018 academic year. Retention can be difficult in a fast paced environment and Founders encountered some teacher turnover during the first couple of years. Exit interviews were offered and reasons varied from wanting to work in a traditional public school with more experienced mentors, need increased income and benefits, moving out of New Hampshire for family reasons, disagreeing with the charter and mission, returning to pursue higher education, and many other personal reasons. The administration has always tried to support each teacher in their new plans with letters of recommendation and support. Two teachers have since asked to return but the school does not have any openings at this time. The school plans to host its 3rd Annual Job Fair on March 7, 2018 from 3-6pm. During this job fair, mini-interviews will be held for anticipated openings due to school growth in specific subject areas. In the past, these fairs have attracted highly qualified applicants for teaching and administrative positions. Even when teachers leave The Founders Academy, they are often to pursue other personal and professional goals. One teacher last year was required to leave for personal reasons, but asked that a letter of appreciation and confidence be read to the board after his departure.

k. Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication?

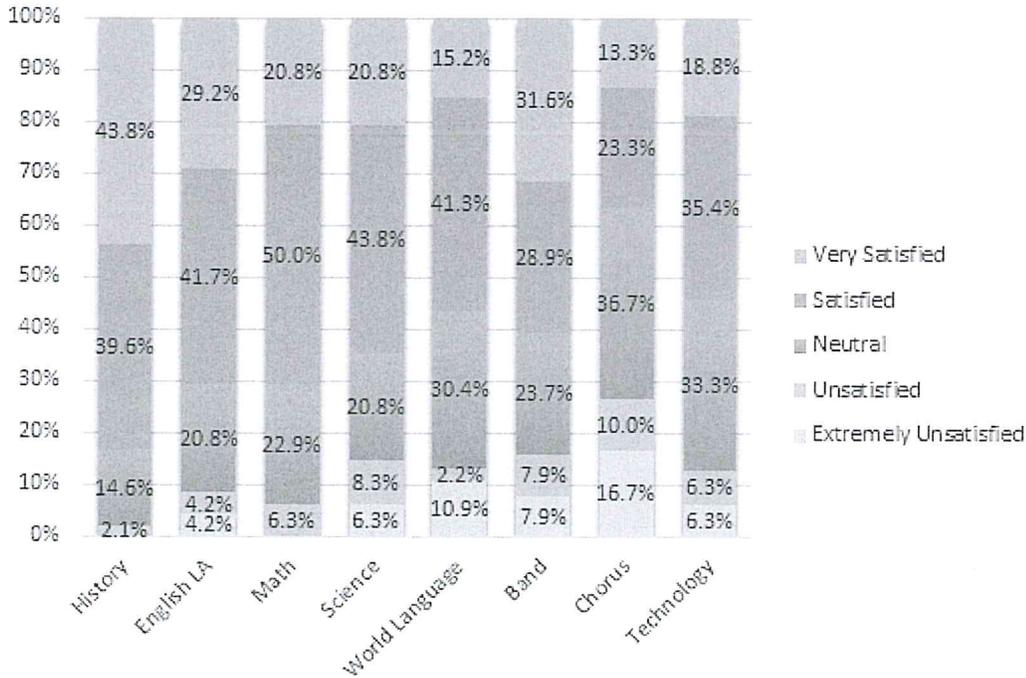
Parent Survey on Academics, Interactions, Communications 2017

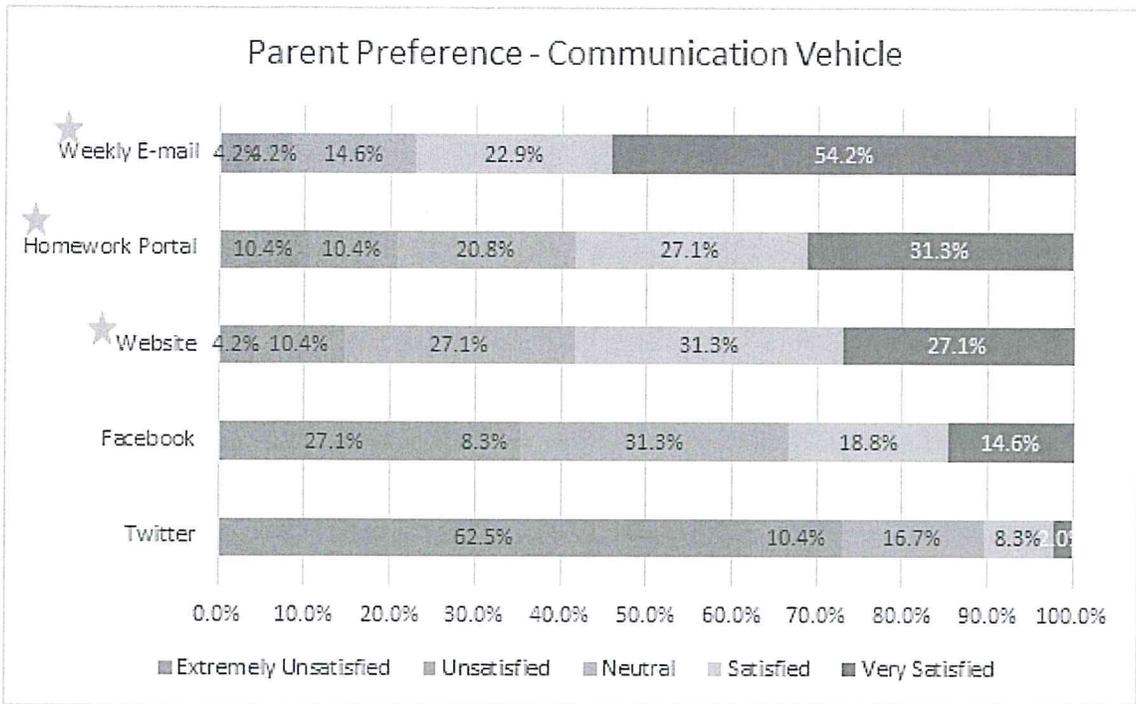
Last year, a parent survey was issued to measure the level of challenge in academic areas, as well as communication and interactions with parents. The results were mostly positive of the forty-eight parents who submitted their entries based on a 1-5 (5 being the highest level of satisfaction) satisfactory scale. The survey answers in May, 2017 are summarized below:

Parent Opinion - Level Of Challenge



Parent Opinion - Child is Learning





Parental Involvement

Parents play an important part at Founders. They are appreciated for their commitment to education and improving the school. It is important for the school to keep parents as informed as possible. A weekly newsletter to parents goes out each Friday. Also an evening event for new families was held on February 5, 2018 to meet and discuss their experience at Founders. A board member who is a new parent hosted a dessert and coffee evening. It has received very positive feedback. This winter will also see Coffee with the Dean for parents and guardians. The goal is to provide an informal setting for open discussions and a time to connect with new and returning parents. The school is constantly looking for ways to improve the massive amounts of communication to the community.

The school holds a teacher/parent conference day each school year, allowing parents individual time with each of their child's teachers. The feedback from parents has been very positive for these days.

This year, a Parent Teacher Student Association ("PTSA") was established with officers and bylaws. Those parents who attended the meeting to form a group decided on this format. This group of highly energetic and enthusiastic parents are working towards a variety of goals including fundraising so opportunities are available for more of our student population. We offer several field trips including one to Europe, New York City, and Washington DC. The PTSA is looking for funding opportunities to allow more students to participate due to the cost. They are also hosting evenings where teachers may come and talk about changes in the curriculum or ask for assistance with needed items or fundraisers. The group is affiliated with a national and state PTSA organization. Also the Parent Steering Committee was formed in December with representatives by grade. The duties of the committee are

to inform the parents of openings and place parent nominations forward for the Board of Trustees to consider. See Founders' charter, section (V).

Volunteers

Volunteers are relied on and valued at Founders. Each month a Volunteer of the Month is recognized. In the future, the PTSA will assist with the selection of the volunteer. Volunteers serve as substitute teachers, tutors, landscapers, drivers, chaperones and more. Each volunteer is required to get a background check, and receives a paper of student privacy information.

Conclusion

The Founders Academy has experienced tremendous growth, challenge and progress during the four years in operation. While we recognize various areas for improvement we also believe the school has made great strides in under four years towards its mission and vision. It is with great optimism that Founders looks forward to the next school year to expand on its mission, improve in identified areas, and provide students a place of learning toward the "*development of the whole person*" while respecting "*each student's journey.*"

-END-

**The Founders Academy Public Charter School
Executive Summary of Charter Revisions
February, 2019**

| Section | Name | Summary |
|----------------|--|--|
| A, 4 | Basic Features of The Founders Academy | Includes "Round Table" which is first listed in the Founding Fathers' Character and Leadership Curriculum. |
| B, | Committees | Adds the development of additional standing board committees which may consist of Finance, Personnel, Policy and the Parent Advisory Committee. |
| C | Methods by which trustees and their terms are determined | Adds that first-year trustees will be appointed for a one or two year term. |
| D | Location of Facility | Adds the permanent location of the school (5 Perimeter Road, Manchester). |
| F | The Founding Fathers' Character and Leadership Curriculum | Adds The Founding Fathers' Character and Leadership Curriculum as one to meet or exceed the competency expectations from the state. |
| G | Academic and other learning goals and objectives | Adds defined leadership and academic goals including opportunities in Round Table and Civics and Leadership course, community life, Career Pathways and Community Engagement Committee, striving for exceeding average performance on standardized tests and mastery, etc. |
| I | For schools offering high school grade levels, graduation requirements will be sufficient to ensure that the school has provided an adequate education for its pupils. | Revised chart of required courses and credits at Founders as well as demonstrating that state required credits are met. |

| | | |
|------------|---|--|
| J | Staffing Overview | Changes title of Director to Dean of School; Updates the Student Services section to coincide with practice. |
| O | Admission and Enrollment Policy and Procedures | Revised the admissions section to coincide with practice including offering new parents events to support the transition. |
| R | Annual budget, including all sources of funding (also include a proposed five-year budget containing revenue and expenditures). | Charges the Finance Committee with developing a balanced yearly budget. |
| S | School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III | Adjusts Founders' new school day time. |
| V | Philosophy of parent involvement and related plans and procedures. | Changes Parent "Steering" Committee to the Parent "Advisory" Committee defining its role according to the Board adopted policy on November 29, 2017 - chaired by a parent trustee, serving as a communication vehicle for open parent board seats; Also reinforces Founders' support of parent groups. |
| W | A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school. | Changes NH Center for Innovative Schools to NH Alliance for Public Charter Schools. |
| Appendix A | Founders Academy Board of Trustees Bios | Updates to current Board member bios. |
| Appendix B | Project Budget | Attached is the revised 5 year budget. |
| Throughout | All headings | Changed "TFA" to "Founders"; changed "Director" to "Dean" |

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ACCOUNTABILITY PROCESS**

**GRANITE STATE ARTS ACADEMY CHARTER SCHOOL
RENEWAL REPORT**



**Date of Report: February 28, 2019
Date of Site Visitation: January 18, 2019**

GRANITE STATE ARTS ACADEMY CHARTER SCHOOL

RENEWAL VISITATION REPORT

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I. OVERVIEW OF THE CHARTER SCHOOL RENEWAL PROCESS

The renewal of a public charter school is an established process that takes place every five (5) years.

RSA 194-B:3 (X) defines the charter school renewal term:

X. A school's charter may be renewed in the same manner that a new chartered public school is formed, except that a school's renewal term shall be for a period of 5 years.

RSA 194-B: 16 (VI) defines the conditions for renewal of a New Hampshire Public Charter School:

VI. By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter. Assessment of the charter school's attainment of performance targets sufficient to merit renewal of its charter will include the school's cumulative performance across the five years of its initial term.

Four key questions serve as a framework for assessing progress in New Hampshire public charter schools and as the major areas of inquiry for collecting and examining evidence. The four key questions are outlined below:

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

II. SCHOOL PROFILE

The Granite State Arts Academy (GSAA) is an open enrollment public charter school, serving students in grades nine through twelve. Students come from twenty-four New Hampshire school districts, as well as from Massachusetts.

On August 19, 2013, Granite State Arts Academy was authorized by the New Hampshire State Board of Education and the school opened its doors to students on August 28, 2014. GSAA operates with oversight by a Board of Trustees and the New Hampshire Department of Education. As a public charter school, GSAA is open to student applicants from any New Hampshire community.

School Mission and Vision Statement

Granite State Arts Academy nurtures creative thinkers, active citizens, and independent learners with a curriculum that integrates the arts and academics. Our Vision is a high school that is

dedicated to the arts. It will appeal to a broad cross section of students who are looking to discover the joy and transformational power of the arts and those interested in pursuing the arts in a professional setting. Our academic courses will strive to instill a sincere lifelong desire to learn. Students will explore real world problems, simultaneously developing cross-curriculum skills while working in small collaborative groups. During their time at GSAA, students will attend art classes each day and will study at least two of the following studies: Dance, Music, Theater, and Visual Arts. This will allow for personalized learning, creating conditions where students' talents can flourish. This positive approach to educating will empower students to dream and create each and every day.

III. CHARTER SCHOOL RENEWAL ON-SITE VISIT and DOCUMENTATION

On the January 23, 2019, the renewal on-site visitation was conducted to assess the progress made towards academic, programmatic and organizational goals, use of public funds, defined measures of student proficiency and the sustainability of the school.

The On-site Visiting Team: Jane Waterhouse, Megan Elphick, Steven Nilhas

The visiting team conducted interviews, reviewed documents and focused on the following:

- Implementation of the charter school's mission
- Effectiveness of the charter school in terms of cost accounting and financial reporting
- Implementation and effectiveness of the curriculum and defined measures of competencies
- Indicators that the charter school and the board of trustees function effectively, and that there are systems in place for school sustainability

The following school documents were reviewed:

- Application for Renewal of Charter
- Annual Accountability Documents
- Financial Reports and Annual Audits and Quarterly Reports
- Board Meeting Minutes
- School Organizational Chart, Faculty List with Qualifications
- School Curriculum, Assessment Tools and Instructional Practices
- Yearly Calendar and Class Schedules
- Academic Achievement Data
- School Portfolios, Report Cards
- Student and Employee Handbooks
- School Policies
- Evidence of Insurance Coverage (i.e. liability, property, workers' compensation)
- Certificate of Occupancy, Health, Fire and Safety inspection reports

- Letters of support
- Student Application Forms and Admissions packet
- Examples of Communications sent to students and families from school administration

Student Achievement

Granite State Arts Academy has made significant progress in the area of student achievement in their first 5 years of operation. Overall, achievement in the arts far exceeds what is considered to be minimum proficiency. English Language Arts is substantially above the state proficiency averages, and social studies and electives are also areas that meet or exceed the school's expectations. Student achievement in Science and Math has been inconsistent, and the school is currently below the state averages in both of these areas. However, the school recognizes the need to increase student achievement and has made many improvements to address the achievement gaps.

The three steps to making successful changes are firstly, identifying the problem, secondly, planning how to eliminate the problem, and thirdly, implementing the changes required. Granite State Arts Academy has recognized their student academic achievement levels are lower than expected when measured against the State standards. The school has undertaken a detailed investigation using a wide variety of student performance data from the State, the College Board and its own OLSAT data. Having analyzed this information along with the impact of the school having a substantial transient student population and two distinct enrolment cycles, Granite State Arts Academy has taken major steps in reorganizing their program into three large program areas, each with a department head. As a result of this reorganization, the school is engaging in school improvement activities, including revision to curriculum, instruction, and assessment, adding additional subject-specific teaching staff, providing professional development for their faculty, providing interventions for the lowest performing students, and engaging in a strategic review process that is designed to ensure that students are fully prepared to master their academic coursework.

Please see Attachment B for data narrative, specific performance data and data analysis.

Student Admissions

Granite State Arts Academy is fully compliant with the admission requirements as per State Law. It is an open enrollment school, open to any student in New Hampshire. If the school is over-subscribed, a lottery system is implemented, the terms of which will comply with section 194-B:9 1 (2) of New Hampshire law. At the time of this report, 136 students were enrolled and attending school. This number is planned to increase to 150 in 2020/21. The State has set a maximum student roll of 180 for the school, but accommodating this number within the current configuration of the building is not possible. The school has a long term student roll target of

200/220 students over time and is aware of the changes in its facilities and the financial investment that is required to make this growth target feasible.

Governance/Leadership

The Board of Trustees is responsible for the governance of the school. In practice, this means that they are responsible for oversight of the operations of the school in accordance with the charter, the mission statement and the budget established annually by the Board. There are currently 7 board members who are required to participate on at least one of the following committees: governance, finance, admissions, curriculum, personnel, facilities, marketing and fundraising.

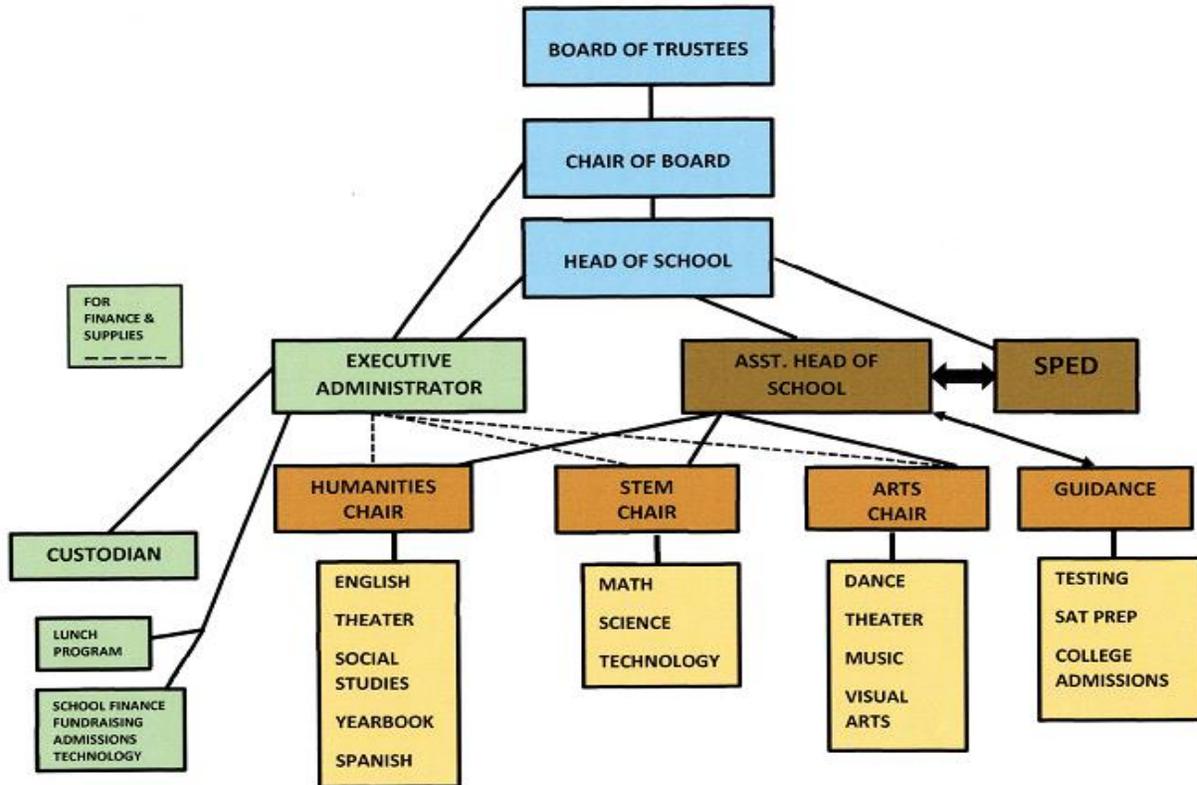
The board members include:

- 2 employees of Enterprise Bank
- 3 parents of current students
- 1 parent of a former student
- 1 former educator

As stated, the Board of Trustees has an important role to play, not only in providing prudent financial management, but additionally, an oversight of the management of the school's mission statement, its vision, academic progress, relationships with all its stakeholders and welfare of the students and staff.

The leadership hierarchy at the school has clearly identified roles. The leadership chart below illustrates the structure of the current administrative and educational staff.

**GRANITE STATE ARTS ACADEMY
ORGANIZATIONAL CHART**



The day-to-day administration of the school is led by principal Anthony Polito, who brings to the school his experience and expertise as a former teacher, principal and superintendent. An assistant principal and the executive administrator complete the administrative team. Should there arise any situations that require the input from the Trustees these are addressed at the monthly meetings or by request.

The school understands that an established and committed Board of Trustees and a strong administrative team are essential elements in maintaining a charter school, not only in ensuring compliance with their Charter, but in assisting in the effective management of the school’s daily operations, relationships with all stakeholders, external funding and the financial overview of the school’s budget to ensure short, medium and long term sustainability.

Staffing

The 2018-2019 school year has 16 teachers, five teachers with NH certification, four with Massachusetts certification, two inactive NH teachers, and five teachers with 3+ years of teaching experience.

Attached to this document, Appendix A, is the current staff list for the school with their certifications, qualifications and experiences.

Parent Involvement

Granite State Arts Academy, in their original charter application, committed to create a parent teacher action committee. This was established and has developed into an important element of the school organization. A PTAC handbook was written and is at present being updated to ensure all the required safety and other management protocols are relevant to the schools needs.

There are currently three parent trustees on the board. All parents are actively encouraged to become involved with the school and it has been recognized by the school administration that this group now represents a valuable asset to the school's development and growth ensuring that Granite State Arts Academy develops and prospers as a Charter School.

Parent involvement consists of attending open houses, four each year, which are designed for parents, teachers and administrators to meet and discuss academic, social emotional and psychological progress, and to make decisions concerning student performance. All parents of college bound students have extensive school guidance in the collegiate process. These informative sessions take place in the evenings as a social program and culminate in the senior school parent baccalaureate banquet. Additionally, there are student showcases and open mike nights in all areas of the arts, with eight scheduled each year. Parents volunteer as chaperones and provide assistance for school dances, school social events, drama performances, art exhibits at the drama/musical productions, four scheduled each year, and at fundraising events, the Gala Event being the largest fundraising event of the year, often bringing in up to \$40,000.00.

Parents are also considered critical partners when building a successful charter school. A robust PTAC with a clearly defined roll to play is an essential element for Granite State Arts Academy to develop. The current program of parent volunteering is a demonstration of how a group of stakeholders can be of direct benefit to the school and its students. The school is endeavoring to encourage more active parent engagement in the school's daily academic operations in an attempt to form a closer working relationship which would result in an increased level of student support across the curriculum, raising the standards of both academic and artistic performance.

Funding

The extract from the schools latest audited accounts demonstrates the schools current financial position with regard to its income, expenditure, debt and assets as of the 30th of June 2018. The balance sheet illustrates the diverse areas from which the school generates its income and the school recognizes that it needs to generate additional income streams and develop its current sources of revenue to move forward with its strategic plans for growth.

| | General Fund | Total Governmental Funds |
|---|-------------------|--------------------------------|
| Revenues: | | |
| Intergovernmental | \$ 901,767 | \$ 901,767 |
| Charges for services | 68,778 | 68,778 |
| Interest income | 35 | 35 |
| Miscellaneous | 98,651 | 98,651 |
| Total Revenues | <u>1,069,231</u> | <u>1,069,231</u> |
| Expenditures: | | |
| Current operations: | | |
| Instruction | 542,975 | 542,975 |
| General administration | 266,812 | 266,812 |
| Operation and maintenance of plant | 246,139 | 246,139 |
| Food service | 7,739 | 7,739 |
| Debt service: | | |
| Principal retirement | 24,660 | 24,660 |
| Interest and fiscal charges | 1,115 | 1,115 |
| Total Expenditures | <u>1,089,440</u> | <u>1,089,440</u> |
| Excess revenues over (under) expenditures | <u>(20,209)</u> | <u>(20,209)</u> |
| Other financing sources: | | |
| Proceeds from note payable | <u>20,948</u> | <u>20,948</u> |
| Total other financing sources | <u>20,948</u> | <u>20,948</u> |
| Net change in fund balances | 739 | 739 |
| Fund balances at beginning of year | <u>166,939</u> | <u>166,939</u> |
| Fund balances at end of year | <u>\$ 167,678</u> | <u>\$ 167,678</u> |

Partnerships and Stakeholders

It is recognized that forging long lasting and meaningful relationships with the broader community that it serves and its stakeholders is of great benefit to a charter school. Granite State Arts Academy is no exception to this and this is precisely why the school has added this component to its strategic plan. A targeted strategy for building partnerships will result in increasing GSAA's profile, by engaging businesses, community organizations, and opening up new avenues for fundraising student recruitment.

GSAA currently has cooperative working relationships with its sending districts and meets on a regular basis to review progress for students with IEPs and 504 plans. However, the relationship with the school district in which they are geographically located is described as "fair at best." Additionally, the school has partnered with a few schools to provide training and professional development for the staff. Furthermore, students are able to share their knowledge and expertise in the arts by volunteering for arts and drama programs and events at several sending schools.

IV. FOCUS GROUP INTERVIEWS

Granite State Arts Academy made arrangements for parents, members of the Board of Trustees, students, and staff members to participate in focus group interviews on the day of the visit.

The purpose of the interviews was to gain insight on the program structure, effectiveness and the investment of faculty and staff in the non-traditional approach to charter school programming.

School Leadership

Three administrators and the guidance counselor were present for the focus group interviews.

Strengths:

- Devoted teaching staff committed to student success by providing a personalized learning approach, working collaboratively to integrate the arts, and providing supports where and when needed
- NEW: 3 program areas with department heads
- Departments meet weekly to work on curriculum, instruction, assessment and student interventions
- Interdisciplinary week - ties in all courses for 1 week and brings in artists in residence
- ELOs and dual enrollment with colleges in the US and abroad
- Talented and motivated students who are passionate about their work
- Measurable goals and objectives to guide the administration's work
- Overcoming the earlier perception that the school is not academic enough
- Students who come during summer months to help teachers
- Great fundraising campaigns raise \$40,000 - \$50,000 each year
- Full staff participation in Arts Integration Professional Development
- Board members, parents, administrators, faculty, staff and students all involved in writing strategic plan

Challenges/Areas for Improvement:

- Attracting students that are more academically inclined/interested. Not all students want a career in the arts.
- Improve student performance in Math and Science
- Building relationships with district schools and communities
- Improving delivery of SPED services

Parent/Family/Guardian Interviews

Eleven parents were interviewed. Parents were very clear that the school is meeting its mission and their expectations in providing an arts integrated academic curriculum for their children in a safe and nurturing environment where all students feel valued and have a voice. In a very

emotional conversation, parents shared their children's past experiences in other public schools and the reasons they and their children chose GSAA. Among these reasons were: bullying, anxiety, suicidal thoughts and attempts, little tolerance for their uniqueness, very little opportunity to pursue their artistic talents and interests, unsupportive teachers and staff. Parents remarked about the remarkable transformations in their children since attending the school, including a more positive outlook on life, confidence, renewed interest in school, academics and extracurricular activities, increased socialization.

Strengths:

- School feeds the students' passions
- Open door to providing feedback and opportunities to engage in school decision making processes
- Comprehensive and achievable strategic plan
- Teachers don't teach to the tests
- Academic support provided when needed
- Well-prepared for college, academically and socially
- Great ELA course – student writing
- Students more receptive to challenging academic courses because of the arts integration has improved tremendously
- Courses are extremely valuable to students in preparation for college, careers, and life, such as consumer math, stage management, lighting, sound systems, life skills and real world experiences
- Test retakes ensure that students learn the material before moving ahead

Challenges/Areas for Improvement:

- Limited funding affects teacher retention and school resources. Difficult transition for students when teachers leave.
- Lower than expected math and science scores but feel the school and students are well-prepared to improve their performance
- Technology courses in digital arts and academics
- Very adversarial situation with Salem School District: no opportunity for sharing resources, Sped challenges, transportation challenges. Parents specifically asked to bring this issue to the State Board.
- More opportunities for anonymous feedback. Right now, open door for administration and can go to Board meetings, but should have surveys as well.

Student Interviews

Twelve happy, expressive students with unique personalities, interests and skills participated in the focus group interview. All the students made the decision to enroll in GSAA, and were very satisfied with the education program and their progress. They spoke about their appreciation for the school's founders, administration and teachers for creating this amazing school and giving

them the opportunity to attend. They were also appreciative of the flexibilities provided to them, such as retaking tests, taking VLACS academic courses in order to take more art courses at the school. They value the trust and respect from teachers and students, and the school's mission to prepare them for their future, academically and artistically whilst pursuing their passions.

Strengths:

- Everyone fits in and is respectful of all teachers and students – a very close-knit community, we complement each other (a common thread is that most of us were outcasts in other schools)
- We all have a voice
- Improvements are made every year – many of the improvements have been student initiated
- Any issues diffuse easily and quickly
- Teachers put in extra to ensure students master the course material
- Love the arts – the classes and the integration – love coming to school now!
- An amazing academic/arts program with many options

Challenges/Areas for Improvement

- Too much time away from school for school vacations and holidays.
- More outside of school opportunities for performing and showcasing art
- Add more extracurricular – example is photography and digital art
- Provide option for students who want a full day on Fridays – productivity levels are lower on Fridays as it is a ½ day of school
- More assemblies and opportunities to perform and present work – builds confidence
- Improve/increase students' ability to communicate with each other
- Busses for school transportation

Staff Interviews

Twelve teachers participated in the focus group interview. Overall, teachers are invested in the school and work hard to ensure that academic rigor and integrity are prioritized as much as the arts integration component of the educational program.

Strengths:

- Collaborative nature of their work – themed units bring together a variety of academic and art knowledge and skills
- Supportive administration always there to help
- 3 Program areas with department heads provide additional teacher support
- Support for PD, training and resources – as much as possible on a limited budget.
- Steadily improving SAT scores and graduation rates – a great 5-week SAT prep course - a few students not expected to attend college have gone on to be successful in their college course
- Professional development in arts integration

- Syllabi for each course lay out the learning goals, expectations, assessments – very organized approach
- Friday afternoon staff meetings ensure work gets done
- Community of acceptance – its ok to be different
- Low student:teacher ratio, students want to be here

Challenges/Areas for Improvement

- New students and transfers during the year come with diverse needs and challenges, and significant gaps in education
- No bussing provided by the local district school
- Sped services – parents opting out rather than having students be on the bus for long trips to district schools for services, ending up missing instructional time...this is a systemic problem with district schools not willing to provide services that are in the best interests of the students.

Board of Trustees

The visiting team met with six Board members. The Board is committed to the mission of the school and feels that they are a well-balanced team with diverse skills and experiences to ensure that the governance, oversight and mission of the school is in qualified, capable hands. One of their goals is to bring in new members and provide full Board training in the spring of 2019. In addition to school governance, the Board understands their role to include community awareness, sustainability plans, fundraising, and creating partnerships. They have developed a strategic plan, Appendix C, with measureable goals and a timeline for implementation.

Contrary to the work of the previous board, this board is more involved in long term planning than in the daily operations of the school, as the administrative team is proficient at managing the daily school operations.

The Board is currently considering adding an eighth grade to their program in order to fully prepare incoming students for the academic levels that are expected once they begin high school coursework. The board is also promoting the growth of STEAM education and is exploring the IB curriculum.

V. COMMENDATIONS AND RECOMMENDATIONS

A. Progress Toward Meeting Mission

The school has demonstrated adequate progress towards meeting its academic, programmatic and organizational goals, as outlined in this document.

Programmatic:

In its first 5 years of operation the school has made adequate progress towards meeting their programmatic goals. The school has successfully created a process to integrate the arts into the academic curriculum. Systemic organizational and educational modifications have been made to improve curriculum, instruction, and assessment. The school engages in continuous school improvement informed by student achievement data, and student, parent, and teacher feedback.

Academic:

Overall student attainment in the area of the arts, English Language Arts, and Social Studies are impressive. Mathematics and Science scores are lower than expected. This was acknowledged during the focus interviews by the Board, the administration, the teachers, the parents and the students, and was identified in the school's renewal application and annual progress report. A collaborative effort among this stakeholder group to address this is underway. Many changes have already been made to improve student performance in these areas, and future data will illustrate the progress that is being made.

In order to address the specific lower than expected Math results, the Board of Trustees is considering an amendment to the school's charter to allow them to add an eighth grade to the school's program. The rationale for this is to have an additional year in which to assess and provide remedial action to students who have historically underperformed in this academic subject.

The school also has recognized that its historic assessment and data collection of student performance is in need of review and improvement to raise it to a level that is able to provide direct comparisons to the State reporting levels.

Organizational:

The school has a well-defined organizational hierarchy. Roles and responsibilities are clearly defined. The Board of Trustees has a comprehensive set of bylaws under which they operate for governance and oversight of the school. The Board provides the support and financial control needed to ensure the viability of the school and accountability to all its stakeholders.

B. Responsible Use of Public Funds

Granite State Arts Academy has demonstrated a high level of financial management since its charter was granted. The school in common with all Charter Schools in New Hampshire is mostly reliant on the NH State Adequacy funding it receives. The school has endeavored to expand its alternative revenue sources with limited success but it continues to refine its approach to this source of additional funding. With regard to the

utilization of its Public Funds, the school is in full compliance with all the required statutes and guidelines. The previous annual financial audits contained in this report will demonstrate this.

C. Indicators of School Sustainability

It becomes apparent that Granite State Arts Academy has created a sustainable model as indicated below:

- The school follows Generally Accepted Accounting Principles and meets financial reporting and compliance requirements. The school has a robust balance sheet.
- The Granite State Arts Academy Board of Trustees has operated effectively since the original charter was granted. It is a credit to the school that it has many students that struggled when attending a traditional public school who did not feel their artistic requirements were being met, and are finding that GSAA is providing a welcoming, safe and vibrant environment for them.
- Engaging its stakeholders in as many facets as possible in the functioning of the school is core to the sustainability of the school and GSAA is continually searching for new and innovative ways to further enhance their relationships with these stakeholders.
- The school submits critical information punctually and accurately to the trustees on a quarterly basis and the detailed general ledger is submitted to the Board monthly for sign off.

D. Promoting Student Attainment of Expected Knowledge and Skills

Granite State Arts Academy has demonstrated their commitment to fully integrate its mission of providing students with a school where they can express and develop their artistic skills alongside a strong academic program. The school offers a rigorous educational program with many course options, dual enrollment and extended learning opportunities. At present the student's development within the academic element of their growth has not been as strong as desired in Mathematics and Science, and to address this, the Board of Trustees, the school administration, faculty, parents and students are working diligently on a resolution.

Overall the Granite State has thoroughly demonstrated their commitment to promoting student achievement as evidence by the following:

- High graduation rates
- Acceptance to colleges and universities
- Student achievement on school generated assessments

The school complies with the laws, rules and regulations as applicable in New Hampshire for charter schools.

Commendations:

- Granite State Arts Academy is well respected within the community that it serves and the students, parents and stakeholders are truly supportive of its mission.
- Board of Trustees and administration's dedication to providing a safe, supportive and academically challenging environment where students feel accepted, celebrated, and find success is clearly evident.
- Parent and students are extremely satisfied with the program, student progress and educational options. Student passions are integrated into academic content, ensuring enjoyment and motivation.
- The Board of Trustees is demonstrating its commitment to the school by the manner in which they are fully supportive of its mission and goals. Their effective financial management has been crucial in the school's sustainability.
- Student, teacher and parent involvement in decision making process.
- The school's recognition of certain academic shortfalls and its comprehensive work to address these.

Recommendations:

- Review how to reach out to the wider community which the school serves with the objectives of increasing the enrolment of the school.
- Place a stronger focus on developing relationships with the local community and additional sources of funding.
- Implement a data collection and reporting system, including a system of collating and presenting the records of academic achievement used to develop a data-driven school improvement plan.
- Closely track student progress in areas of math and science, and provide targeted intensive support on an as needed basis.
- Explore math and science curriculum materials to find resources that are better suited to meet the needs of the student population; add additional time into the schedule for math/science instruction for students achieving below grade level.
- Renew the school's efforts to build a stronger relationship with their local school board, which as they have stated is not as effective as it should be.
- Consider reaching out to other Arts orientated Charter Schools that have similar Mission Statement for the opportunity to share best practices and solutions to common challenges.

VI. OVERALL FINDINGS

The Granite State Arts Academy Charter School has **met** the requirements for: 1) Progress toward Meeting Mission; 2) Responsible Use of Public Funds; 3) Indicators of School Sustainability; and 4) Promoting Student Attainment of Expected Knowledge and Skills.

The Granite State Arts Academy Charter School is recommended to the Commissioner of Education and the New Hampshire State Board of Education for Charter School Renewal by all of the members of the review team.

Renewal Evaluation Team

Lead Evaluator:

Jane Waterhouse, Charter School Administrator, New Hampshire Department of Education

Co-Evaluators:

Megan Elphick, Assistant Principal, Strong Foundations Charter School

Steven Nilhas, Superintendent, Littleton School District

Respectfully submitted,

Jane Waterhouse

Jane Waterhouse

APPENDIX A

| Instructor | Degree | Teacher | Employer's License | Field Level | Endorsement | Issued | Expires | Years of Teaching | Subject Area |
|------------|------------|----------------------|--|--------------------------------|---|------------|------------|-------------------|-------------------|
| Active | BA | Andrew McLaughlin | Commonwealth of MA, Department of Elementary & Secondary Education | Academic Teacher | English Grades 6-12 | 1/10/2004 | .. | 20 years | Social Studies |
| | | Andrew McLaughlin | Commonwealth of MA, Department of Elementary & Secondary Education | Academic Teacher | Social Studies 5-8 | 9/23/1999 | .. | 20 years | Social Studies |
| Active | BA | Lisa Peterson | State of NH, Board of Education | English Educator (6-12) | English Education (6-12) | 7/1/2016 | 6/30/2018 | 21 years | English |
| | | Lisa Peterson | State of NH, Board of Education | Social Studies (6-12) | Social Studies (6-12) | 7/20/16 | 7/1/2019 | 21 years | Social Studies |
| Active | BS & M.ED. | Philip Shawler | State of NH, Board of Education | Beginning Educator Certificate | Visual Art Education, computer & technology | 5/29/2016 | 9/30/2019 | 13 years | Visual arts |
| Active | | Dwain Smith | State of NH, Board of Education | General Special Ed | Elementary Education (K-5) | 6/29/2017 | 6/30/2022 | | sped |
| Active | BA | Richard Davis | State of NH, Board of Education | Endorsed Educator Certificate | Mathematics (7-12) | 6/23/16 | 6/30/2019 | 18 years | Math |
| Active | M.ED. | James McConry | Commonwealth of MA, Department of Elementary & Secondary Education | Academic Teacher | English (6-12) | 7/16/2018 | 7/1/2023 | 1.5 | English |
| Active | M.ED. | Chelsea Curtis | State of NH, Board of Education | Endorsed Educator Certificate | Social Consumer | 6/15/2018 | 6/30/2019 | | |
| Active | | Anthony Patis | Massachusetts Department of Elementary & Secondary Education | Academic/Professional | Chemistry (6-12) | 7/14/1996 | 6/17/2004 | 10 years | Chemistry |
| | | Anthony Patis | Massachusetts Department of Elementary & Secondary Education | Academic/Professional | Chemistry (6-12) | 7/14/1996 | 6/16/2019 | | |
| | | Anthony Patis | Massachusetts Department of Elementary & Secondary Education | Academic/Professional | General Science (6-12) | 7/14/1996 | 6/15/2012 | | |
| | | Anthony Patis | Massachusetts Department of Elementary & Secondary Education | Academic/Professional | General Science (6-12) | 7/14/1996 | 6/15/2019 | | |
| | | Anthony Patis | Massachusetts Department of Elementary & Secondary Education | Academic/Professional | Physical/Health/Physical (6-12) | 7/14/1996 | 6/15/2019 | | |
| | | Anthony Patis | Massachusetts Department of Elementary & Secondary Education | Academic/Professional | Supervisor/Teacher (All Levels) | 7/14/1996 | 6/15/2019 | 45 years | |
| | | Anthony Patis | Massachusetts Department of Elementary & Secondary Education | Academic/Professional | Supervisor/Teacher/Supervisor (All Levels) | 7/14/1996 | 6/15/2019 | | |
| Active | BA/MA | Maissa Lynn | Massachusetts Department of Elementary & Secondary Education | Academic/Professional | Theater (All Levels) | 12/18/2018 | 12/18/2023 | 1 year | Theater |
| Active | BA/PHD | Andrew Dumas | Colgate & University Teaching | | Chemistry | | | | |
| Active | | Sheel Calhoun | Cherry School Teaching | | PE/Health/Spanish | | | 1 years | PE/Health/Spanish |
| Active | | Christopher Molinari | Cherry School Teaching | | Harmonies | | | 3 years | English |
| Active | | Arena Madelon | Cherry School Teaching | | Dance | | | 28 years | Dance |
| Active | | Peter Hazard | Colony and Private School Teaching | | Music | | | 49 years | Music |
| Active | | Abby Nelson | State of NH, Board of Education | Beginning Educator Certificate | Mathematics (7-12) | 6/25/2016 | 9/30/2021 | 2.5 years | Math |
| Active | BA | Arena Gonzalez | State of NH, Board of Education | Summit of English | World Language: Greek | 6/6/2007 | | | |
| | | Arena Gonzalez | State of NH, Board of Education | Summit of English | World Language: Latin | 6/6/2007 | | | |
| | | Arena Gonzalez | State of NH, Board of Education | Summit of English | ESL | 6/6/2007 | | | |
| | | Arena Gonzalez | State of NH, Board of Education | Summit of English | Secondary Mathematics (7-12) | 6/6/2007 | | | |
| | | Arena Gonzalez | State of NH, Board of Education | Summit of English | Math: Social Mathematics (5-8) | 6/6/2007 | | | |
| | | Arena Gonzalez | State of NH, Board of Education | Summit of English | Chemistry Education (7-12) | 6/6/2007 | | | |
| | | Arena Gonzalez | State of NH, Board of Education | Summit of English | Math: Level Science Education (5-8) | 6/6/2007 | | | |
| | | Arena Gonzalez | State of NH, Board of Education | Summit of English | Physical Science Education (7-12) | 7/16/2007 | | | |
| | | Arena Gonzalez | State of NH, Board of Education | Summit of English | Physical Science Education (7-12) | 7/16/2007 | | | |
| Active | BA & MAT | William You | State of NH, Board of Education | Endorsed Educator Certificate | English Education (6-12) | 7/25/2016 | 7/1/2019 | | |
| | | William You | State of NH, Board of Education | | Theater | 19/4/2016 | 7/1/2018 | | |



GRANITE STATE ARTS ACADEMY
Charter Renewal Application
For the NH Dept. of Education

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Important Note: About the 2017-18 Annual Report/Progress Report...

Please make sure this report is read before continuing on with the application. It was submitted originally in June, and has been updated as of 1/1/19.

The Annual Report/Progress Report for 2017-18 can be found in the [Overview Binder](#).

INTENT TO RENEW CHARTER (NHDOE has the original)

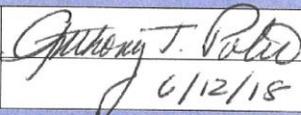
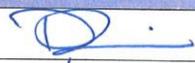
INTENT TO RENEW CHARTER

The renewal of a public charter school takes place every five (5) years.

The first step in the renewal process: A public charter school submits *Intent to Renew Charter* document to the New Hampshire Department of Education by the end of the school's fourth year of operation.

The renewal process consists of a comprehensive on-site review conducted by a team of educators. The on-site review includes a review of academic performance, financial and organizational goals focus group interviews with school leadership, teachers, parents, students and members of the Board of Trustees. For additional details, please review the Guidelines for the Charter Renewal Process at the following link: https://www.education.nh.gov/instruction/school_improve/charter/renewal_process.htm.

Please complete information below:

| | |
|--------------------------------------|--|
| Name of Public Charter School | GRAWITE STATE ARTS ACADEMY |
| School Address | 19 KEEWAYDIN DRIVE, SUITE #4 SALEM, NH 03079 |
| School Director | ANTHONY T. POLITO |
| Email Address | A.POLITO@GSAANH.COM |
| School Director Signature |  |
| Date | 6/12/18 |
| Board Chair Signature |  |
| Date | 6/12/18 |

Please submit completed document to:

NH Department of Education
Charter School Office
101 Pleasant Street
Concord, NH 03301-3860
Fax: 271-7381

Part 1: CONTACT INFORMATION

SCHOOL NAME Granite State Arts Academy, 19 Keewaydin Drive, Suite #4, Salem, NH 03079
SCHOOL ID# 29153
DATE Original Renewal of Application-June 2018, Date of submission-Jan. 2019

MONITORING LEVEL FOR CHARTER RENEWAL FEDERAL COMPLIANCE

GRADE LEVELS Grade 9 through Grade 12
TEACH/ADM 15 (14 FTE) –
(12 NH Cert or > 3 years experience teaching)
(3 non-Cert & < 3 years experience teaching)
Breakdown [NH Cert- 6, 5.5 FTE]
[MA Cert- 4, 4.0 FTE, 2 > 3 years exp, 2 < 3years exp]
[Non-Cert-5, 3.5 FTE, 4 > 3 years, exp, 1 < 3years exp]
PARAPROFESS 0

SENDING DISTRICTS

New Hampshire: Allenstown, Bedford, Brookline, Derry, Epsom, Hampstead, Hollis-Brookline Coop., Hopkinton, Hudson, Laconia, Litchfield, Londonderry, Manchester, Mascenic Regional, Merrimack, Milford, Mount Vernon, Nashua, Pelham, Pembroke, Salem, Sanborn Regional, Timberlane, Wilton-Lyndeborough Coop., Massachusetts

HEAD OF SCHOOL Anthony T. Polito

BOARD CHAIR Donald Erbrink



June 13, 2018

**Mr. Frank Edelblut, Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, NJ 03301-3494**

Dear Commissioner:

I am writing to request an extension of the charter school renewal of the Granite States Arts Academy in Salem, NH, until the Department of Education is able to complete its portion of the process for that renewal. Listed below are the events that have occurred to date.

- **Intent to renew charter submitted to the Dept. of Education on this date, June 13, 2018. (attached)**
- **The Annual Report completed and voted by the Board of Trustees of the Granite State Arts Academy on June 13, 2018 by a unanimous vote. (attached)**
- **We have communicated with Jane Waterhouse and met with her on June 5, 2018.**
- **Our Charter is due to expire on August 19, 2018.**

As mentioned previously, I have attached the Annual Report from the School which serves as our renewal application.

Respectfully,

Anthony T. Polito

**Anthony T. Polito
Head of School
Granite State Arts Academy**

MISSION STATEMENT

Educational mission of Granite State Arts Academy:

Granite State Arts Academy nurtures creative thinkers, active citizens, and independent learners with a curriculum that integrates the arts and academics. Our Vision is a high school that is dedicated to the arts. It will appeal to a broad cross section of students who are looking to discover the joy and transformational power of the arts and those interested in pursuing the arts in a professional setting. Our academic courses will strive to instill a sincere lifelong desire to learn. Students will explore real world problems, simultaneously developing cross-curriculum skills while working in small collaborative groups. During their time at GSAA students will attend art classes each day and will study at least two of the following studies: Dance, Music, Theater, and Visual Arts. This will allow for personalized learning, creating conditions where students' talents can flourish. This positive approach to educating will empower students to dream and create each and every day.

PROGRESS THE SCHOOL HAS MADE TOWARDS ITS ACADEMIC, PROGRAMMATIC AND ORGANIZATIONAL GOALS

During the school year 2016-2017 the School met to redo its five-year Strategic Plan. The Strategic Planning for GSAA consisted of Board Members, School Administrators, Faculty, Staff, Parents and Students. The Committee met monthly over the year to produce the Strategic Plan that is an addenda to this Annual Report. The school's academic, programmatic and organizational goals were addressed in the Plan. In the school year 2018-2019, GSAA will be entering into the second year of its update five-year Strategic Plan. The schools goals are contained specifically, generally and assumptively in the Mission. GSAA's Board of Trustees updated is Strategic Plan and the Action Plan to go with it in the fall of 2018 in preparation for the NHDOE renewal visit for its Charter.

The school has reorganized its curriculum in the last two years to reflect the Mission and Vision of the school. All courses have a detailed syllabus which contains: Detailed course content with a timeline for coverage; a list of varied and multiple instructional strategies to link the teaching style of the teacher to that of the students; a list of multiple and varied student assessments which recognizes the multiple intelligences of the students in the school, a list of resources that are used to help support instruction and assessment, and a list of student interventions to support students who struggle academically or who need enrichment.

The school is now clustered into three large program areas: (1) STEM: Science, Math, Technology, Health Sciences and Physical Education. (2) Humanities: English, English Electives (e.g. Creative Writing, Journalism, Yearbook), Social Studies (History, Geography, Economics, Civics, Psychology, and Sociology. (3) Fine Arts: Music, Dance, Theater, Visual Arts (Drawing and Painting, Sculpture, Computer Assisted Art, Ceramics, Student Portfolio Design). These program areas each have a department head. The program areas meet on a regular basis to work on curriculum, instruction, assessment and student interventions.

Each of the courses taught by the teachers requires an integration with one area of art a number of times per year. Every winter, the school creates a specific themed interdisciplinary week in which all courses must be tied. In January 2017, the theme was the nation of India. In 2018, theme was the nations of West Africa. Outside artists spend the week in residence at the school and parents spend one evening celebrating the themed week.

Student coursework is augmented by Extended Learning Opportunities supervised by the classroom teacher and the Head of School. Students may also enroll in the NH VLACS for courses, and in the senior year with Dual Enrollment at colleges, community colleges in the U.S. and abroad. Teacher adherence to the syllabi and themed instruction is

supervised by the Head of School. Regular instruction and student assessment is also actively supervised by the Head of School. Teachers' classes are visited often by announced and unannounced drop in visits, and whole class visits by the Head of School. The Head of School also reviews student performance and grades, homework assignments, types of assessments, teachers' comments and grading, as well as communications to parents.

Ample evidence has shown that The Mission of GSAA as an "Arts School" has been clearly successful. That determination is made based upon: the number of students who elect substantially higher numbers of fine arts classes over and above the school's requirements, the grades achieved by students who elect fine arts classes, the enthusiasm and success displayed by students at required fine arts showcases each semester, by parents' enthusiasm and attendance at the required fine arts showcases, and by anecdotal evidence by teachers, administrators, students, parents, Board members and visitors to the school. Also, as significant number of students have been accepted to colleges and universities, as well as two-year certificate programs majoring in dance, theater, music and the visual arts.

Students who fail a course(s) may not move to the next grade level until the failure is remediated. Students can remediate courses through summer school (at GSAA or another venue), VLACS, community colleges, or another GSAA approved method of study. Students who fail three or more subjects must withdraw from the school or repeat the grade level in the succeeding year.

PART 3: AFFIRMATIVE EVIDENCE – APPENDIX 1

1A. Is the School making progress towards its Mission?

Ample evidence has shown that The Mission of GSAA as an “Arts School” has been clearly successful. That determination is made based upon: the number of students who elect substantially higher numbers of fine arts classes over and above the school’s requirements (**see the Schedule Handbook Binder**), the grades achieved by students who elect fine arts classes (**see the Academic Binder**), the enthusiasm and success displayed by students at required fine arts showcases each semester, by parents’ enthusiasm and attendance at the required fine arts showcases, and by anecdotal evidence by teachers, administrators, students, parents (**at your Focus Groups**), Board members and visitors to the school. Also, as significant number of students have been accepted to colleges and universities, as well as two-year certificate programs majoring in dance, theater, music and the visual arts. (**see the Academic Binder**)

1B. What progress has the school made towards its programmatic goals?

The school is now clustered into three large program areas: (**see the Academic Binder**) (1) STEM: Science, Math, Technology, Health Sciences and Physical Education. (2) Humanities: English, English Electives (e.g. Creative Writing, Journalism, Yearbook), Social Studies (History, Geography, Economics, Civics, Psychology, and Sociology. (3) Fine Arts: Music, Dance, Theater, Visual Arts (Drawing and Painting, Sculpture, Computer Assisted Art, Ceramics, Student Portfolio Design). These program areas each have a department head. The program areas meet on a regular basis to work on curriculum, instruction, assessment and student interventions.

Each of the courses taught by the teachers requires an integration with one area of art a number of times per year. Every winter, the school creates a specific themed interdisciplinary week in which all courses must be tied. In January 2017, the theme was the nation of India. In 2018, theme was the nations of West Africa. Outside artists spend the week in residence at the school and parents spend one evening celebrating the themed week. (**February, 2017-Intercultural week on India, February, 2018, Intercultural week on Africa and West Africa, February, 2019, Intercultural Week on the Native Americans of New Hampshire, (at your Focus Groups)**)

Student coursework is augmented by Extended Learning Opportunities (**see Grade Distributions in the Academic Binder and Schedule info in the Schedule/Handbook Binder**) and is supervised by the classroom teacher and the Head of School. Students may also enroll in the NH VLACS for courses, and in the senior year with Dual Enrollment at colleges, community colleges in the U.S. and abroad. Teacher adherence to the syllabi and themed instruction is supervised by the Head of School. Regular instruction and student assessment is also actively supervised by the Head of School. Teachers’ classes are visited often by announced and unannounced drop in visits, and whole class visits by the Head of School. The Head of School also reviews student

performance and grades, homework assignments, types of assessments, teachers' comments and grading, as well as communications to parents. **(Focus Groups with Teachers and Administrators and ask the Head of School to view samples of teacher classroom visitation forms and feedback—some redacted examples of these visitation forms and feedback may be available in the Academic Binder)**

Students who fail a course(s) may not move to the next grade level until the failure is remediated. Students can remediate courses through summer school (at GSAA or another venue), VLACS, community colleges, or another GSAA approved method of study. Students who fail three or more subjects must withdraw from the school or repeat the grade level in the succeeding year.

1C. What progress has the school made towards its organizational goals?

During the school year 2016-2017 the School met to redo its five-year Strategic Plan. The Strategic Planning for GSAA consisted of Board Members, School Administrators, Faculty, Staff, Parents and Students. **(see Overview Binder)** The Committee met monthly over the year to produce the Strategic Plan that is an addenda to this Annual Report. The school's academic, programmatic and organizational goals were addressed in the Plan. In the school year 2018-2019, GSAA will be entering into the second year of its update five-year Strategic Plan. The schools goals are contained specifically, generally and assumptively in the Mission. GSAA's Board of Trustees updated its Strategic Plan and the Action Plan to go with it in the fall of 2018 in preparation for the NHDOE renewal visit for its Charter.

The school has reorganized its curriculum **(see Academic Binder)** in the last two years to reflect the Mission and Vision of the school. All courses have a detailed syllabus which contains: Detailed course content with a timeline for coverage; a list of varied and multiple instructional strategies to link the teaching style of the teacher to that of the students; a list of multiple and varied student assessments which recognizes the multiple intelligences of the students in the school, a list of resources that are used to help support instruction and assessment, and a list of student interventions to support students who struggle academically or who need enrichment.

The school is now clustered into three large program **(see Academic Binder)** in areas: (1) STEM: Science, Math, Technology, Health Sciences and Physical Education. (2) Humanities: English, English Electives (e.g. Creative Writing, Journalism, Yearbook), Social Studies (History, Geography, Economics, Civics, Psychology, and Sociology. (3) Fine Arts: Music, Dance, Theater, Visual Arts (Drawing and Painting, Sculpture, Computer Assisted Art, Ceramics, Student Portfolio Design). These program areas each have a department head. The program areas meet on a regular basis to work on curriculum, instruction, assessment and student interventions.

2A. Has the school provided quarterly financial reports that comply with accepted standards of public school accounting?

Please see the Board of Trustees Binder. GSAA produces a monthly financial report which is given at each Board of Trustees meeting each month, 10 months of the year. We have provided the NHDOE with all the financial reports it has requested over time. **(see the Board of Trustees Binder under financial where the audit documents are located.)**

2B. Do the school's purchasing and billing practices meet acceptable standards for public school accounting?

Yes, see the audit reports. **see the Board of Trustees Binder under financial where the audit documents are located.)**

2C. Has the school provided an annual external audit with no material defects?

Yes, see the audit reports. **see the Board of Trustees Binder under financial where the audit documents are located.)**

2D. Do the schools quarterly financial reports demonstrate reasonable and prudent planning?

Yes, see the audit reports. **see the Board of Trustees Binder under financial where the audit documents are located.)=**

2E. Do the school's Board minutes indicate clear communication of accurate information about the school's financial condition?

Yes, **there is a binder available with all of the school's minutes since its inception.**

2F. Please provide a balance sheet setting forth the school's assets, liabilities et al.=

See the Board of Trustees Binder under Financial.

2G. Does the school have a rep attend and prepared to report and answer questions during relevant portions of the annual school district budget process.

At the present time we do not attend the Salem School Board meetings. We would like to. We would like to attend at least every few months to detail and clarify to the Salem Supt. and to the Board: our Charter, Mission, and Vision and how we meet it; the successes and challenges we have had fulfilling our Charter and Mission; and to speak about how we prepare and fund our annual school budget. In the first two years of its existence, GSAA was in Derry, NH and did not attend there either. However, the school began looking for a permanent home soon after it opened in Derry, and the Board did not think it would be located in Derry for a long period of time. When we move to Salem in year 3, we did reach out to the Salem PD to create and sign a Memo of Understanding connecting the school to the efforts of the Salem PD. There were many rumors as to why, but the Salem PD never cosigned that Memo with us. We do however, maintain a good relationship with the Salem PD and Salem FD.

We have been somewhat reluctant to connect with the Salem Schools for two reasons. The first involves special needs students. There has been a challenging relationship between the SPED department at Salem, and GSAA in working with special needs families, trying to fulfill student IEP's. In fact, we even had to have a mediation in Concord with the NHDOE on a severe special needs student where Salem and the parents could not agree on a service model. The meeting did not go well for a number of reasons, and our relationship with the SPED department has been strained. Their interpretation of Federal and State SPED law has been very different. The SPED directors have cited the Salem School District administration for their SPED policies in working with charter schools. The second involves transportation. Our parents who live in Salem have reported to us that they have been frequently rebuffed by the Salem School Dept. in an attempt to get the Salem schools to assist at transporting their students to GSAA, even though it is part of the State's charter school regulations. However, GSAA has not formally made a request of the Salem school administration to follow through on this regulation. Our parents have been reluctant to create any hard feelings on the issue.

Nevertheless, we have sought at the lower levels of the Salem School District to connect. The GSAA Head of School has been involved with the Salem HS business department in judging their Chamber of Commerce business competitions. The Business Dept. and GSAA will collaborate on some joint activities next year. Also, a connection was made between the GSAA and Salem HS this spring at the regional NH theater festival. GSAA and Salem HS will collaborate on a joint theater arts presentation next year.

2H. Please describe the transportation service currently available?

At the present time, our transportation is parent car pools. The school and parent representatives from over 20 times organize and coordinate that car pool system. For the most part it works very efficiently and effectively—even in bad weather during the winter. Currently, we do not get an assistance with Salem schools for students who reside in Salem itself. That is explained in item # 2G above. We would like to get together with Salem to see if we could assist our parents with this.

3. Is the charter school promoting student attainment of expected knowledge and skills?

Questions A-F are answered together below (next page). (from the 2017-18 Annual Report/Progress Report)

3. Is the charter school promoting student attainment of expected knowledge and skills?

Yes. The Head of School and Guidance reviews all data obtained by students in teacher made assessments, NH mandated assessments, and in other standardized testing. Those reviews are done quarterly. **(see Academic Binder)**

Teacher made assessments show a range of ability with a normal distribution of scores and typical standard deviations. However, Mathematics and Science score and grade distributions show more of a lower median and a slightly negative skew. Humanities assessments show a normal to average range of scores and a normal skew. Arts assessments demonstrate much less of a range of ability than the other subject areas. The median in the Arts classes is the highest in the school. There is a very positive skew to those grades and a much narrower distribution of the scores. This probably is due to the ability of students who are attracted to an arts-based school. **(see Academic Binder)**

On the required SAT School Day testing, student' means and medians cluster around or just below NH State averages. English is usually higher than Math. There is a similar result on the optional PSAT but the means and median are higher. This could be affected by the optional nature of the test and students being somewhat more motivated in taking that test. In alternate years, GSAA gives all of its students in Grades 9 and 10 the Otis-Lennon School Ability Test (OLSAT). This test is used to help us determine student placement and instructional strategies. Students generally score above national averages and on par with NH State averages on this test. **(see Academic Binder)**

The results of all student assessments of all types are used to help us evaluate our curriculum, instruction and assessment, and make yearly recommendations for changes. These assessments are also used to help us to determine instructional strategies more effectively for students with special needs. All assessments are reviewed by teachers and staff who make the recommendations for changes during the next school year.

- **Are students meeting proficiency standards as measured by state assessments**
- **Are students making progress toward meeting state proficiency standards?**
- **Are students meeting reasonably defined measures of proficiency (see also question above on meeting defined academic goals)?**

GSAA has done a detailed analysis of its students' scores on the NH School Day SAT, the NECAP Science Test but as of yet, not the new AIR science test. That detailed analysis "**GRANITE STATE ARTS ACADEMY CHARTER SCHOOL; ANALYSIS OF SCHOOL DAY SAT VERBAL & MATHEMATICS TESTING, NECAP SCIENCE TESTING and IMPLICATIONS FOR STRATEGIC PLANNING IN: ENGLISH, MATHEMATICS AND SCIENCE**" is among the documents given to the CSA of the NHDOE for this review.

Our scores (modes, means and medians) are relatively similar to the other public schools of NH on the School Day SAT, and on the NECAP. However, we are not satisfied with the GSAA scores on the School Day SAT Math (2018) so we have implemented measures by adjusting/altering our curriculum, instruction and assessment in our Math classes to bring about improved student achievement in Math. We do not have enough data as of yet to effectively analyze our results on the AIR Science, but we have analyzed the old NECAP Science Testing. Our students also need to improve their AIR scores.

With regard to meeting the proficiency in our Academic Goals as specified in our Strategic Plan: We are very pleased with the Arts as the students achieve far above what we consider to be minimum proficiency; We are also pleased in English, Social Studies and our electives in those areas as well; Our Science students achieve what we consider to be above minimum proficiency but still struggle. However, we are making changes to improve and raise proficiency even higher by adjusting our Science instruction, assessment and personnel. **(see Academic Binder)**

Our Math student performance, even on our own GSAA student' assessments is inconsistent. That is why we have instituted the OLSAT (Otis-Lennon School Ability Test). We need to get a better idea on what students have learned and achieve before they come to GSAA. Based upon the results of the OLSAT and student achievement, we have made some curriculum changes in Grade 9 and Grade 10. We have augmented instruction with tutoring both during the day and after school. We have also mandated additional tutoring for students at a higher risk, such as students on IEP's and students who show lower ability on the OLSAT. *One of the reasons for the Board of Trustees considering a request to add an 8th grade to the Charter is to improve the Math ability of incoming students.*

- **Are students making progress toward any non-academic goals established within its Charter?**

It is very clear by looking at the comments that teachers give on report cards **(see Report Card Binder)** that are sent home to students and parents eight times per year that our students are doing very well in the non-academic goals which relate to our Mission and Vision. From the Mission, with regard to our students being creative thinkers, active citizens, and independent learners--it is by far the strength of our school. **(ask the question during Focus Groups)** It is not just anecdotal by observing what our students do and listening to what they and their parents say about the school, there is hard data by collating the comments of teachers. Again, viewing the comments on the report cards, one can see how students address real world problems in class particularly on not just the toleration of differences that occur in our society, but also by celebrating those differences as well. The school just graduated (June 2018) its first four-year senior class. Parents and teachers made strong comments on how those students evolved and grew as students academically. More importantly, comments noted the students' maturation into strong moral supportive young adults during their four years.

3F. Describe the community service opportunities available to the student.

Please review the Schedule/Handbook Binder for the requirements for GSAA service to the community over four years to graduate from the school. It is forty hours over four years. The Community services available are:

- Many forms of service to the school itself-student tutorials and extra help, cleaning and organizing, running open houses, assistant teachers and administrators with administrative tasks, etc.
- With the senior citizens organizations volunteer programs in Salem, NH.
- With the local office the Red Cross and through our collaborative Blood Drive activities.
- Serving food and making food at school activities.
- Working within their own communities on social service and town activities.
- Working the Little Buddies Programs in their local communities.

- Working with The Learning Path, a pre-school program that exists adjacent to the school. Our students teach them, read to them and perform music for them and dance for them. They also teach them to paint and they work with them in performing short plays for their school.

4. Is the school sustainable?

Questions A-L are answered on the next pages. =

- **Does the school’s governing board function effectively and in accordance with public meeting laws and regulations?**

Yes, the Board spends considerable time paying strong attention to meeting public meeting laws and regulations. After four years the Board is undergoing a change as inaugural Board members are being replaced by new members. GSAA is now creating plans for the professional development of the new Board members to keep and maintain the School’s past traditions, while creating a Board that can take the school into its next iteration over the next four to five years. **(see the Board of Trustees Binder and the School Minutes Binder)**

- **Has the school established systems to manage operations efficiently?**

GSAA has established systems for: Technology (instructional, assessment, assistive, school operations and communications), School Building Repair and **Maintenance, Security, Crisis Management, Safety, and School Operations. We have sent the NH Department of Education information on Security, Crisis Management and Safety.** The NHDOE has documents on the above highlighted red items.

- **Are there systems in place to assure instructional quality?**

There are systems in place to assure instructional quality in curriculum, pedagogy, assessment and academic interventions for both regular education and special education students. These systems are the primary responsibility of the Head of School and to a lesser extent the department heads. These systems are monitored by classroom supervision and evaluation, collection of data, systematic review of documents (e.g. syllabi, reports), classroom observations, and students’ grades on teacher made tests, standardized testing and other anecdotal material. **(see Academic Binder, Schedule/Handbook Binder, Overview Binder,) (Focus Groups should be asked this question)**

- **Has the school established an appropriate relationship with the local school district(s) to facilitate high quality services to students with special educational needs?**

GSAA has set up relationships with all of its sending Districts to assure high quality services for students with special needs. We meet on a regular basis either at GSAA or the sending Districts close to monthly to review and better service students. We also have obtained services by the placement of paraprofessional and other resources in our school. At times we have sent our teachers to sending Districts for training. We would view our relationship as generally cooperative in all sending Districts but our relationship is only fair at best within the public

school district in which we are geographically located (Salem, NH). To service students and their parents better, we hold IEP meetings and student evaluations both at GSAA and at the site of the sending District. **(Focus Group discussion with administrators and SPED personnel)**

- **Are physical facilities safe, clean and suitable for the purposes of the school?**

We are inspected yearly by the all of the inspectional services including police and fire departments of the City of Salem, NH. In addition our landlord spends a frequent amount of time inspecting our building for maintenance and safety concerns. We have a part-time maintenance person who works every day in the school for at least 20 hours per week. **(see Documents Binder)**

- **Is the school emotionally safe for children and adults, free from bullying?**

GSAA has an advisory period every Friday where students' emotional, psychological and social needs are dealt with in a collaborative program planned by faculty, staff, other professionals, with input from students and parents as well. We do that either by having: speaker assemblies for the whole school with or without breakout groups, having presentations within our students' advisory groups either by teachers, students, or outside vendors, or have seminars led by students, teachers or outside groups. Our school has a much larger percentage of LGBTQ students than most schools and because of that, many of our students have been subject to bullying at some point in their lives. We pay a lot of attention to that. Most of the students view GSAA as a nurturing, protective school because of that reason, and especially for what we do in advisories. Many of the parents cite this when they apply to Grade 9 or transfer to the upper classes. **(see Academic Binder, see Schedule/Handbook Binder, Focus Group questions.)**

- **Does the school have a viable financial plan to support its program?**

GSAA's Board has a financial Sub-committee and a Financial Development Sub-Committee. The school has many small fundraisers but by far its most successful is its annual Gala in the early spring each year. The School charges a tuition for students in Massachusetts (\$7,000). The School also seeks reimbursement from sending Districts on extraordinary costs that should not be handled by a charter school. The school tries to get parents to submit data to verify Federal Title I and Title II funding. The School has an appeal to parents for funding and donations on a rolling basis to help defray operational costs. The School has a strong relationship with the Enterprise Bank in Salem, NH with a line of credit with them as well. There are two members of the Board from the Enterprise Bank in Salem. **(see Board of Trustees Binder, Focus Group questions)**

- **Are there sufficient indications of continuing enrollment to sustain the school's program and meet its plans for growth?**

GSAA's enrollment has grown slowly by steadily in its past four years. However it dropped a bit last year. Its current enrollment is in the low 120's. We seek an enrollment of about 150 for the capacity of the school at its present site. The State of NH has placed a cap of 180 on the School but the present site would not allow for that enrollment without expansion to other parts of the rented building. **(see Overview Binder)**

- **Does the school employ teachers who meet state requirements for experience and/or certification?**

GSAA employs a teaching and administrative staff that meets the guidelines for the State of NH in the areas of the NH Department of Education requirements for charter schools. We also have a program available which grants PED's for teachers who undergo professional development at school, or at a yearly schoolwide program that lasts all day, and teachers also have money made available to them to seek their own professional development off-site. **(see Contact Info)**

- **Does the school demonstrate an ability to retain skilled and qualified staff?**

GSAA has an ability to retain skilled and qualified staff: (1) All teachers regardless of their skill level upon being hired are closely supervised in their curriculum writing, instruction, their student assessments, and in in their interventions for high or low ability students, as well as special needs students. A teacher who needs remediation can get that in mentoring from the Head of School a former professor of education at the university level. (2) All teachers of all ability levels can receive in-school and out-of-school professional development with faculty presenters or with money made available to them. At present most of the staff has been at GSAA for at least three of the five years that the school has been in existence. There has only been a turnover of two teachers in the last three years. **(see Board of Trustees Binder, contracts)**

- **Do parents report satisfaction with the school in the areas of:**

- **Academic programming**

Yes. However the school needs to provide more training for students in their study habits, study skills, and remediation for past weaknesses that they have had in previous schools where they have not always been academically successful or the work was less challenging. Some parents would like more rigor in the academic program, while other parents think the academic program is too difficult. This should be a topic for focus groups. **(see Academic Binder and Focus Groups)**

- **School-family interactions**

Yes, GSAA has many events to bring together the school and the whole supportive family of the students.

To mention just some of them:

- For incoming Grade 9 students, a Big Brother-Big Sister Program that pairs freshmen with a supportive junior or senior that watches over them educationally and socially.
- For all incoming and transfer students, an early September gathering that brings us together over food and a discussion of what it's like to be a student or parent as GSAA.

- For all college bound students, extensive parent-school guidance in the whole collegiate process and financial planning in the evening as a social program.
- Four open houses during the year for parents-teachers-administrators to meet and discuss academic, social, emotional and psychological progress at school
- Four school dances in which we have parent chaperones
- Multiple social events (e.g. an auto show, ice cream social, travel excursions)
- Senior-parent-school baccalaureate banquet
- Eight student showcases and open mike nights in dance, music, art and theater
- A minimum of four drama and/or musical productions per year.

(see the School calendars in Overview Binder)

○ **Accurate and timely communication from school**

- GSAA communicates with parents via:
 - Monthly and weekly news via Facebook and other social media
 - Google classroom
 - Daily and weekly reports to parents on academic progress and upcoming required school work
 - Periodic updates via email to parents on a weekly basis
 - Period updates to parents via text messaging
 - Timely phone calls made by the schools messaging system on important school events, school closures, schedule changes, etc.
 - Four parent-teacher-administrator open houses
 - Specific communications in the fine arts area
(Focus Groups)

4M. Describe what the school intends to do to ensure it remains active in dissemination of successful and best practices?

- The Head of the School and the Board Chair will continue to attend all NHDOE meetings.
- The Head of the School will continue to attend NH Charter School Association meeting of Matt Southerton
- GSAA will continue to attend (with other Arts schools) the annual Plymouth State College Professional Development Seminars on the Art every January.
- GSAA will continue to attend the Professional Development Day every March at the Founders Academy, and will continue to have at least one presenter of best practices at GSAA at the PD day.

5. Current Status of the Board of Trustees

5A. Have there been any changes in the membership of the Board?

Yes, please see the Board Membership in the school's first year and its membership now. Then you can read the minutes over the years to see how the Board membership has changed. **(see Board of Trustees Binder and see Board Minutes Binder.)**

5B. Have there been any changes to the Board of Trustee's method of operation or amendments to the by-laws?

Yes, please **see the Board of Trustees Binder** and compare the by-laws in the first year of the school's operation with the present by-laws. Then **refer to the Board minutes** to see how they have evolved over the years.

5C. Have there ever been any recusals made by Board of Trustees members?

Yes, once. At its April, 2018 meeting one Board member recused himself because he had to vote on a particular issue that directly impacted his second cousin (his first cousin's daughter) on an exemption from graduation policy. **(see Board minutes)**

6. Student Data

6A. What is the percentage of students who were promoted to the next grade level or who graduated from the high school?

This can be found on the graduation plan section of the **Academic Binder**. It is different every year.

6B. Attendance rate of students?

Based on the daily membership the average attendance rate is 88%. **You can consult the data at the NHDOE i4ee page for more info on that.**

6C. What is the number of incidents that occurred on school grounds and that required the intervention of local, state or federal law enforcement?

6D. What is the number of incident reports prepared under RSA 126-U:7?

6E. What is the number of substantiated incidents of bullying and cyberbullying as identified in RSA 193-F:6?

None for 6C-E, **see i4see safety data at the NHDOE.**

C. Reports: School Features

- 1. Enrollment and Projected Growth for the student body for the next three years.**
See Overview Binder in NHDOE Team Room under enrollment
- 2. Curriculum and Instruction: *Any changes***

There are no changes that are needed because of enrollment. The Board of Trustees is still decided as they gather data whether or not to ask the NH Department of Education for a Charter Amendment to add and eighth grade to the school. The grade levels would then be grades 8-12. If this is decided in the affirmative, we will approach the NH Board of Education with a request. We feel that we need it for two reasons: first to better prepare our incoming students in Math and English because of the wide discrepancy of their preparation due to the large number of different school districts from which they come to us; and two, to allow us to do a better job spreading the art electives in music, dance, theater, and visual arts over a wider spectrum which will allow us to add more courses in the arts. Many of our students exhaust their art electives by the end of their junior year. This will help us to do a better job in setting up our pre-requisites for the advance art electives.

We are also looking into changing our science curriculum to add more integrated science course and/or environmental science courses. We feel that these courses may be more easily integrated into the arts curriculum.

3. Technology Programs

We do not offer any courses per se in technology, however it is woven into much of what we do. Because of our Mission, we generally do not have students interested in designing websites or learning computer languages or even creating programs. In general, we only use technology for instruction or as a vehicle for student work in the arts. In instruction have a number of white (Smart) boards that are effectively utilized by teachers in instruction and in demonstrations, especially in math and science. Students will use them for projects or presentations in all subject areas. Each student has a computer to work with during the day, and each classroom has a number of extra computers as well. Students use the technology to do research, and to verify and validate their source information in all subject areas. They also use it as mentioned for projects and presentations. In the arts, we do use technology in our computer-assisted art classes to produce digital art. We also use technology in our House Design classes. Technology is used quiet frequently in the Theater Arts and Music Department to first teach students how to effectively use the equipment for sound and lighting effects, and also to provide computer backdrops for sets when physical sets are not feasible. Each year a significant part of our school fundraising efforts are dedicated to technology purchases and refreshes.

4. Academic Attainment

Originally, when the school opened there seemed to be a bit of a different academic attainment of students at GSAA in the Arts classes and the non-Arts classes. Despite our Charter and Mission, originally many students only thought of GSAA as a strictly extracurricular arts school in the Arts classes (Music, Dance, Theater and the Visual Arts). Even though some of them struggled with the concept of being “graded” in the arts, they nevertheless understood that it was a NH public school. They learned that talent alone would not yield a good grade. It took students a bit longer to understand that the non-arts classes were also even more important if they wanted to get a NH state diploma. You could not simply attend GSAA for the arts classes and pay little attention to English, Math, Science, World Language and Social Studies. Again, in its first couple of years, because GSAA was an Arts school, students were more motivated in their Arts classes and thus there was a direct correlation to their academic attainment in the Arts. In the non-Arts classes it is a bit different. There were students in the non-Arts areas with strong ability and high motivation who did achieve very well academically. Yet, in general, in the first couple of years, some students’ achievement in the non-Arts areas suffered, particularly in Math and Science. The data for this did not come from a detailed statistical analysis of student grades in the arts and the non-arts, juxtaposed with student interest. Instead, it came from many faculty meetings between teachers, guidance and administration with anecdotal comments that resulted from what was observed in student report cards and teacher comments.

In years three as GSAA began to ramp up the rigor of its curriculum, instruction, student assessments and student interventions, it looked aggressively to changing the behavior amongst some of its students. It began with first reeducating the parents as to the Charter and Mission of GSAA as a NH public school. Also, we got many parents involved in the rewriting of the School's Strategic Plan to help emphasize this. After the plan was voted by the Board of Trustees, we had many parent meetings to reinforce the importance of academic achievement in all areas. With students we used our weekly advisory period, to drill into students the notion that the word "Arts" is an adjective to modify the noun "School," in Granite States Arts Academy Public Charter School. We reemphasized this during all of our Parent Teacher conference and during our yearly course registration for the next school year with our students. We also redid our presentations at our three recruitment Open Houses to make sure everyone knew why GSAA existed.

Over the last few years the academic achievement of students in the arts and non-arts courses has come much closer together. Again, we have no statistically analysis, but at our faculty meetings, teachers, guidance and administrators pay close attention to student grades and teacher comments and have clearly noted the change in attitude, motivation and achievement of the students. We have also seen (anecdotally) in the class of 2019 an uptick in the number of college applications and acceptances of students to higher quality colleges.

5. Successes

There is no question GSAA's greatest success is in the Arts. We have very large numbers of students who take dance, theater, music and the visual arts and are very successful in those area academically and even more importantly in their appreciation of the Arts and their preparation of being connected with the Arts for the rest of their live as adult. Many of these students for whatever reason have also not had success in these areas in the public schools. GSAA has also been able to develop students who challenge and question what it means to be a good citizen and to care for others in the 21st century. Our student population is more diverse than the general student populations of public school regarding sexual identity. Our students have displayed a great maturity with that and a nurturance of each other that assists in meeting the large goals of the school's Mission to produce creative thinkers, active citizens and independent learners,

6. Challenges/Areas for Improvement

Our students come to GSAA in general with poor study skills. Their standardized testing indicates that most our students are average to above average in ability but their academic achievement has been very inconsistent prior to coming to GSAA. They are also very weak in Math and English basic skills because of this. This impacts the students more in the non-Arts areas than in the Arts areas. Over the years we have been able to remediate their study skills, and get the students to achieve to a higher potential in the non-Arts areas. We will continue to push for increases tutorial and remediation with our struggling students, especially with those students identified with 504's and IEP's.

7. Stakeholders—Family/Parents (Board Members as stakeholders are addressed in the Board of Trustees Binder)

Future needs: (a though c)

- a. More involvement in the school’s academic life from the parents. We need more involvement in particular for them to be more supportive of the academic efforts of the school and of their children who struggle academically.
 - b. More involvement in supporting their students artistically. Some students clash with parents who would rather see them pursue a non-arts career in life because of the serendipity of an arts career.
 - c. More involvement from in the fundraising effort of the school in the light of the poor funding that charter schools receive in NH.
8. Fundraising (**Discussed in the Board of Trustees Binder under fundraising**)
9. School Accountability Plan: Sustainability Plan

NOTE: ALSO INCLUDED IN SCHOOL ACCOUNTABILITY IS DISCUSSION OF THE NEEDS ASSESSMENT WHICH WILL BE FOUND IN THE ACADEMIC BINDER (FILLED IN BY HAND)

Sustainability is addressed annually as the Strategic Plan administration (**in the Overview Binder**) initiatives are prioritized. The goals of the teachers (**in the Academic Binder**) and the administration (**in the Overview Binder**) are redone every year. Also, the Board of Trustees sets its goals every year (**in the Minutes Binder and in the Board of Trustees Binder.**)

In general the following are the most significant areas that GSAA must move on to improve its sustainability.

- a. Increased funding from the State with an increasing enrollment.
 - b. Increased fundraising from its Board of Trustees and school community.
 - c. A greater connection with the Salem School Department.
 - d. A stronger and more vibrant connection with the Salem Chamber of Commerce.
 - e. A stronger program for the recruitment and retention of students.
 - f. Greater publicity in our service area for the GSAA successes as an Arts school.
10. Budget—Discussion of the general concepts for the 2019-2020 budget will be in the **Board of Trustees Binder**. The budget process goes through April, with an April or May vote by the Board of Trustees on the FY20 budget.

11. Best Practices

- a. We attend all meetings of the NH Charter School Association
- b. We attend all NHDOE meetings for charter schools
- c. We work collaboratively with the local charter schools in our area and with the local private schools in our area. Birches Charter School, St. Joseph Regional Catholic School.
- d. We work collaboratively with most of our public feeder school districts on special need issues particularly on supporting challenged students on 504’s or IEP’s.
- e. We invite neighboring schools (high school and community college students into GSAA to view and critique our performances in the Arts.
- f. Our Guidance and SPED department attend local area public school meeting in guidance and SPED.



Chartered Public School Renewal

| Charter School Renewal Rubric | | | |
|---|---|-------------------------------------|--------------|
| Name of Charter School: | | Granite State Academy of Art | |
| Date: | | February 8, 2019 | |
| Evaluation Results Recommendations | Approved | Approved with Conditions | Revoked |
| School Details | Complete | Mostly Complete | Not complete |
| Comments | | | |
| Standards for Evaluation | | | |
| Level of Achievement | Description | | |
| <i>Exceeding</i> | <i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i> | | |
| <i>Meeting</i> | <i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i> | | |
| <i>Approaching</i> | <i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i> | | |
| <i>Not Meeting</i> | <i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i> | | |

| I. Charter School Renewal Application | | |
|---------------------------------------|---|--|
| Part 2: School Details | | |
| ✓ Upon Review | | |
| Level: E, M, A, N | Criteria | Comments |
| M | A1. Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals • Progress made towards Academic, Programmatic and Organizational Goals | All documents included. |
| M | B1. Enrollment and projected growth of student body for the next 3 years | <ul style="list-style-type: none"> • There are currently 136 students enrolled • Plans are to increase enrollment to 150 by 2020/21 |
| M | B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment. | The following changes/improvements have been made: <ul style="list-style-type: none"> • Academics have been organized into 3 program areas: STEM, Humanities and Fine Arts, with a department head for each program area • Syllabi have been created for each of the courses • Each course has an arts integration component • Each year there is a week-long interdisciplinary, cultural, thematic unit where all courses are tied in to the exploration and presentation of the theme. • Extended Learning opportunities are provided |
| | B3. Technology Programs | <ul style="list-style-type: none"> • Technology is integrated in courses and is not taught as a |

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| <p>A</p> | | <p>separate course.</p> <ul style="list-style-type: none"> • Instructors use technology for instruction • Students use technology for work submission, producing digital art, communication, research, presentations through Google Docs and other platforms. |
| <p>M</p> | <p>B4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.</p> | <p>SAT data was and school records were provided with a thorough analysis for the period of the school's operation. Overall, data shows that GSAA students perform at or near NH State averages in verbal, at or near the state averages in Math, with the exception of 2017/18 where GSAA and NH State average dropped significantly, and at or near NH State average for science. The school has identified math and science as an area of concern and are therefore considering modifications to their curriculum and instruction in order to improve student performance.</p> |
| <p>A</p> | <p>B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement</p> | <ul style="list-style-type: none"> • School has identified this as an area of need to develop • Parent/family involvement needs improvement. Current examples of parent involvement include volunteering for fundraising, gallery events, musicals. • An active PTAC committee; handbook is currently being updated. • Currently working on outreach to build relationships with areas businesses, local schools and feeder schools • 3 parents on Board. • Not one of the Board's committees but mentioned in the strategic plan as an area for development. • Board is planning to become more active in community |

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| | | affairs, for example, through Chamber of Commerce, Lions Club, Rotary. |
| M | B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability | <ul style="list-style-type: none"> • Annual fundraising events bring in \$50K or more. • To ensure sustainability, the Board is working on outreach to the community to build partnerships and to develop new funding sources. To increase enrollment, the board is planning to develop strong relationships in the community to increase visibility. |
| M | B7. New Hampshire Charter School Accountability Plan | Completed and submitted to the Charter School Office every year. |
| M | B8. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board’s reasoning for allocating funds | 1 year forecast budget and narrative included with some justification for allocation of funds. |
| M | B9. Efforts to disseminate successful best practices | <ul style="list-style-type: none"> • School ensures staff has opportunities to explore and attend best practices conferences, charter school meetings, PD and events • Work collaboratively with the local charter and local private schools: Birches Charter School, St. Joseph Regional Catholic School. • Work collaboratively with most of the public feeder school districts on special needs issues, particularly on supporting challenged students on 504’s or IEP’s. • Invite neighboring schools (high school and community |

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| | | <p>college students into GSAA to view and critique our performances in the Arts.</p> <ul style="list-style-type: none"> • Send students to neighboring schools to provide assistance with art projects and performances. • Guidance and SPED departments attend local area public school meeting in guidance and SPED. |
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| Part 3: <u>Affirmative Evidence</u> ✓ Upon Review | | |
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| From the answers to questions and evidence: data, charts, diagrams, etc. | | |
| Level: E, M, A, N | Criteria | Comments |
| M | 1. Is the school making progress toward achieving its mission? | Evidence in Application and supporting documentation, Annual Reports, Audits and Interviews all demonstrate that the school’s mission is central to decisions that are made organizationally, programmatically and academically. |
| M | 2. Is the charter school responsibly using public funds? | Financial Statements, audits and budgets all substantiate that the school is using public funds responsibly. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | The school engages in periodic evaluation of their curriculum and instruction. Due lower than expected student academic performance, the school has engaged in professional development, programmatic and academic meetings to |

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| | | <p>improve instruction and assessments. The OLSATS are currently being used by the school to measure achievement of incoming students, and the information from these tests has resulted in improvements to curriculum and instruction. The school continuously reflect on their practices and engages in weekly meetings to address and improve student proficiency in all academic areas, whilst remaining true to their mission. The school acknowledges that student achievement in the arts far exceeds minimum proficiency, and that academic performance is higher in the arts than in academics.</p> |
| M | 4. Is the school sustainable? | <ul style="list-style-type: none"> • Sound Capital financial base for operating costs • School operates within a predetermined approved budget • A steady enrollment of students • A committed Board • An ambitious strategic plan with measurable goals and objective |
| M | 5. Current Status of the Board of Trustees Ed 318.16(a) | <p>A 7-member board meets monthly. Their unique talents are utilized to further the success of the school. Board training is being organized. All are required to participate in committee work (several committees have been formed). Board takes their role of advocating for the school in the communities seriously, and to participate as much as they can when needed for school events. The board chair is very involved and supportive at all levels of school operations.</p> |
| A | 6. Student Data and Analysis | <p>School provided demographic and student motility data, school-specific student performance discussion and analysis and SAT data and analysis for several years, comparing it to</p> |

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| | | <p>state averages, other charter schools and local district schools. Overall the student performance was inconsistent, either slightly above or below; however, the school reported students were making good progress and the high school graduation rates each year are higher than the state average. School made a valid point about how the demographics and motility adversely affects student achievement results and performance. More school specific academic and fine arts data would improve this component.</p> |
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| Part 4: <u>Policy/ Procedure Development</u> | | |
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| ✓ Upon Review | | |
| ✓ | Policies | Comments |
| ✓ | Records Retention pursuant to RSA 189:29-a | |
| ✓ | Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29. | |
| ✓ | Sexual Harassment, as detailed in ED 303.02 (j) and (k). | |
| ✓ | Pupil Safety and Violence Protection, pursuant to RSA 193-F | |
| ✓ | Limited Uses of Child Restraint Practices, pursuant to RSA 126-U | |
| ✓ | Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA | |

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| | 189:11a, V-VI. | |
| ✓ | Due Process, pursuant to RSA 194-B:8 | |

| II. Charter School Onsite Visit | | |
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| Part 1: <u>Documentation, Updated Forms Review</u> | | |
| ✓ Upon Review | | |
| <u>Documentation</u> | | |
| ✓ | Criteria | Comments |
| N/A | Revised Charter Application (approved by the SBE) | |
| ✓ | Renewal Application | |
| | Master Class Schedule | |
| ✓ | List of Board of Trustees | |
| ✓ | School Organizational Chart | |
| ✓ | Academic Year Calendars (4 - 5) | |

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| ✓ | Sample Report Card | |
| ✓ | List of Staff Members and Qualifications | |
| ✓ | Annual Charter Accountability Documents, (4 - 5 years) | |
| ✓ | Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached | |
| ✓ | Yearly Independent Financial Audits | |
| ✓ | Board of Trustees Meeting Minutes | |
| ✓ | Quarterly Financial reports (4 – 5 years) | |
| ✓ | Charter School By-laws | |
| ✓ | School Policies | |
| ✓ | List of Curriculum, Assessments Tools and current Instructional Practices | |
| ✓ | Parent/Student Handbook | |
| ✓ | Staff Handbook | |
| N/A | Outstanding Charter Accountability documents | |
| ✓ | Student portfolios and/or student work | |

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| | samples | |
| Updated Forms | | |
| ✓ | Certificate for Occupancy | |
| ✓ | Fire Inspection Certificate | |
| ✓ | Building Safety Inspection | |
| ✓ | Health Inspection | |
| ✓ | Insurance Certificate | |
| ✓ | Financial Audit | |

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| Part 2: <u>Focus Group Interviews</u> | | |
| a) <u>Families, Parents, Guardians</u> | | |
| Number present: | | |
| Level: E, M, A, N | Criteria | Comments |
| M | 1. Is the school making progress toward achieving its mission? | <ul style="list-style-type: none"> • Strategic plan in place • Strong arts integration • Student find joy and a love for learning in their education • Many options to explore the industries and jobs surrounding the arts |

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| | | <ul style="list-style-type: none"> • Student Life Skills class • Personalized learning |
| M | 2. Is the charter school responsibly using public funds? | Yes, but School struggles financially. Limited resources for classes, projects and staffing. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | <ul style="list-style-type: none"> • Students are meeting parent expectations in both academic and the arts courses, and exceeding in the arts and arts integration activities. However, would still like more intensity in academics – English, Math and Science • Students are motivated to become involved in activities and courses in areas other than those where they excel or are interested, in order to broaden their education, as they can have quite a narrow focus in the arts. • Special Ed services need improvement - this parent does not believe that Salem SD is providing the support that is identified in the student’s IEP. • Could improve in language arts essay writing • Teachers provide accommodations and extra support before during and after school for students struggling in academics. |
| M | 4. Is the school sustainable? | <p>All present agreed that the school is sustainable. Great diversity in learning options for students. The needs of students are met for the most part: academically, socially, and emotionally. There is exposure to real world experiences; the school is successfully feeding the passion of the students through its arts integration program.</p> <p>Feel the Board could do more to garner community support, especially with the Salem School district.</p> |

| b) School Leadership: Directors, Principals | | |
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| Number Present: 11 | | |
| Level: E, M, A, N | Criteria | Comments |
| M | 1. Is the school making progress toward achieving its mission? | <ul style="list-style-type: none"> • Updated Strategic Plan • Better organization into 3 program areas with Heads of Departments – meet regularly to work on student interventions, curriculum, instruction, assessment, enrichment, ELOs • Tutorials and academic support provide on as needed basis • Provide a safe, nurturing environment for students to explore and focus on interests and to thrive. • Life skills and study habits classes taught. |
| M | 2. Is the charter school responsibly using public funds? | <ul style="list-style-type: none"> • Yes – as evidenced in financial statements and audits programmatic resources • Financial challenges: Insurance for staff, property tax, retirement plan |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | <ul style="list-style-type: none"> • Evidence in performance data packet • A number of incoming 9th grade students are poorly prepared for school’s rigorous curriculum expectations. Example, cannot receive HS math credit for pre-algebra and it must be taught in order to proceed with algebra. |
| M | 4. Is the school sustainable? | <ul style="list-style-type: none"> • The school is providing a valuable service/ educational program to students that is not available in most traditional public schools • Financially stable • Meeting its mission • Successful arts integrated education program |

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| M | 5. Current Status of the Board of Trustees | Very involved and supportive. |
| A | 6. Student Data | Challenged by determining what the state's standards and metrics used to have as goals and comparisons. GSAA student data shows growth in student performance and students must meet all GSAA and NH state graduation requirements in order to graduate. |

| c. <u>Board of Trustees</u> | | |
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| Number Present: 6 | | |
| Level: E, M, A, N | Criteria | Comments |
| M | 1. Is the school making progress toward achieving its mission? | Yes, there is constant discussion and plans to improve the academics – curriculum, instruction and assessment. Many improvements have been implemented. |
| M | 2. Is the charter school responsibly using public funds? | Yes...financial statements and audits support this. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Yes...teachers and administrators put a lot of time into developing the syllabi for each of the courses. These identify the expected knowledge and skills that student will attain by course completion. |
| M | 4. Is the school sustainable? | Yes...a fairly new board with a wide range of skills, very committed to the mission and vision of the school. Board training and responsible for the longevity of the school – funding, strategic plan, school improvement, community outreach, staff retention, enrollment. Oversee all areas of sustainability. |

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| M | 5. Current Status of the Board of Trustees | Fairly new board with wide range of skills and experiences, including fundraising, business management, financial management, software/tech development, education. |
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| d. <u>Students</u> | | |
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| Number Present: 18 | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | Yes: <ul style="list-style-type: none"> • Successful mix of students' interests • High levels of productivity due to students sense of belonging in a community, caring and supportive staff • Improvements made to curriculum and programs regularly • Learn more in these classes than we did in AP classes at the district schools • Leaderships opportunities, • Improved confidence and life skills needed to be successful in life as adults. |
| M | 2. Is the charter school promoting student attainment of expected knowledge and skills? | Yes: <ul style="list-style-type: none"> • All course expectations are clearly laid out. • VLACS always an option for courses not offered, or if we want to spend more school time on art. • Must meet course expectations in order to move forward. |
| E | 3. Is the school sustainable? | Unanimously, yes! All intend to return. Siblings attend. Recommend to others, friends and family. Promote school by public performances and providing support in theater and dance to other schools. |

| e. <u>Instructional Staff</u> | | |
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| Number Present: 12 total (came in for short periods during free time) | | |
| Level: E, M, A, N | Criteria | Comments |
| M | 1. Is the school making progress toward achieving its mission? | <p>Yes:</p> <ul style="list-style-type: none"> • Highly organized arts integration program • Personalized learning for students, dependent upon their interests and explorations for underperforming students • Extra support provided • Teaching staff provided the support and collaboration time to successfully implement program • PD provided as requested |
| M | 2. Is the charter school responsibly using public funds? | <p>Not asked specifically. However, conversation about finances highlighted the following:</p> <ul style="list-style-type: none"> • Very tight budget, limited resources, but adequate to get the job done. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | <p>Yes, covers all NH state requirements for graduation. Many course options; each course has a syllabus identifying the grading policy and course expectations. Students need to meet course expectations and attain a passing grade in order to move on the next level. In the Arts, English and Social Studies, students are showing great progress. Math and Science scores are lower which is somewhat problematic but fixes are in place and evidence of improvements will be seen in the next data review.</p> |
| M | 4. Is the school sustainable? | <p>Yes: most, though not all, of the students who attend this school are very creative and artistic. This school provides what these students need in a comprehensive educational setting that successfully uses the arts as a vehicle for academic learning. Students come to the school with fears, anxieties and</p> |

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| | | social/emotional issues, but within few months, their transformation is apparent, as students find acceptance, gain confidence, find their voices and begin to be successful in their course work. |
| M | 5. Student Data | Most of the students are meeting and many are exceeding the school's academic expectations/requirements. For those who are not, the teachers provide additional targeted support. However, many students on IEPs are not receiving the level of support they need, as rather than spend up to 2 hours being bussed back and forth to the students' home district schools for SPED services, and missing out on valuable instruction time, parents decline the SPED services. Out of 120 students, GSAA has 25 students on IEPs. |

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| Commendations | <ul style="list-style-type: none"> • To the school's founders and all those who carry on the mission and vision of the school in providing a program that meets the interests, passions, and academic, social and emotional needs of so many students, giving parents peace of mind that their children are safe, engaged in work that both interests and delights them, and that they are receiving an education that will prepare their children for college, careers and life. • To the administrators and teachers who identified gaps in student achievement and worked collaboratively with Board member, parents and students to address the issues and implement changes to staffing, curriculum, instruction, assessment and student support that will result in increased student proficiency and success. |
| Recommendations | <ul style="list-style-type: none"> • To the Board of Trustees Committees, add a Committee to address/improve stakeholder involvement and building partnerships with area businesses and community organizations. • Develop a data management plan to organize and track student performance data, aggregate data, comparative data and to develop graphs and projections based upon data. • Renew the school's efforts to build a stronger relationship with their local school board, which as they have stated is not as effective as it should be. |

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| | <ul style="list-style-type: none">• Closely track student progress in areas of math and science, and provide targeted intensive support on an as needed basis. |
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| Name of Reviewer | Jane Waterhouse |
| Contact Details | NHDOE 271-6813 Jane.Waterhouse@doe.nh.gov |

| Chartered Public School Renewal Rubric | | | |
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| Name of Charter School: Granite State Arts Academy | | | |
| Date: March 22, 2019 (onsite visit January 23, 2019) | | | |
| Evaluation Results Recommendations | Approved | Approved with Conditions | Revoked |
| School Details | Complete | Mostly Complete | Not complete |
| Comments | It was a pleasure to visit Granite State Arts Academy, and to speak with students, staff, parents, and board members. It is evident that Granite State Arts Academy is meeting its mission and engaging its learners in a safe, supportive, and challenging environment. | | |
| Standards for Evaluation | | | |
| Level of Achievement | Description | | |
| <i>Exceeding</i> | <i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i> | | |
| <i>Meeting</i> | <i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i> | | |
| <i>Approaching</i> | <i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i> | | |

| Not Meeting | <i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i> | |
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| I. Charter School Renewal Application | | |
| Level: E, M, A, N | Criteria | Comments |
| M | A1. Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals | Detailed information is provided in the school charter and mission statement. |
| M | B1. Enrollment and projected growth of student body for the next 3 years | The school is currently within approximately 30 students of its maximum possible enrollment at this time. GSAA is exploring the possibility of adding an eighth grade in the future. |
| M | B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment. | <p>At this time, curriculum changes are not needed due to enrollment. GSAA is exploring the possibility of adding an eighth grade to the school, and curriculum growth would need to happen if this occurred.</p> <p>GSAA is exploring the option to change the Science curriculum in order to add more integrated Science courses and/or environmental Science courses because these courses may be more easily integrated into the arts curriculum.</p> |
| | B3. Technology Programs | GSAA currently does not offer any technology courses. Staff |

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| <p>A</p> | | <p>shared that students generally come to the school with proficiency in basic technology, such as the use of Google docs, and that teachers provide instruction in class as needed. Technology is currently used for research, and is integrated into digital arts courses. There are a limited number of Chromebooks available in classrooms for student use.</p> |
| <p>A</p> | <p>B4. Academic Attainment: Assessment of the charter school’s attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.</p> | <p>A detailed assessment of the school’s academic achievement and an explanation of increases and decreases in proficiency levels was not provided. A general statement outlining overall high achievement in the arts, varied achievement in non-arts areas, and lower achievement in math and science was provided in the renewal application.</p> |
| <p>A</p> | <p>B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement</p> | <p>Current stakeholder involvement is outlined, and future needs for stakeholder involvement are outlined. GSAA is seeking to increase parent involvement in academics, more parent support of the arts, and more fundraising involvement in the future. Plans to increase this stakeholder involvement are not specified.</p> |
| <p>E</p> | <p>B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability</p> | <p>GSAA consistently demonstrates successful fundraising abilities. The annual Gala serves to bring awareness of the school to the surrounding communities and local businesses, and also accounts for a significant portion of the school’s annual fundraising. GSAA successfully fundraises up to \$50,000 annually.</p> |
| <p>M</p> | <p>B7. New Hampshire Charter School Accountability Plan</p> | <p>This includes a sustainability plan, which lists areas that can be</p> |

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| | | addressed in order to improve sustainability. |
| M | B8. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds | . General concepts are outlined, documents stated that the budget process for the 2019-2020 school year will begin in April of 2019. |
| M | | A detailed description of the school board's specific reasoning for allocating funds was not included in documentation provided to reviewers. |
| M | B9. Efforts to disseminate successful/best practices | Efforts to disseminate successful/best practices include meeting with other charter, public schools, and private schools to ensure communication and collaboration, and attendance at the DOE meetings for charter schools to share best practices and gain additional information. |

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| Part 3: <u>Affirmative Evidence</u> | | |
| From the answers to questions and evidence: data, charts, diagrams, etc. | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | Students, parents, school leaders, and staff all provided affirmation that the school is achieving its mission. In addition, data showing the number of students who elect to take |

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| | | additional fine arts classes beyond the required number, grades achieved in these arts classes, student and parent attendance at GSAA’s fine arts showcases, and the significant number of students accepted to colleges and universities majoring in arts demonstrate that GSAA is not only making progress toward, but meeting its mission. |
| M | 2. Is the charter school responsibly using public funds? | All budget documents indicate that the charter school is using public funds responsibly, and successfully fundraising to obtain additional funding. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Graduation rates, acceptance to colleges and universities, student achievement on teacher-made assessments, NH mandated testing, and other standardized testing indicates that the school is promoting attainment of expected knowledge and skills. Work samples from Language Arts classes provided to the reviewer indicate significant student achievement in writing. Math and Science standardized testing scores and general achievement are lower than other content areas. This may be due to the abilities and interests of students attracted to an arts-based education. |
| M | 4. Is the school sustainable? | The school is currently less than 30 students away from its maximum enrollment, and is actively looking to make connections with other local charter schools to recruit more graduates from charter schools that do not offer high school education. Parent involvement is high, and staff attention to a safe, nurturing environment is a focus of the school. GSAA has a higher percentage of students who have been previously bullied and a higher percentage of LGBTQ students than other |

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| | | high school environments. GSAA provides an environment where differences are not only accepted, but seen in a positive light. Students are also motivated to attend a school where their passions for the arts are a focus, as indicated by the 90 minute class periods allotted for arts classes. |
| M | 5. Current Status of the Board of Trustees Ed 318.16(a) | The Board of Trustees is currently comprised of 7 members. 2 members are employees of Enterprise Bank, 3 are parents of current students, 1 is a parent of a former student, and 1 is a former educator. The Board creates committees as needed, board members are expected to participate in school activities, and members are planning to participate in an upcoming board training. An interview process is required to join the Board, current members refer potential new members, and any openings for Board members is advertised on the school website. Members are currently working on a Board handbook |
| M | 6. Student Data and Analysis | School leaders stated that students are currently meeting (not exceeding) state standards. Students are above the state average for standardized testing in ELA, and below in Math. The school leaders expressed that many of their students struggle with math, and that test scores are potentially impacted by students' previous educational experiences, since a significant number of their students do not begin as freshmen. |

| Part 4: <u>Policy/ Procedure Development</u> | | |
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| ✓ Included Upon Review | | |
| X indicates that requirement is not present. | | |
| ✓ | Policies | Comments |
| ✓ | Records Retention pursuant to RSA 189:29-a | |
| ✓ | Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29. | |
| ✓ | Sexual Harassment, as detailed in ED 303.02 (j) and (k). | This policy is also included in both the student and staff handbooks. |
| ✓ | Pupil Safety and Violence Protection, pursuant to RSA 193-F | Expectations for student conduct are proactively detailed in the student handbook. |
| ✓ | Limited Uses of Child Restraint Practices, pursuant to RSA 126-U | The policy is present. It cites “properly trained staff,” but does not define what constitutes “properly trained staff.” This term could be defined as “CPI trained staff with a current certification” if applicable. |
| ✓ | Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI. | |
| ✓ | Due Process, pursuant to RSA 194–B:8 | This is also included in the student handbook. |

| II. Charter School Onsite Visit | | |
|---|---|---|
| Part 1: <u>Documentation, Updated Forms Review</u> | | |
| ✓ Upon Review | | |
| <u>Documentation</u> | | |
| ✓ | Criteria | Comments |
| N/A | Revised Charter Application (approved by the SBE) | |
| ✓ | Renewal Application | |
| ✓ | Master Class Schedule | |
| ✓ | List of Board of Trustees | |
| ✓ | School Organizational Chart | |
| ✓ | Academic Year Calendars (4 - 5) | |
| ✓ | Sample Report Card | The school's grading scales and examples of transcripts were also provided. |
| ✓ | List of Staff Members and Qualifications | |
| ✓ | Annual Charter Accountability Documents, (4 - 5 years) | |
| N/A | Inventory or equipment, furnishings and materials purchased with Federal fund | Not applicable |

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| | (\$250.00 and over) Must have DOE inventory stickers attached | |
| ✓ | Yearly Independent Financial Audits | |
| ✓ | Board of Trustees Meeting Minutes | Meeting minutes are kept in a binder that remains securely in the conference room at the school. |
| X | Quarterly Financial reports (4 – 5 years) | I did not locate these documents in the binders provided to reviewers. They may be located in the Board of Trustees meeting meeting minutes binder that cannot leave the school for confidentiality reasons. |
| ✓ | Charter School By-laws | |
| ✓ | School Policies | |
| ✓ | List of Curriculum, Assessments Tools and current Instructional Practices | Syllabi for each class were provided to reviewers, which provided detailed information about curriculum, assessment tools, and current instructional practices, in addition to goals and objectives for each class. |
| ✓ | Parent/Student Handbook | |
| ✓ | Staff Handbook | |
| N/A | Outstanding Charter Accountability documents | |
| ✓ | Student portfolios and/or student work samples | Reviewers had ample opportunities to view student work samples while visiting classrooms. Teachers were extremely accommodating and eager to share student work. |

| Updated Forms | | |
|----------------------|------------------------------------|---|
| ✓ | Certificate for Occupancy | |
| ✓ | Fire Inspection Certificate | |
| ✓ | Building Safety Inspection | Included in Fire/Life Safety Inspection |
| ✓ | Health Inspection | |
| ✓ | Insurance Certificate | |
| ✓ | Financial Audit | |

| Part 2: <u>Focus Group Interviews</u> | | |
|---|---|--|
| a) <u>Families, Parents, Guardians</u> | | |
| Number present: 11 | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | Parents expressed that the school is meeting its mission. Parents felt that the school appealed to a wide variety of students engaged in the arts, prepared them for college, and created a safe, caring community where all students felt valued. Parents also expressed that their children were exposed to a wide variety of job opportunities connected to the |

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| | | arts, such as marketing. This allows students to consider a variety of careers connected to their passions for the arts. |
| M | 2. Is the charter school responsibly using public funds? | Parents agreed that the charter school uses public funds responsibly, and is responsible and successful with fundraising to supplement public funds. Parents did express frustration with the limited amount of public funds that charter schools receive, and that this impacts teacher longevity. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Parents stated that the school is promoting attainment of expected knowledge and skills. Parents feel that students' writing skills become strong during their time at the school, and students are more receptive to challenging subjects, such as math, because the arts are integrated into each subject. Parents acknowledged that math standardized test scores are lower than expected, but spoke to the school's math program leaving students well prepared. Parents expressed that the consumer math course offered is extremely valuable, and some shared that their students have successfully taken calculus. Many parents expressed appreciation that students are able to retake math tests in class and strengthen their understanding of important concepts. |
| M | 4. Is the school sustainable? | All parents present agreed that the school is sustainable. They believe that the school is sustainable because unique students thrive here, the educational program is individualized, and the environment contributes positively toward students' self-esteem and mental health. |

| b) School Leadership: Directors, Principals | | |
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| Number Present: 4 | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | School leaders shared that a significant number of their students have not achieved prior to attending GSAA, but experience academic success during their time at the school. The school has a higher percentage of LGTBQ students than a traditional school setting, and many of their students have experienced social and emotional struggles at their previous schools. Students feel safe, and a community that is accepting of differences is present. Many students struggled to achieve in or even to consistently attend school before enrolling, but are able to demonstrate their strengths and are motivated by the arts curriculum. |
| M | 2. Is the charter school responsibly using public funds? | The school uses public funds responsibly, and is extremely resourceful with fundraising and donations to meet other needs. The school consistently demonstrates successful fundraising campaigns, raising approximately \$40,000-\$50,000 per year. Families regularly donate many everyday necessities to the school so that they do not need to be purchased with public funds. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | See narrative accompanying "Student Data" below. |
| M | 4. Is the school sustainable? | The school is sustainable, and is hoping to make changes to increase sustainability in the future. School leaders are currently exploring the possibility of adding an eighth grade in the future. Their goal is to strengthen student math and study skills during the eighth grade year, because these are areas of |

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| | | weakness that are often seen in their ninth grade students. This would also allow the school to offer a pre-algebra class, since it is not currently offered due to current graduation requirements preventing it from being a possible high school credit. |
| M | 5. Current Status of the Board of Trustees | The Board of Trustees is currently comprised of 7 members. 2 members are employees of Enterprise Bank, 3 are parents of current students, 1 is a parent of a former student, and 1 is a former educator. The Board creates committees as needed, board members are expected to participate in school activities, and members are planning to participate in an upcoming board training. An interview process is required to join the Board, current members refer potential new members, and any openings for Board members is advertised on the school website. Members are currently working on a Board handbook. |
| M | 6. Student Data | School leaders stated that students are currently meeting (not exceeding) state standards. Students are above the state average for standardized testing in ELA, and below in Math. The school leaders expressed that many of their students struggle with math, and that test scores are potentially impacted by students' previous educational experiences, since a significant number of their students do not begin as freshmen. |

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| c. <u>Board of Trustees</u> | | |
| Number Present: 5 | | |
| Level: | Criteria | Comments |

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| E, M, A, N | | |
| E | 1. Is the school making progress toward achieving its mission? | The Board did not speak to the school’s mission and its progress toward it. Staff, school leaders, students, and parents provided evidence that the school is not only meeting its mission, but is exceeding the original mission statement. |
| M | 2. Is the charter school responsibly using public funds? | Board members spoke about committees that are established to raise additional funds for the school to meet the needs beyond the public funds provided. The Gala committee plans and advertises for the annual Gala, a significant fundraising event that brings knowledge of the school to the community and raises an average of \$40,000. The Fit Up committee is established when building work or renovations need to be completed. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Board members did not speak to student achievement. Students, parents, staff, and school leaders all shared that the school is promoting student attainment of expected knowledge and skills, Math is a relative weakness in regards to standardized test scores. |
| M | 4. Is the school sustainable? | Board members stated that their goals and responsibilities include ensuring the school is known in the community, has longevity, and can meet established goals. Board members proudly shared that last year’s senior class was the first 4 year graduating class of GSAA. 36 students graduated last year, and 18 of the 36 began when the school opened. |
| M | 5. Current Status of the Board of Trustees | The Board of Trustees is currently comprised of 7 members. 2 members are employees of Enterprise Bank, 3 are parents of current students, 1 is a parent of a former student, and 1 is a former educator. The Board creates committees as needed, board members are expected to participate in school activities, and members are planning to participate in an upcoming board training. An interview process is required to join the Board, current members refer potential new members, and any |

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| | | <p>openings for Board members is advertised on the school website. Members are currently working on a Board handbook. Members shared that the current Board differs from the original Board. The original Board was very involved in the day-to-day activities of the school, where that level of involvement is not needed from the current board because the school is established.</p> |
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| <p>d. <u>Students</u> Number Present: 12</p> | | |
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| <p>Level: E, M, A, N</p> | <p>Criteria</p> | <p>Comments</p> |
| <p>E</p> | <p>1. Is the school making progress toward achieving its mission?</p> | <p>When asked, 100% of the students present stated that they had chosen to come to GSAA, versus parents requiring that they choose this school. Students expressed that they feel supported, that they view the school as a safe and positive environment, and that they look forward to returning to the school at the end of vacations. Students spoke about their passions for the arts, and stated that they enjoy generally having 90 minute class periods for their arts classes, and look forward to having the opportunity to take more arts classes in their junior and senior years. Students enjoy that the arts are incorporated into their core classes. Seniors specifically stated that they enjoyed their senior Language Arts project, which required them to incorporate their own art into any literature they have read. Students also appreciated the flexibility that the school offered, for example, taking a Science class through</p> |

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| | | VLACS in order to be able to take both theater and dance classes during the school day. |
| M | 2. Is the charter school promoting student attainment of expected knowledge and skills? | All students expressed that they felt like they were learning during their time here, and were being prepared for the time after high school. Several students agreed that the misperception that charter schools are “easier to get through” is incorrect, and expressed that they feel they are better prepared than their peers attending traditional public schools. |
| E | 3. Is the school sustainable? | All students spoke highly of the school, the safe, welcoming environment, and the academic and arts instruction they received. The fact that all students present chose to attend the school, versus being required to attend by a parent, speaks positively to the sustainability of the school from a student perspective. |

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| e. <u>Instructional Staff</u> | | |
| Number Present: 16 | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | Instructional staff agreed that the school was making progress toward its mission. All staff participate in a weekly staff meeting on Friday afternoons, which provides an opportunity to collaborate and to ensure arts are integrated into all classes. Teachers provided the example of theater, visual art, and Science integration by speaking about an experience in a Science class. A 5 headed dragon was needed for a theater production, and the Science teacher incorporated the |

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| | | construction of this into a simple machines unit. Students were able to connect Science to their passions for visual arts and theater, as well as master the concept of simple machines. |
| E | 2. Is the charter school responsibly using public funds? | Instructional staff expressed that the charter school is using public funds responsibly. In addition, staff expressed that they felt supported when requesting funding for professional development opportunities or resources. Title II funds are used to provide funding for professional development. Responsible use of funding is evident in the school's policy that teachers may apply for professional development funding, which must be approved by the board if it is over a specified amount. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Staff shared that both SAT scores and state Science testing scores have improved over time, as well as their graduation rates. Many students transfer to GSAA after the traditional beginning of the school year, and come from diverse backgrounds (traditional public schools, other charter schools, home schooling) with a variety of existing skills and knowledge. GSAA staff work with each student and family upon enrollment to create a 4 year plan for the individual student, and plan to make up any necessary credits. |
| M | 4. Is the school sustainable? | Staff express a belief that the school is sustainable. They cited the school's small size, teacher to student ratio, arts instruction, positive student attitudes, and a community where it is not only acceptable to be different, but differences are celebrated as strengths of the school that contribute to its sustainability. |
| M | 5. Student Data | Student data shows that students successfully graduate from GSAA, and the majority pursue further education in the form of a 2 or 4 year degree. Many students pursue further education that incorporates their love of the arts. The graduation rate at GSAA is high. Staff shared that 1 student did not graduate last year because the student was behind a credit and chose not to finish the VLACS course he or she had enrolled in, and 2 years |

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| | <p>prior 1 student did not graduate because he or she did not follow through with completing one of the alternative options that the school provided for completing a PE credit.</p> |
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| <p>Commendations</p> | <p>It is evident that Granite State Arts Academy is dedicated to providing a safe, supportive, and challenging environment for all students. Providing a school where students who have previously experienced bullying can feel accepted and celebrated, and an environment where students have not previously experienced success can begin develop a view of themselves as successful and capable, is essential. Students are strongly motivated by their passions, and integrating passions into academic content, as well as providing dedicated time for students to study the arts, is an exceptional advancement in providing educational opportunities that meet the needs of all students.</p> <p>Student writing samples viewed in Language Arts classes demonstrated that students receive high quality writing instruction and are held to high standards for achievement. I thoroughly enjoyed reading the students' writing and seeing the higher order thinking skills that were demonstrated.</p> |
| <p>Recommendations</p> | <p>Knowledge of and proficiency with many high school math concepts is essential for success in college, careers, and independent living. My recommendation is to explore additional math curriculum materials that may be better able to meet student needs, and to consider providing additional math instruction, for example, 30 minutes several times a week) for students achieving below grade level in math.</p> |

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| <p>Name of Reviewer</p> | <p>Megan Elphick</p> |
| <p>Contact Details</p> | <p>melphick@sfnh.org, (603) 225-2715</p> |

| Chartered Public School Renewal Rubric | | | |
|---|---|--------------------------|--------------|
| Name of Charter School: Granite State Arts Academy | | | |
| Date: January 23, 2019 | | | |
| Evaluation Results Recommendations | Approved | Approved with Conditions | Revoked |
| School Details | Complete | Mostly Complete | Not complete |
| Comments | | | |
| Standards for Evaluation | | | |
| Level of Achievement | Description | | |
| <i>Exceeding</i> | <i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i> | | |
| <i>Meeting</i> | <i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i> | | |
| <i>Approaching</i> | <i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i> | | |
| <i>Not Meeting</i> | <i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i> | | |

| I. Charter School Renewal Application | | |
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| Level: E, M, A, N | Criteria | Comments |
| M | A1. Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals | Each of these documents is present. |
| M | B1. Enrollment and projected growth of student body for the next 3 years | Discussion of past, current, and hoped for future enrollment is present. It was noted there is some discussion of adding 8 th grade. |
| M | B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment. | Yes – evidence is present that the curriculum was reorganized recently to better reflect the mission and vision of the school. Possible addition of 8 th grade to improve math performance. |
| M | B3. Technology Programs | Students use technology routinely, and the school uses technology to communicate with parents, store and retrieve data, and instructionally. |

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| <p>M</p> | <p>B4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.</p> | <p>Scores for SAT and Stanford assessments were present. State and district school comparisons. A data narrative, and analysis included. Discussion of gaps in student performance in math and science with analysis included. of performance.</p> |
| <p>E</p> | <p>B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement</p> | <p>Strong stakeholder involvement with all groups. This is clear in the application.</p> |
| <p>M</p> | <p>B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability</p> | <p>Yes, the strategic plan contains this.</p> |
| <p>M</p> | <p>B7. New Hampshire Charter School Accountability Plan</p> | <p>Numerous documents detailing this area.</p> |
| <p>M</p> | <p>B8. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds</p> | <p>These documents are present and there was broad discussion regarding the budget and use of available funds.</p> |
| <p>M</p> | <p>B9. Efforts to disseminate successful/best practices</p> | <p>Some discussion of this present.</p> |

| Part 3: <u>Affirmative Evidence</u> | | |
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| From the answers to questions and evidence: data, charts, diagrams, etc. | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | There is definitely a strong commitment to the arts as the centerpiece of the school. Using the arts to support overall academics is a bit of a challenge, but it appears this school is well on the way to discovering ways to do so. |
| M | 2. Is the charter school responsibly using public funds? | Yes, it appears the funds are used mostly for teachers to fully staff the key programs. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | This school is demonstrating some outstanding individual achievements as shown by the SAT scores. Getting better performance for all students, especially on the state assessments will be a challenge this schools school shares with other public schools. |
| M | 4. Is the school sustainable? | Evidence points toward sustainability; however, the next few years will be critical. Perhaps adding grade 8 will help in this area as well as academically. |
| E | 5. Current Status of the Board of Trustees Ed 318.16(a) | Board is present, meeting, and providing governance. There is especially strong leadership from the founder of the school. |

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| A | 6. Student Data and Analysis | There needs to be a system designed to provide more comprehensive data followed by analysis and a school improvement plan based on this work. It is clear the school is aware of some of the performance shortcomings – “our students don’t do as well in math and science as they do on the other assessments.” |
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| Part 4: <u>Policy/ Procedure Development</u> | | |
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| ✓ Upon Review | | |
| ✓ | Policies | Comments |
| ✓ | Records Retention pursuant to RSA 189:29-a | |
| ✓ | Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29. | |
| ✓ | Sexual Harassment, as detailed in ED 303.02 (j) and (k). | |
| ✓ | Pupil Safety and Violence Protection, pursuant to RSA 193-F | |
| ✓ | Limited Uses of Child Restraint Practices, pursuant to RSA 126-U | |
| ✓ | Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI. | |

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| ✓ | Due Process, pursuant to RSA 194-B:8 | |
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| II. Charter School Onsite Visit | | |
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| Part 1: <u>Documentation, Updated Forms Review</u> | | |
| ✓ Upon Review | | |
| ✓ | Criteria | Comments |
| ✓ | Revised Charter Application (approved by the SBE) | |
| ✓ | Renewal Application | |
| ✓ | Master Class Schedule | |
| ✓ | List of Board of Trustees | |
| ✓ | School Organizational Chart | |
| ✓ | Academic Year Calendars (4 - 5) | |
| ✓ | Sample Report Card | |
| ✓ | List of Staff Members and Qualifications | |

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| ✓ | Annual Charter Accountability Documents, (4 - 5 years) | |
| ✓ | Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached | |
| ✓ | Yearly Independent Financial Audits | |
| ✓ | Board of Trustees Meeting Minutes | |
| ✓ | Quarterly Financial reports (4 – 5 years) | |
| ✓ | Charter School By-laws | |
| ✓ | School Policies | |
| ✓ | List of Curriculum, Assessments Tools and current Instructional Practices | |
| ✓ | Parent/Student Handbook | |
| ✓ | Staff Handbook | |
| ✓ | Outstanding Charter Accountability documents | |
| ✓ | Student portfolios and/or student work samples | |
| <u>Updated Forms</u> | | |

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| ✓ | Certificate for Occupancy | |
| ✓ | Fire Inspection Certificate | |
| ✓ | Building Safety Inspection | |
| ✓ | Health Inspection | |
| ✓ | Insurance Certificate | |
| ✓ | Financial Audit | |

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| Part 2: <u>Focus Group Interviews</u> | | |
| a) <u>Families, Parents, Guardians</u> | | |
| Number present: | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | Parents were very clear the school is meeting their expectations of an arts-centered school. |
| M | 2. Is the charter school responsibly using public funds? | Nothing in interviews that would indicate otherwise. |
| E | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Yes, comments like “teachers don’t just teach to the test here.” Another parent commented on how well her daughter was prepared for writing in college. There was nothing but praise |

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| | | from the parents regarding the education and support their kids are getting. |
| M | 4. Is the school sustainable? | Parents think so, but do talk about how much volunteering and donations/fund raising has to be done. |

| b) <u>School Leadership: Directors, Principals</u> | | |
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| Number Present: | | |
| Level: E, M, A, N | Criteria | Comments |
| M | 1. Is the school making progress toward achieving its mission? | |
| M | 2. Is the charter school responsibly using public funds? | |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | |
| M | 4. Is the school sustainable? | |
| M | 5. Current Status of the Board of Trustees | |
| A | 6. Student Data | Not as much here as should be with carefully collected and presented performance data. Didn't seem to be much engagement with the state assessments. The ADM did understand the big picture – need to improve math and science and have made changes to do so. |

| c. <u>Board of Trustees</u> | | |
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| Number Present: | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | Absolute energy, resolve, and joy expressed by the Trustees, particularly the founder. |
| M | 2. Is the charter school responsibly using public funds? | Yes, through funds and donations they are making it work. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Not a lot of discussion regarding this topic, but no evidence the board is concerned or not involved. |
| M | 4. Is the school sustainable? | Pride in first graduating class where students has been there all four years 18 out of 36 class of 2018. |
| M | 5. Current Status of the Board of Trustees | Strategic plan work. Commitment to school is evident. Working on Board Handbook. |

| d. <u>Students</u> | | |
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| Number Present: | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | A variety of very happy kids. Unique personalities and skills with the students. Very diverse, but clearly very pleased with their school. One student commented “they asked us about |

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| | | classes we wanted – AND they actually did it!” Another said “winter break – I actually look forward to coming back” |
| E | 2. Is the charter school promoting student attainment of expected knowledge and skills? | Yes – students felt they were advancing and preparing for post-secondary education. One student commented “it is not true charter schools are easier” I have been challenged, especially in my AP English class.” |
| M | 3. Is the school sustainable? | Not much discussion of this. |

| e. <u>Instructional Staff</u> | | |
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| Number Present: | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | It is clear the teachers and staff are invested in the school and believe the school is working toward its mission. |
| M | 2. Is the charter school responsibly using public funds? | No evidence otherwise. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Graduation rates have improved Some “non-college” students have gone to college SAT Prep is a five week program to improve performance Only 2 non-graduates last 2 years |
| M | 4. Is the school sustainable? | Nothing discussed that would indicate otherwise. |
| A | 5. Student Data | There is a general understanding of how students are doing and what areas the school needs to improve academically, but there was not much evidence of comprehensive work with student data. |

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| Name of Reviewer | Steve Nilhas |
| Contact Details | SAU 84 Superintendent of Schools (603) 991-4704 snilhas@littletonschools. Org |

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| Commendations | <p>The school is meeting or exceeding expectations for its mission and vision. It is clearly built around the arts.</p> <p>The students were absolutely happy with school and its approach to educating them.</p> <p>Parents as well seemed to be very supportive and pleased with the school.</p> <p>The Board is committed and excited to bring their school along as it grows and improves.</p> <p>There is a devoted teaching staff who are truly invested in the mission of the school.</p> <p>The broad array of opportunities to use the arts was impressive.</p> <p>Students are making their garments for the production of The Crucible – how amazing is that!</p> |
| Recommendations | <p>Work to develop a comprehensive student data collection system to track student performance over time and use this to develop a data-driven school improvement plan.</p> |

GRANITE STATE ACADEMY CHARTER SCHOOL

FY2020 PROJECTED BUDGET AND RATIONALE

FY2020 BUDGET NARRATIVE AND RATIONALE

The FY2020 budget is only a forecast budget at this time. The budgetary process begins in earnest in February, and the budget is finalized in March. Salaries are negotiated with the staff in early April. The Board of Trustees vote on the final budget in late April or early May.

The FY20 budget income is based upon three possible enrollments for the 2019-2020 school year: 120 students, 130 students and 140 students. The funding for the FY2020 budget comes from four sources: NHDOE State adequacy funds, out of state tuition for Massachusetts residents, fundraising, and grants. The largest proportion of that funding is the State adequacy funds which are strictly based on enrollment. To be safe, even though we hope to increase our out-of-state students and fundraising, as well as to seek out further grants, we keep those numbers static in the FY20 budget.

The proposed budgets are as follows: for 120 students, expenses/liabilities must be cut by 5%; for 130 students, expenses/liabilities may rise by 3%; for 140 students, expenses/liabilities may rise by 5.5%. These cuts and increases are aggregate numbers for the budget as a whole. Individual items in the budget expenditures will be analyzed according to need. Some individual line may increase, decrease or stay the same as allowed by the aggregate percentage allowed from the income.

Based on goal setting, in the FY20 budget we would hope to provide: a greater number of textbooks, or textbook licenses for our science courses, a larger amount of funding for visual art supplies because of increase enrollment in the visual arts, a computer refresh of some of our laptops, increased funding for public relations, an increase in materials needed for theatrical sets, and professional development monies for faculty.

FY 2020

| Bills | Actual | 120 x .95 | 130 x 1.03 | 140 x 1.055 |
|----------------------------------|---------------|--------------|----------------|----------------|
| Rent | \$206,903.79 | \$196,558.60 | \$213,110.90 | \$218,283.50 |
| Utilities | \$17,553.79 | \$16,676.10 | \$18,080.40 | \$18,519.25 |
| Building Insurance | \$11,083.37 | \$10,529.20 | \$11,415.87 | \$11,692.96 |
| Workers Comp Ins | \$3,800.00 | \$3,610.00 | \$3,914.00 | \$4,009.00 |
| Office Supplies | \$1,600.00 | \$1,520.00 | \$1,648.00 | \$1,688.00 |
| PowerSchool Software | \$6,300.00 | \$5,985.00 | \$6,489.00 | \$6,646.50 |
| Professional Dev | \$1,200.00 | \$1,140.00 | \$1,236.00 | \$1,266.00 |
| Curriculum Supplies | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Theatre Supplies | \$1,000.00 | \$950.00 | \$1,030.00 | \$1,055.00 |
| Visual Art Supplies | \$1,000.00 | \$950.00 | \$1,030.00 | \$1,055.00 |
| Dance Supplies | \$750.00 | \$712.50 | \$772.50 | \$791.25 |
| Off-Site Storage | \$970.00 | \$921.50 | \$999.10 | \$1,023.35 |
| Music Supplies | \$400.00 | \$380.00 | \$412.00 | \$422.00 |
| A.I.R Program | \$750.00 | \$712.50 | \$772.50 | \$791.25 |
| Advertising | \$4,000.00 | \$3,800.00 | \$4,120.00 | \$4,220.00 |
| Accounting | \$7,300.00 | \$6,935.00 | \$7,519.00 | \$7,701.50 |
| Postage | \$250.00 | \$237.50 | \$257.50 | \$263.75 |
| Benchmark | \$5,500.00 | \$5,225.00 | \$5,665.00 | \$5,802.50 |
| Alarm System | \$240.00 | \$228.00 | \$247.20 | \$253.20 |
| Comcast | \$3,849.48 | \$3,657.01 | \$3,964.96 | \$4,061.20 |
| Cleaning | \$20,000.00 | \$19,000.00 | \$20,600.00 | \$21,100.00 |
| Enterprise Bank LOC | \$1,896.00 | \$1,801.20 | \$1,952.88 | \$2,000.28 |
| Enterprise Bank Loan | \$4,694.04 | \$4,459.34 | \$4,834.86 | \$4,952.21 |
| Payroll | \$689,911.02 | \$655,415.47 | \$710,608.35 | \$727,856.13 |
| total | \$990,951.49 | \$941,403.92 | \$1,020,680.03 | \$1,045,453.82 |
| Actual State Aid (18-19) | \$838,600.14 | \$845,640.00 | \$916,110.00 | \$986,580.00 |
| Deficit | -\$152,351.35 | -\$95,763.92 | -\$104,570.03 | -\$58,873.82 |
| Massachusetts Tuition | \$22,250.00 | \$42,000.00 | \$42,000.00 | \$42,000.00 |
| Deficit | -\$130,101.35 | -\$53,763.92 | -\$62,570.03 | -\$16,873.82 |
| Art Fees | \$14,055.00 | \$19,095.00 | \$19,095.00 | \$19,095.00 |
| Deficit | -\$116,046.35 | -\$34,668.92 | -\$43,475.03 | \$2,221.18 |
| Fundraising | \$35,669.02 | \$35,669.02 | \$35,669.02 | \$35,669.02 |
| Deficit | -\$80,377.33 | \$1,000.10 | -\$7,806.01 | \$37,890.20 |
| Theatre Income | \$2,727.52 | \$2,727.52 | \$2,727.52 | \$2,727.52 |
| Deficit | -\$77,649.81 | \$3,727.62 | -\$5,078.49 | \$40,617.72 |
| Low Income | \$27,100.32 | \$27,100.32 | \$27,100.32 | \$27,100.32 |
| Deficit | -\$50,549.49 | \$30,827.94 | \$22,021.83 | \$67,718.04 |
| Actual 18-19 -Sec Dep refund | \$10,000.00 | \$0.00 | \$0.00 | \$0.00 |
| Deficit | -\$40,549.49 | \$30,827.94 | \$22,021.83 | \$67,718.04 |
| Balance due in tuition with ACH | \$19,750.00 | \$0.00 | \$0.00 | \$0.00 |
| Balance due in Art Fees with ACH | \$4,740.00 | \$0.00 | \$0.00 | \$0.00 |
| Deficit | -\$16,059.49 | \$30,827.94 | \$22,021.83 | \$67,718.04 |



2018-19 Strategic Action Plan Goals, Timeline and Measures

| 2018-2019 School Year Goals and Commentary | Timeline | Responsibility | Methods, Methods of Measurement/Attainment and <u>Measures of Success</u> |
|--|---------------------|--|---|
| <p>Technology – To provide a refresh in technology for:</p> <p>a) Instruction;</p> <p>b) Student Research;</p> <p>c) Standardized testing;</p> <p>d) Maintenance of School Records;</p> <p>e) School Operational systems</p> | School year 2018-19 | Facilities Sub-Committee | <p>1) Produce a detailed inventory of all currently used computer based technology hardware and software.</p> <p>2) To examine the resources discussed in course syllabi to see what technology is needed to accomplish student mastery of syllabi.</p> <p>3) Determine the resources available to refresh and or update computer based technology hardware and software.</p> <p>4) Develop a three-year plan to refresh and update existing technology.</p> <p>5) Implement the plan for the 2019-20 school year.</p> <p>UPDATE: School purchased four SmartBoards for the class rooms in the summer of 2018 and raised \$2500 for future purchase of computers and Chromebooks at the March 2019 Fundraiser, Auction and Gala.</p> |
| <p>Admissions/Enrollment –</p> <p>To review and improve the process for recruiting, and processing student enrollment.</p> | School year 2018-19 | Admissions Sub Committee in consultation with School admin and faculty | <p>1) Research historical enrollment of the school and do enrollment projections for the next 5 years.</p> <p>2) Survey parents and graduates regarding the perceived strengths and weaknesses of GSAA and then pass that information to administration and faculty.</p> <p>3) Create a flow chart of responsibilities regarding admissions protocols and decision making.</p> <p>4) Create a school admissions committee with Admin, staff and BoT representatives.</p> <p>5) Admissions committee formalizes admissions protocols, policies and decision making into an admissions handbook.</p> <p>6) Admissions committee is formally supervised by the HoS and the Academic sub committee of</p> |

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|---|------------------------------|--|---|
| | | | the BoT |
| <p>Financial Development –</p> <p>To increase and improve the amount of auxiliary funding to complete the school budget, and to plant the seeds of an endowment.</p> | <p>School year 2018 - 19</p> | <p>Financial Sub-Committee</p> | <p>1) Ascertain the shortfall between the state adequacy and the per pupil expenditures needed to run the school.</p> <p>2) Determine enrollment projections for the next three years.</p> <p>3) Determine the exact amount of money that must be raised from development to balance the school budget.</p> <p>4) Determine what is required to update, develop and increase funding from alternate sources.</p> <p>5) <u>Develop specific strategies on how to provide that funding.</u></p> <p>6) <u>Implement strategies for the 2019-20 school year.</u></p> |
| <p>Addition of 8th Grade –</p> <p>To research how the addition of an eighth grade would improve GSAA's Charter, Mission, Vision and Goals.</p> | <p>School year 2018-19</p> | <p>Facilities, Academic and Finance Sub-Committees</p> | <p>1) To survey the faculty about any academic concerns in English and Math among incoming ninth grade and transfer students.</p> <p>2) To survey the arts departments regarding the student's ability to effectively meet the schools arts graduation requirements in concert with the schools non-arts graduation requirements.</p> <p>3) To determine if students can be remediated properly in grades nine and ten to improve their GPA and standardized testing.</p> <p>4) <u>If students cannot be remediated in ninth and tenth grade properly, to develop an academic and financial plan to change the schools grade levels from ninth to twelveth to eighth to twelveth.</u></p> <p>5) If financially feasible and resources are available, request of the BOE a charter amendment to GSAA's charter for the grade levels change.</p> |
| <p>403b / Dental Plan –</p> <p>To research the possibility of adding a 403B retirement plan and a dental plan for employees.</p> | <p>Aug - Dec 2018</p> | <p>Financial Sub-Committee</p> | <p>1) Research and review providers for potential teacher funded 403B retirement and dental plan.</p> <p>2) Present for BoT approval potential plans for employees.</p> <p>3) Request faculty input on selected plans for acceptance.</p> <p>4) Enroll faculty and staff in plans.</p> <p>5) <u>Implement the plans Spring 2019.</u></p> <p>6) Review and evaluate plans in place for faculty and staff feedback.</p> |

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| <p>School safety and security – To research and fund improvements to the safety and security of the school building.</p> | <p>Aug - Oct 2018</p> | <p>Facilities Sub-Committee</p> | <p>1) Gather data regarding existing safety and security by: a) Faculty and student surveys; b) Walk thru with local police and fire representatives c) NHDOE Safety Office</p> <p>2) Update the schools EOP.</p> <p>3) Determine long and short term security plans</p> <p>4) Fund and implement short-term safety plan.</p> <p><u>UPDATE on Short term plan:</u> <u>a) Installed new front door intercom and magnet system with video and audio capabilities.</u> <u>b) Installed school intercom/speaker system for better communication throughout building.</u></p> |
| <p>To review and approve the school goals as developed by the Head of School.</p> | <p>Aug - Sept 2018</p> | <p>Academic sub-committee of the BOT</p> | <p>1) To review the HoS report at each months Board meeting.</p> <p>2) To monitor the measures of success and timelines set by HoS.</p> <p><u>3) Require a summative report from the HoS at the June or July 2019 BoT meeting.</u></p> <p>4) Make recommendations to HoS on goals for the 2019-20 school year.</p> |
| <p>Marketing and Public Relations</p> | <p>June – July 2019</p> | <p>Marketing and Public Relations Sub Committee</p> | <p>1) Develop goals for the 2019-20 school year plan to improve the marketing and public relations of the school in the local community.</p> |

Assessment of 2017-18 Head of School Goals & 2018-19 Head of School Goals/Timeline/Measures

| 2016-2017 School Year | 2017-2018 School Year | 2018-2019 SCHOOL YEAR Commentary and GOALS | Timeline | Methods and methods of Measurement and Attainment Measures of Success | |
|--|--|---|--|---|--|
| Culture (Adjusting to Salem, NH, Parent/Student Handbook, following protocols) | Students (9-12), Parents and Faculty | Adjustments to our new building and its protocols and operation have been fully realized. Parents still need to read and understand and fully commit to the parent/student handbook. We have a need to institute a parenting program to help and assist parents in both academic and non-academic areas. | With input from the Board and Parents by the Spring of 2019 | The parents on the Board will pick a member to be the parent liaison from the Board. That person will work with Head of School to create a Parenting Program to help teach parents how to be active collaborators with the school in the success of their children. A parent survey will be conducted by the Board in late May to anecdotally determine how the parents have felt regarding the Program. 50% of the parents should respond to the survey and at least 70% should respond favorably. | |
| Academic Emphasis (focus on studies, grades, homework, summer school) | Students (9-12) and Parents and Faculty | We have made improvements in these areas but we still have work to do: With faculty, curriculum, assessment, grading, homework still need tightening up and it is the focus of professional development . As the school has increased its rigor over the last few years, student and their parents still need to understand that academics is the foundation of the school . We will continue to increase our parent student communications and student monitoring as well as more student tutorials . We also need to ramp up our focus to prepare our students for higher education and increase their motivation for such. | With input from the Board, administration, faculty, students and parents by November, 2018, for planning; completion by June 2019. | *PD will be conducted in English, Math and Science by May 1, 2019. Teacher evaluations should show an 80% positive response on evaluations. *The guidance dept. will ramp up its calendar of college admissions procedures and monitoring of students applications and acceptances. There should be a 30% increase in the number of students applying to colleges in 18-19 over 17-18. *We have already built in special education and non-sped study periods for student tutorials. We should see a 50% reduction in the number of student failures in 18-19 vs. 17-18. | |
| Admissions and Retention | Grade 9-12, Grade repeats and withdraw als | Grade 9 and Transfer Students | The whole admissions and recruitment program needs to be upgraded. There needs to be a greater emphasis on communication and outreach at various levels. We have done a much better job in terms of retaining the students we have, the number of students that have to withdraw because of academic reasons has dropped significantly. However, our exit interviews indicate some students do not feel enough fulfillment in the music program. Some of them have left. There are some students who have left because of a discomfort with the culture (diversity) among the students. As part of our renewal for this year both of these need to be examined (music and diversity). | With input of the faculty, parents, Board and administration /reassignment of duties and responsibility with regard to admission procedures. A review by the school administration of any issues of concern regarding the music department that may be connected to students withdrawing from GSAA. By Nov. 2018. | *A review of the music program by the Head of School and Chair of the Board to determine if there are any issues of concern regarding students withdrawing from the school because of their feelings about the Music Program. This will be reviewed by a student/parent questionnaire. There will be no standard of measurement on this. *A new admissions calendar drawn up by the school administrations with one person assigned the major responsibility for clerical tasks related to admissions, while guidance and administration take the responsibility for all supervision and conducting of admissions activities. Admissions data will be reviewed at the end of the school year and compared to 17-18. There should be an increase of at least 20% of Grade 9 admissions and upper class transfer students into GSAA. |

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| <p>Curriculum, Syllabi, Grading, Rubrics Arts, Core, TA's ELO's, Independent Study, Dual Enrollment</p> | <p>Our dual enrollment is doing well. Two years ago we had one student, last year we had two, this year we have 2-3. It keeps student motivated and it keeps them in the school. We need to continue to promulgate it during the admissions and recruitment process. The curriculum is in good shape as we spent last year retooling and refining for our renewal this year. To improve student excitement and motivation, especially in the arts, we need to keep encouraging teachers and students to get involved with TA's, ELO's and Independent Study.</p> | <p>With the input of admin, faculty, students and parents to increase the number of TA's, ELO's student independent study. By Jan. 2019.</p> | <p>Supervised by the Head of School, each content area in the school will be asked to add at least one TA, ELO or Student independent study.</p> |
| <p>Instruction Arts vs. Core</p> | <p>Instruction in the arts is outstanding. Math and English instruction is very good. There is rigor in those three areas. There exists inconsistencies in the instruction in Social Studies and Science. Professional development, and continued teacher observation/evaluation/mentoring is needed to improve these areas.</p> | <p>For PD activities see above. Obs/eval and mentoring increased by June of 2019.</p> | <p>The Head of School will double the number of formal, informal, announced and unannounced classroom visits, and observations of all teachers during the 2018-19 school year.</p> |
| <p>Student intervention and Assessment Standardized testing vs. teacher testing, SAT/PSAT results, 504's and IEP's</p> | <p>Our student "school day" SAT's continue to be near the NH State average. Our students/parents are taking those tests more seriously now. They will eventually be used to evaluate GSAA by the NHDOE. Student performance on the PSAT is better than the SAT—more of the higher ability students opt for this test. We need to improve our teachers' monitoring classroom strategies with regard to IEP's (that are doable at GSAA). Student check-ins with IEP's have been addressed with more students scheduled into "directed studies" and tutoring for this year. Our 504 compliance is strong.</p> | <p>The administration and faculty will build in better preparation standardized testing through the incorporation of standardized questions on teacher-made tests and through SAT prep coursework. Completion by March 2019.</p> | <p>*All teachers are required to include standardized test questions in all of their teacher made tests for students. That is supervised by the Head of School.</p> <p>**There will be a six-week preparation period for all juniors and sophomores in preparation for the PSAT and SAT tests that are given in April of 2018.</p> <p>***Test results will be examined and reviewed in the summer of 2019. An increase on PSAT and SAT scores of 10% would indicate a successful implementation of this strategy.</p> |
| <p>Charter Renewal, IBCP Consideration Phase Strategic Plan Finalization, IBCP Preparation, NHDOE Charter Renewal Process next year, IBCP Planning, Strategic Planning Published and Action Plan</p> | <p>Our Strategic Plan is complete and ready for inspection by the NHDOE during the renewal process. We need to evaluate what needs to be done specifically as goals in the SAP for 18-19. We will be spending Oct. 5 reviewing where we are with IBCP as we will have a report from Lisa Petersen who spent 5 days during the summer in IB training. We will be receiving further info on the details of the NHDOE review in December next week. After that we will continue to refine what we need to do to prepare for the visit. There will be interviews and completed questionnaires due that week of Board, administration and faculty, parents, students and community members.</p> | <p>These activities were completed in December of 2018 for the NHDOE renewal visit in January of 2018.</p> | |
| <p>Professional Development</p> <p>Ended PD Program from Year 1, Charter renewal PD, IBCP</p> | <p>Items from above:</p> <ol style="list-style-type: none"> How to put together a Parenting Program Curriculum, Assessment, Grading and Homework | <p>Parenting program addressed above. PD addressed above. IBCP tabled until</p> | <p>Teachers will meet on a monthly basis with administration and the SPED coordinator to review student IEP's with recommendations for how the teacher can better implement the</p> |

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| 2, Plymouth State, IBCP, and more focus on faculty-school protocols and infrastructure, Atlanta IBCP | PD/Training, Curriculum work to start ramping curriculum & instruction | <ol style="list-style-type: none"> 3. Instruction in Social Studies and Science 4. Teacher support for student IEP's 5. IBCP Other 6. Facilitating the Student Advisory Period (Part of our Mission) | <p>next school year.</p> <p>PD in IEP's and Use of Student Advisory period to be completed by Dec. 2018.</p> | IEP. Teacher will meet monthly during faculty meetings to discuss and implement better ways of utilizing the school's advisory period which takes place on Fridays. |
| Student Activities | | Over the last two years the NHS and Student Government have increased the number and variety of service activities to both the school and the local and broader communities. We will continue to increase and broaden these activities as per the Mission and Vision of GSAA. | At the opening faculty meeting in late-August of 2018, it was felt that this item did not need to be addressed specifically in the 2018-19 school year. However, the number and variety of service activities has been increased over the year 2018-19. We will conduct an anecdotal survey of students and faculty on that issue at the end of the school year in June of 2019 to see if it needs to be addressed in 2019-20. | |
| Student Gov't, NHS, Service activities, field trips | 4-Year celebration of Class of 18, Student Gov't, NHS, Service activities, educational field trips | | | |
| Advertising, Recruitment, Hiring, Training and Mentoring of Staff and Administration | | School Spring and Indeed have been effective vehicles for advertising and recruitment of staff. However, the lack of benefits and salary structure have not allowed us to hire first tier candidates in the non-arts. This increases the need for the training and mentoring of newly hired staff. | Faculty training of new teachers will take place six times in 2018-19 after Friday faculty meetings and during teachers free time. It will be completed by May of 2019. | Faculty trainings of new teachers will be headed by the Head of School and guest lecturers brought into GSAA. The topics for this year are student instructional methods, assessments, homework, grading, use of rubrics and preparation for standardized testing of students. At years end, the teacher(s) will complete evaluations of the trainings from during the year. Effective training would be indicated by at least 80% of the faculty reporting the training as positive and effective. |
| Building Issues | | The building is a strength. The addition and installation of 4 "smart" white boards add to our instructional capabilities. Internet and wifi much improved over the last two years. | No action needed for the 2018-2019 school year. No action taken. It will be examined again in the goals for the 2019-20 school year. | |
| Parent Volunteerism / Involvement in the School | | <p>This is becoming a weakness at GSAA.</p> <ol style="list-style-type: none"> 1. We need parents to attend at a higher level at our "back to school" nights and our Parent-Teacher nights. 2. We need parents to participate at a higher level as chaperones at our school activities and field trips (where parents can be effective. 3. We need parents to participate at a higher level at our Open Houses and by making presentations to other parents. 4. Parents have decreased their contributions and donations to the school. 5. The school needs a "Parent Coordinator" as a member of the Board. | A parent liaison will be appointed from the Board of Trustees to plan and coordinate increased parent involvement during the 2018-19 year. | Records will be kept by the Board's Parent Liaison for the number of parent meetings held during the school year with agenda and minutes maintained. Those minutes will be shared with Board members and the Head of the School at Board meetings. At the end of the school year, parents will be surveyed on their reaction to the parent meetings during the school year. There should be a parent meeting at least every other month for this activity to be successful. |

GRANITE STATE ARTS ACADEMY CHARTER SCHOOL (GSAA)

**ANALYSIS OF SCHOOL DAY SAT VERBAL & MATHEMATICS TESTING, NECAP SCIENCE TESTING
and
IMPLICATIONS FOR STRATEGIC PLANNING IN: ENGLISH, MATHEMATICS AND SCIENCE**

Introduction

Before the presentation of the data, its analysis and implication for strategic planning in the areas of English, Mathematics and Science, there needs to be some discussion of how much of the data is meaningful and germane to future planning.

GSAA opened in the fall of 2014 with a very small enrollment. Its enrollment grew steadily for a couple of years but has leveled out in the mid 120's. It is important that the graph of the demographics, particularly the motility of the graduating classes of 2014 through 2019 (projected) be examined first. (Appendix #1)

The GSAA's admissions applications for enrollment come in three waves during the year:

- In the fall of the school year, November and December primarily for Grade 9 for the next school year.
- In the winter of the school year, January and February, primarily for Grade 9 for the next school year, and transfers into the current Grade 9, 10 and 11 classes for the concurrent school year.
- In the spring and early summer, for next school year in Grades 9-11.

Our attrition takes place from December through January near the end of semester 1, and in June at the end of the school year. Attrition is usually due to the following:

1. Academic failure for various reasons.
2. Transportation issues.
3. Wanting to go back to the home sending public school district for various reasons.
4. Not being as interested in the "arts" as was first thought or
5. Not specifically interested in the fact that a public chartered "arts" school must ensure that all of its graduates meet the NH graduation requirements first before the "arts" are addressed.

The percentage of students who spend their entire career at GSAA can be seen in the examination of Appendix #1. In the first two years obviously few in any of the students had spent much of their high school career at GSAA. Over time, the numbers of students spending substantial time at GSAA goes from 42% to the mid to high 50%. The average over first five years of the school's existence is 45%. These kinds of numbers in the first four of five years of a startup school (private, independent or charter) are somewhat typical. In the second five years of a school's existence these numbers generally climb higher as the school morphs into its second generation or iteration built on a renewed strategic plan, and (particularly for a NH charter school) increases and fortifies its financial development program. At GSAA, attrition reason #5 listed above accounts for a higher motility than might be seen at other schools.

So what are the implications of this motility on the data presented in Appendices #2 and #3.

First, the data in 2014-15 and 2015-16 is in reality based on our students' experience at other schools or districts. Nevertheless, some of that data is relevant. Second, in school years 2016-17 and 2017-18 that data is more relevant. Yet, when GSAA students take the School Day SAT in March of their junior year, because of their motility (42%, 59%), one out of every two student's primary academic preparation and achievement (or lack thereof) has taken place in another school or district. Still this data is very relevant to us at GSAA as we plan curriculum, instruction, assessment and student interventions in order to improve our students' achievement on standardized testing. When we get the test results from this year's School Day SAT and AIR Science testing, we will have to pay attention to that motility.

The Data

The NHDOE disaggregates the SAT School Day and NECAP data into four categories. Those levels go from distinction, proficient, partially proficient to substantially below proficiency. We were unable to find the NHDOE disaggregated data from the 2018 testing. To be able to do that for GSAA, we had to get that data from the College Board, which disaggregates it into only three categories. Then we had to do a mathematical treatment of the data to get it into the proper NHDOE form. It took us a while to get that data, and more importantly how it had to be treated mathematically for conversion from the College Board. We could not get at all, the detailed NH disaggregated data from the College Board in 2018. This makes a clear comparison difficult in that year. We were able to get the NH data in the top three categories in a cluster (distinction, proficient, partially proficient), and in the lowest category, substantially below proficiency.

The first set of our data is provided in the top chart on Appendix #2. All levels of proficiency are contrasted to NH State data.

- **SAT Verbal** at GSAA increases by over 20 points over time in distinction (*NH decreases by 2 points*);
- GSAA decreases by 28 points over time in proficient (*NH increases by 9*);
- GSAA increases by 10 points over time in partially proficient (*NH has no change*)
- GSAA increases by 15 points over time in substantially below proficient (*NH increases slightly*)

Note-There is no disaggregated NH State data for 17-18, so it is difficult to show comparisons to NH in all proficiency level in that year.

- **SAT Math** at GSAA increases by 8 points over time in distinction (*NH shows no change*);
- GSAA increases by 13 and then decreases by 5 points over time in proficient (*NH drops slightly*);
- GSAA stays steady then drops by 50 points over time in partially proficient (*NH has no change*)
- GSAA increases 47 in the third year 17-18 in substantially below proficient which concerns us. (*NH has no change*)

Note-There is no disaggregated NH State data for 17-18, so it is difficult to show comparisons to NH in all proficiency level in that year.

- **NECAP Science** at GSAA increases by 7 points over time in distinction (*NH show no change*);
- GSAA decreases by 7 in proficient (*NH has no change*);
- GSAA drops by 14 points over time in partially proficient (*NH has no change*)
- GSAA increases 13 in substantially below proficient (*NH decreases by 11 points*)

Note-There is no disaggregated NH State data for 17-18, so it is difficult to show comparisons to NH in all proficiency level in that year

It is difficult to make a lot of generalizations about this data, first, because of the motility issue at GSAA, and second, because we really have only two years of effective comparisons between GSAA and NH. However, I believe we can say this:

- The GSAA class tested in 2017-18 shows an increase in its scores in English and a decrease in its scores for Math. Thus, we start out doing better in English than NH, then we fall below slightly below them. We appear to have had some significant issue in last year's test results in Math.
- Both GSAA and NH are having problems in Science.

Because of the motility of the GSAA student, and how State data is reported, and how the College Board reports its data, we decided to treat the data a bit differently to get a better understanding of what it was saying to us. So:

- We clustered (just like the College Board) all data into two categories: the first, a cluster of distinction, proficient and partially proficient, and the second, substantially below proficient.
- Then graphed that data. That data can be found in the middle chart of Appendix #2 and graphed on Appendix #3.

That data shows:

- GSAA (89%) starts out above NH (84%) in SAT Verbal in 2015-16, then decreases slight below NH over the next two years. In 2016-17, 79% versus 82%, and in 2017-18, 74% versus 82%. That can be seen much better on the graph on Appendix #3.
- GSAA (72%) starts out slightly below NH (81%) in SAT Math in 2015-16, then increases (85%) above NH (80%) in 2016-17, and then both GSAA and NH decrease slightly to the same 75% in 2017-18.
- GSAA is slightly above NH in NECAP Science 83% to 81% in 2015-16 and slightly below NH 70% to 72% in 2017-18.

We also decided to compare our SAT means in Verbal, Math and Total against the State averages, one public system (Salem HS) and three other NH Charter High Schools. That data can be found at the bottom of Appendix #2.

That data shows:

Versus the State-

- In 2016-17, GSAA is slightly below NH in Verbal, Math and Total, but in 2017-18, the Total drops significantly from that of NH because of a large drop in the Math score.

Versus Salem HS-

- In 2016-17 & 2017-18: GSAA's Total is slightly below Salem HS but drops further in the second year. GSAA's Verbal is higher than Salem HS in both years. GSAA is slightly below Salem High in Math and then drops well below with a weak Math score in 2017-18

Versus Cocheco- We were only able to compare 2016-17

- GSAA is 26 points less in Verbal but 14 points higher in Math and slightly lower in the Total.

Versus PACE Academy- We were only able to compare 2017-18

- GSAA substantially above PACE in both Verbal, Math and Total. (Note-GSAA does have a special needs population of over 30%)

Versus Founders Academy- We were only able to compare 2017-18

- GSAA is substantially above Founders in Verbal, substantially below in Math with essentially identical scores for it total.

Analysis of Data

Of the five years that the Granite State Arts Academy has been in existence, in only in the last three of those years can the data obtained in SAT and NECAP testing be attributed to interventions from the GSAA. In the other three years (2019 has yet to be tested), only one out of every two other students (motility at 42% and 59%) can be attributed to the interventions of GSAA. Because of this, the interpretation of that data must be a measured one—but it can be done, and plans can be made for future changes in curriculum, instruction, assessment and student interventions (SPED.)

1. Student scores in the SAT Verbal (Appendix #3) are at or near the NH State averages. Student averages regardless of actual student ability indicate results near the mean. However, there may be students of above average ability that may only be scoring at the State average—that would be of concern if it is true.
2. Student scores on the SAT Math (Appendix #3) are at or near the NH State averages. However, there was a significant statistical drop in the 2017-2018 test results. That is an area of concern.
3. Student scores on the NECAP Science (Appendix #3) are also at or near the NH State averages. That is of concern because the GSAA and NH State averages on the Science test show that 70% of the students are partially proficient or substantially below proficiency. That is a GSAA and a State of NH area of concern.

It is important to note here that GSAA has administered the PSAT for three years to its Grade 10 students as well. That data is not part of this report, and that data represents only students who voluntarily decided to take the test. However, that data shows a significant statistical increase in scores in Verbal and Math over time, when compared to the GSAA SAT School Day Verbal and Math scores. The students who take the PSAT have generally been students that have spent all of their freshmen and sophomore years at GSAA.

GSAA also administers on its own, the Otis-Lennon School Ability Test (OLSAT) to its Grade 9 and Grade 10 students on alternate years. This data is also not part of our report. OLSAT is an entirely different type of test from the SAT, PSAT, NECAP and AIR tests. It measures potential student ability by chronological age, and we only have had national scores to compare it to. We have used the OLSAT to get a sense of how to place students in courses, and to guide our curriculum, instructional and assessment planning.

Educational Planning from Data Analysis

As part of our continuous improvement of GSAA's 5-year strategic plan, we dissect and inspect the broad areas of the plan annually. The latest tweak of the GSAA Strategic Plan and its annual update done last September was provided to the NHDOE Visiting Team in January.

We will now take the concerns evidenced in the analysis of our data and detail what has been done in the areas of curriculum, instruction, assessment and student interventions, and what else we plan to do in the future.

VERBAL ABILITY:

Curriculum—We have added considerable rigor to the English curriculum in Grades 9-12 by:

- Increasing the amount of literature and the reading level of that literature.
- Broadened the distribution of the genres of literature.
- Increased the sophistication of the student analysis of the literature.
- Embedded a significant portion of our vocabulary study with the vocabulary study of the literature.
- Dramatically increase the amount and type of writing done by the students.
- Added four English electives to the Curriculum: Historical literature, creative writing, journalism and Yearbook publication.
- (Our placement testing indicates that students who come to us through transfer from other schools, particularly in mid-year, have lower Verbal ability those students who enter in Grade 9.) As a result, we have begun to provide more remediation through a required study period for certain transfer students.

Instruction—We have strengthened the instruction within the English and Humanities department by:

- Changing all of the English teachers in 2016-2017.
- Adding another English teacher to the staff.
- Added professional development specifically for the English staff
- Required "writing across the curriculum" in all GSAA departments with corrections delivered to students.
- Teaching a SAT Verbal preparation course for six-weeks prior to the SAT School Day test.

Assessment—We have added considerable rigor to the English assessments through:

- Eliminating all forms of objective English testing, all testing is conducting through essay writing.
- Adding a significant major project to each grade level, culminating with a capstone project for seniors.
- Increasing the amount of research required by students in their writing at all grade levels.

Student Interventions—We have strengthened our student interventions with students on IEP's by:

- Requiring all of them to take a “guided” study at least three times per week from our Special Education Teacher.
- Requiring all students with “D” grades after a marking period to seek out extra help from the teacher after school.
- When the sending public school district cooperates, collaborate on tutorial help from the sending district at GSAA during study periods or guided study periods. There are some public school sending districts that do cooperate with the families of GSAA and others who do not.

MATHEMATICS:

Curriculum—Last year, because our students showed a significant drop in proficiency, we decided this past September to temporarily change our curriculum. We felt that we needed to address the weaknesses that the incoming 9th Grade students and transfer students have in Mathematics skills by:

- Eliminating Calculus for a year or two to get better utilization of our staff to:
 - Add more pre-Algebra work to one of our Algebra I sections and
 - Teach one section of Algebra I over a two year period.
 - Break up our Geometry class and Algebra II classes in
 - A higher and lower level based upon previous achievement and ability
 - Provide more advanced work for students capable of doing it.

Instruction—We have strengthened the instruction within the Math department by:

- Changing all of the Math teachers in 2016-2017.
- Adding another Math teacher to the staff.
- Using more ability grouping during classes.
- Added professional development specifically for the Math staff
- Teaching a SAT Math preparation course for six-weeks prior to the SAT School Day test.

Assessment—We have added considerable rigor to the Math assessments through:

- Increasing the amount of student homework in Math on a nightly basis
- Incorporating standardized test questions in Math with teacher-made questions to improve a student's ability to assess and analyze those questions on a standardized test such as the SAT.

Student Interventions—We have strengthened our student interventions with students on IEP's by:

- Requiring all of them to take a “guided” study at least three times per week from our Special Education Teacher.
- Using National Honor Society students (under the guidance of classroom teachers) to help tutor Math students during their lunch period.
- Requiring all students with “D” grades after a marking period to seek out extra help from the teacher after school.

- When the sending public school district cooperates, collaborate on tutorial help from the sending district at GSAA during study periods or guided study periods. There are some public school sending districts that do cooperate with the families of GSAA, there are other sending districts who do not.

SCIENCE:

Curriculum—Item analysis of standardized testing shows a weakness in students' answers to lab questions, and to answers to questions regarding abstract science concepts particularly in the areas of electricity, magnetism, geology, and mathematical scientific problem solving. Because we are an arts based school, many of our students lack interest in science, particular Biology, Chemistry and Physics. So we have:

- Changed the Grade 9 science program from Physical Science to Integrated Science. The program will shift to a more modular program of: Oceanography, Meteorology, Geology, Paleontology, Astronomy, and an introduction to Chemistry, Biology and Physics at a more descriptive laboratory level.
- Although we do not have a school that has an approved science lab from the Salem Fire Department, we have added many more descriptive and virtual science labs to the individual courses in Science.
- For students who seek an advanced Science course that we do not have the staff to offer, we have scheduled a study period for them with a free Science teacher so the student can pursue an advanced VLACS course in Science with the assistance of that Science teacher.

Instruction—We have strengthened the instruction within the Science department by:

- Changing the Science teacher this past year.
- Moved to a more direct form of instruction from student work sheets.
- On Fridays in Science, we do not introduce new material, we only spend that day having the teacher reteach, and provide extra help to struggling students.
- Using more technology via videos and SMART boards to increase student interest during instruction.
- Increasing the amount of student homework to reinforce classroom work.
- Providing some sort of a laboratory each week during class time.

Assessment—We have added considerable rigor to the Science assessments through:

- Increasing the amount of student homework in Science on a nightly basis.
- Requiring bi-monthly lab reports.
- Incorporating standardized test questions in Science with teacher-made questions to improve a student's ability to assess and analyze those questions on a standardized test such as the AIR.
- Assigning student projects and/or student presentations twice per marking period.

Student Interventions—We have strengthened our student interventions with students on IEP's by:

- Requiring students on an IEP to take a "guided" study at least three times per week from our Special Education Teacher.
- Using National Honor Society students (under the guidance of the Science teacher) to help tutor Science students during their lunch period.

- Requiring all students with “D” grades after a marking period to seek out extra help from the teacher after school.
- When the sending public school district cooperates, collaborate on tutorial help from the sending district at GSAA during study periods or guided study periods. There are some public school sending districts that do cooperate with the families of GSAA, there are others that do not.

CONCLUSION

Even though right now there is an issue with motility at GSAA, it should lessen over time. You can see by our review that GSAA takes standardized testing very seriously. We have continually taken steps to strengthen our students’ performance on standardized testing. Because we are an Arts-based school, a number of our students do not take the standardized testing as seriously as they should because they do not view the SAT as being as important to their future plans as do students in other content areas. We are working on that through our School’s weekly Advisory Period. Our goal is to increase and improve student motivation in all areas and subjects that are taught by the school. It is also our goal to prepare students for success outside of the arts as well. Our students forget that often success in the arts, regardless of talent is based on serendipity and luck.

Nonetheless there are two other things we wish to do.

1. Build in a required study skills course for all Grade 9 students that includes a better preparation on how to prepare for and take standardized tests.
2. If our Board of Trustees approves, to request that our grade levels spread from 9-12 to 8-12. That would help us to better prepare our students in the areas of English, Math and Science (who come to us with weaknesses in those areas) prior to beginning their required classes at the 9-12 high school graduation level.

APPENDIX #1
DEMOGRAPHICS (Motility)
OF THE GRADUATES OF
THE GRANITE STATE ARTS ACADEMY (GSAA)

| Year of Graduation | Number of Graduates | Years at GSAA | Years at Other High Schools | Percent of their high school years spent mainly at GSAA |
|---------------------------|----------------------------|---|---|--|
| 2014-2015 | 2 | 2 students were at GSAA for 1 year | 2 students were at other schools for 3 years | 0% |
| 2015-2016 | 15 | 11 students were at GSAA for 1-2 years | 4 students were at other schools for 3 years | 0% |
| 2016-2017 | 26 | 11 students were at GSAA for 3 years | 15 students were at other schools for 1-3 years | 42% |
| 2017-2018 | 32 | 19 students were at GSAA for 4 years | 13 students were at other schools for 1-3 years | 59% |
| 2018-2019 | 37 | 20 students were at GSAA for 4 years | 17 students were at other schools for 1-3 years | 54% |
| Total | 112 | Percentage of students who would have spent at least half of their high school career studying at GSAA.  | | 45% |

APPENDIX #2

**GRANITE STATE ARTS ACADEMY STANDARDIZED TESTING DATA SHEET
WITH COMPARISONS TO LOCAL AND CHARTER SCHOOLS
(2014 -15 Year 1 to 2017-18 Year 4)**

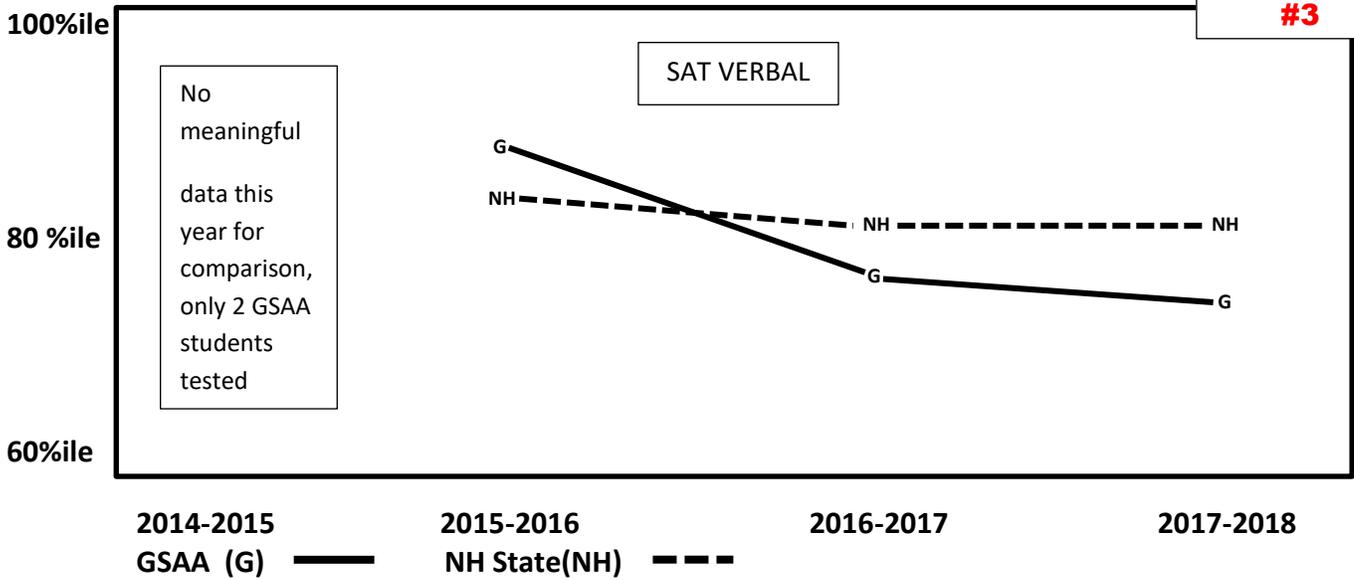
| GRANITE STATE ARTS ACADEMY (NH State Data in parenthesis) – ALL LEVELS OF PROFICIENCY | | | | | | | | | | | | |
|---|---------|---------|---------|-----------------------------|---------|---------|---------|-----------------------------------|---------|---------|--------------|-----------------------|
| SAT VERBAL (State) % ile | | | | SAT MATH (State) % ile | | | | SCIENCE NECAP (State) % ile > AIR | | | | Status |
| No meaningful data | 6 (23) | 18 (21) | 27 (?) | No data (2 students tested) | 0 (20) | 0 (20) | 8 (?) | No meaningful data | 0 (2) | 7 (2) | No data Yet. | DISTINCTION |
| | 67 (38) | 33 (38) | 39 (?) | | 17 (29) | 30 (28) | 12 (?) | | 17 (34) | 10 (35) | | PROFICIENT |
| | 17 (23) | 27 (23) | 8 (?) | | 56 (32) | 55 (31) | 5 (?) | | 67 (45) | 53 (46) | | PART. PROFICIENT |
| | 11 (16) | 21 (18) | 26 (?) | | 28 (19) | 15 (20) | 75 (?) | | 17 (19) | 30 (28) | | SUBSTANTIALLY < PROF. |
| 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | |

| GRANITE STATE ARTS ACADEMY (NH State Data in parenthesis) – DISTINCTION LEVEL THROUGH PARTIALLY PROFICIENT (from above) | | | | | | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|-----------------------------|---------|---------|--------------|---|
| SAT VERBAL (State) % ile | | | | SAT MATH (State) % ile | | | | SCIENCE NECAP (State) % ile | | | | Status |
| No meaningful data | 89 (84) | 79 (82) | 74 (82) | No meaningful data, 2 students tested) | 72 (81) | 85 (80) | 75 (75) | No meaningful data | 83 (81) | 70 (72) | No data Yet. | DISTINCTION PROFICIENT and PARTIALLY PROFICIENT |
| | 11 (16) | 21 (18) | 26 (18) | | 28 (19) | 15 (20) | 25 (25) | | 17 (19) | 30 (28) | | SUBSTANTIALLY < PROF. |
| 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | |

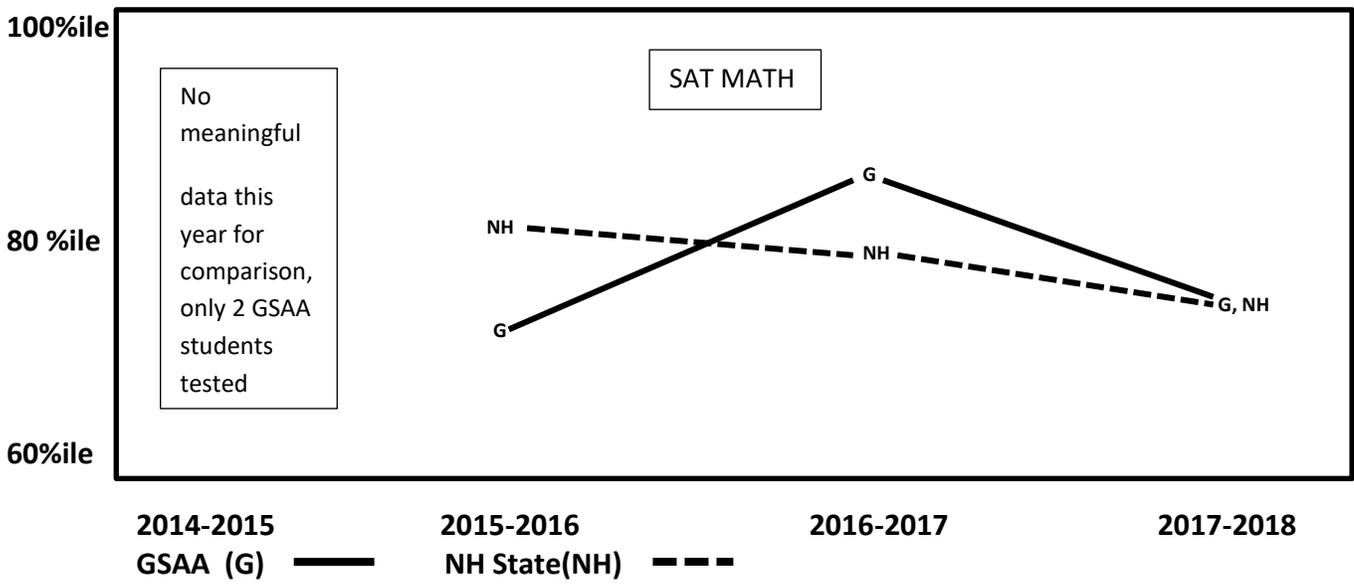
| GRANITE STATE ARTS ACADEMY <> SAT DATA WITH STATE of NH (black) & LOCAL (color-coded) COMPARISONS & CHARTER HIGH SCHOOLS | | | | |
|--|------------|--------------------------------|--------------|--------------|
| SCHOOLS (1 public, 4 charter) | TEST | 2014-15 / 2015-16 | 2016-17 (NH) | 2017-18 (NH) |
| GRANITE STATE ARTS ACADEMY (CHARTER-SALEM) | SAT VERBAL | NO SUBSTANTIAL DATA | 520 (520) | 511 (521) |
| | SAT MATH | | 490 (507) | 451 (513) |
| | SAT TOTAL | | 1010 (1027) | 961 (1034) |
| SALEM HIGH SCHOOL (PUBLIC SALEM) | SAT VERBAL | IN THESE YEARS FOR | 508 (520) | 514 (520) |
| | SAT MATH | | 515 (507) | 519 (507) |
| | SAT TOTAL | | 1023 (1027) | 1033 (1027) |
| COCHECO ARTS & TECH ACADEMY (CHARTER DOVER) | SAT VERBAL | ANY KIND OF | 546 (520) | ----- (520) |
| | SAT MATH | | 476 (507) | ----- (507) |
| | SAT TOTAL | | 1022 (1027) | ----- (1127) |
| PACE ACADEMY (CHARTER ALLENSTOWN) | SAT VERBAL | COMPARISON | ----- (520) | 435 (520) |
| | SAT MATH | | ----- (507) | 400 (507) |
| | SAT TOTAL | | ----- (1027) | 835 (1127) |
| FOUNDERS ACADEMY (CHARTER MANCHESTER) | SAT VERBAL | ONLY 2 STUDENTS TOOK THE TESTS | ----- (520) | 465 (520) |
| | SAT MATH | | ---- (507) | 495 (507) |
| | SAT TOTAL | | ----- (1027) | 960 (1127) |

Graphs of Granite State Arts Academy SAT Verbal: Level 1, 2 and 3 versus NH State Verbal
 Level 1 = Distinction, Level 2 = Proficient, Level 3 = Partially Proficient

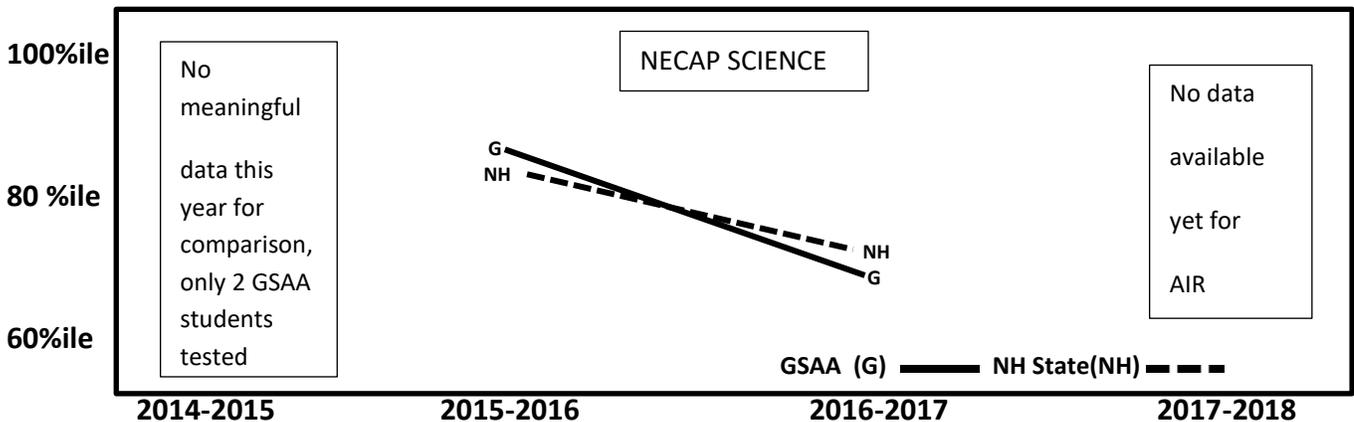
APPENDIX #3



Graphs of Granite State Arts Academy SAT Math: Level 1, 2 and 3 versus NH State Verbal
 Level 1 = Distinction, Level 2 = Proficient, Level 3 = Partially Proficient



Graphs of Granite State Arts Academy NECAP Science: Level 1, 2 and 3 versus NH State Verbal
 Level 1 = Distinction, Level 2 = Proficient, Level 3 = Partially Proficient





Granite State Academy

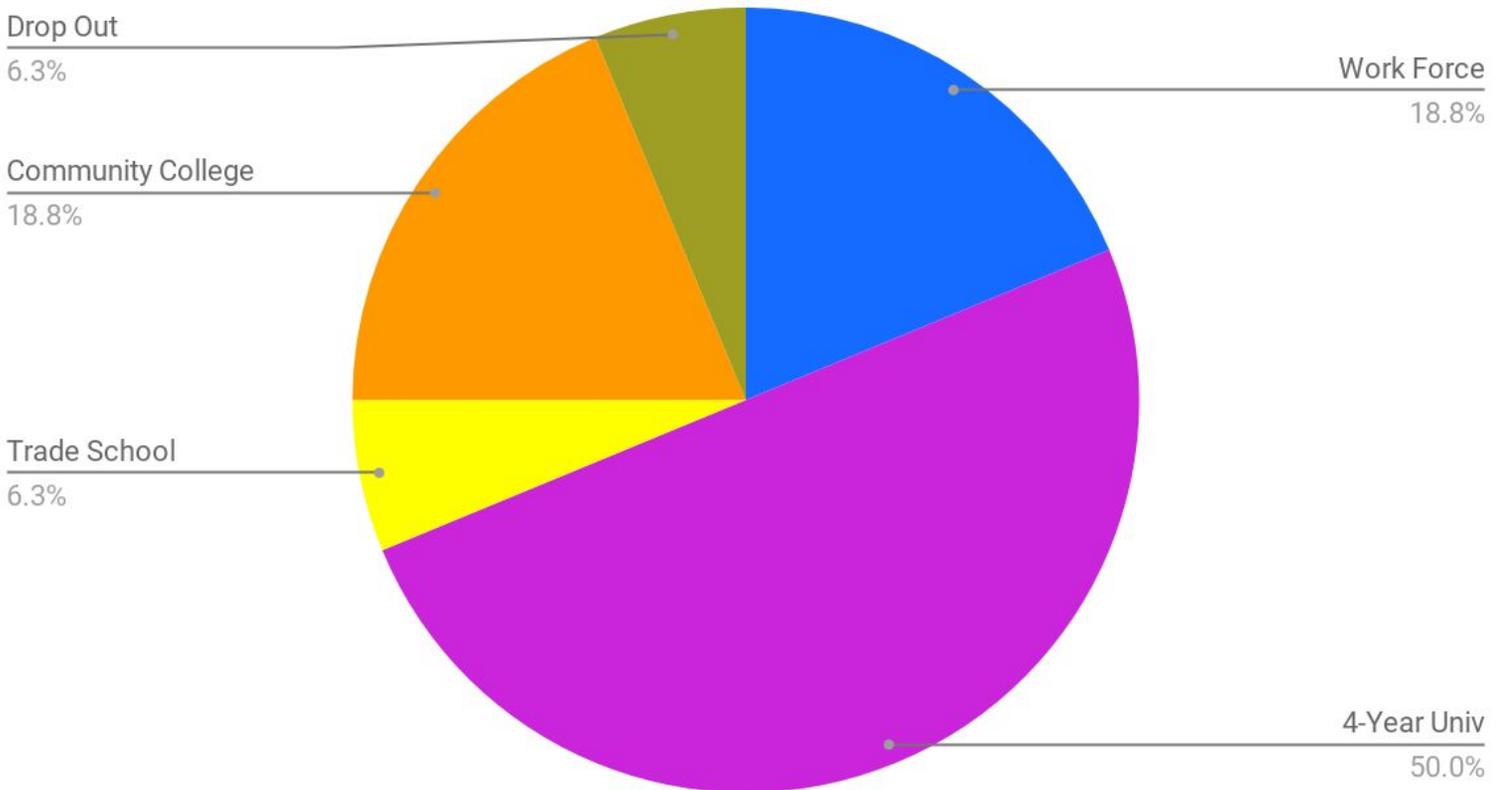
a public chartered high school

| School Yr | Sr Class | Graduates | Wk Force | Unaccounted | 4 Year Univ | 2 Year Univ | CC | Trd Sch | DO |
|-----------|----------|-----------|----------|-------------|-------------|-------------|----|---------|----|
| 2015-2016 | 16 | 15 | 3 | 0 | 8 | 0 | 3 | 1 | 1 |

Unaccounted: Students who did not declare to GSAA their Post Graduate Plans

Schools Attended: Harvard, U-Mass Lowell, NHTI, MECCA, MASS College of Art, Sterling College, PSU, U-Mass Amherst

2015-2016 Post Grad Status Post Grad Status





Granite State Academy

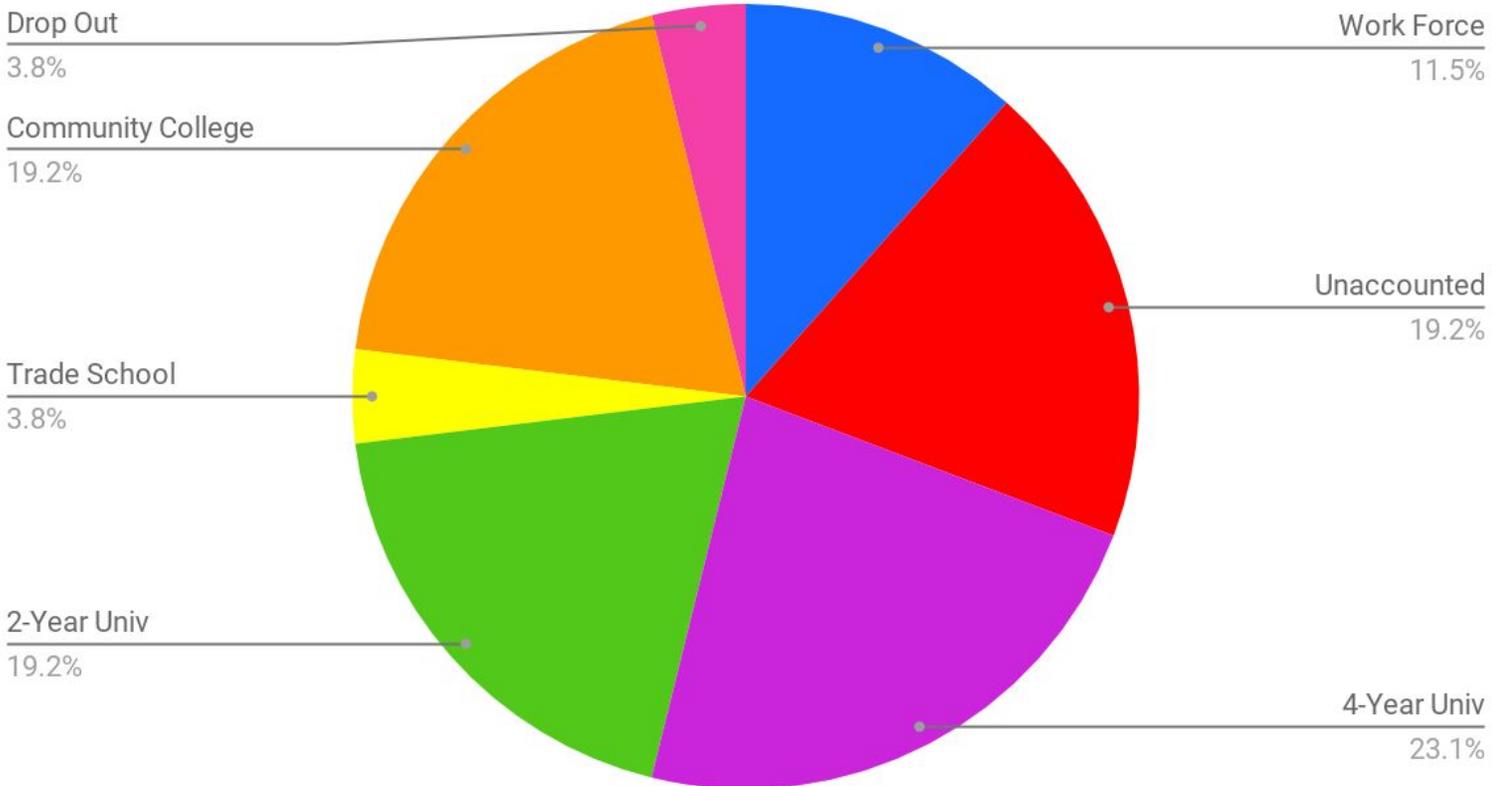
a public chartered high school

| School Yr | Sr Class | Graduates | Wk Force | Unaccounted | 4 Year Univ | 2 Year Univ | C.C | Trd Schl | DO |
|-----------|----------|-----------|----------|-------------|-------------|-------------|-----|----------|----|
| 2016-2017 | 26 | 25 | 3 | 5 | 6 | 5 | 5 | 1 | 1 |

Unaccounted: Students who did not declare to GSAA their Post Graduate Plans

Schools Attended: Potsdam, Columbia College Chicago, AMDA, SNHU, Northern Essex, Keene State College, NHTI, Manchester Community College, Great Bay Community College, Rivier University,

2016-2017 Post Grad Status





Granite State Academy

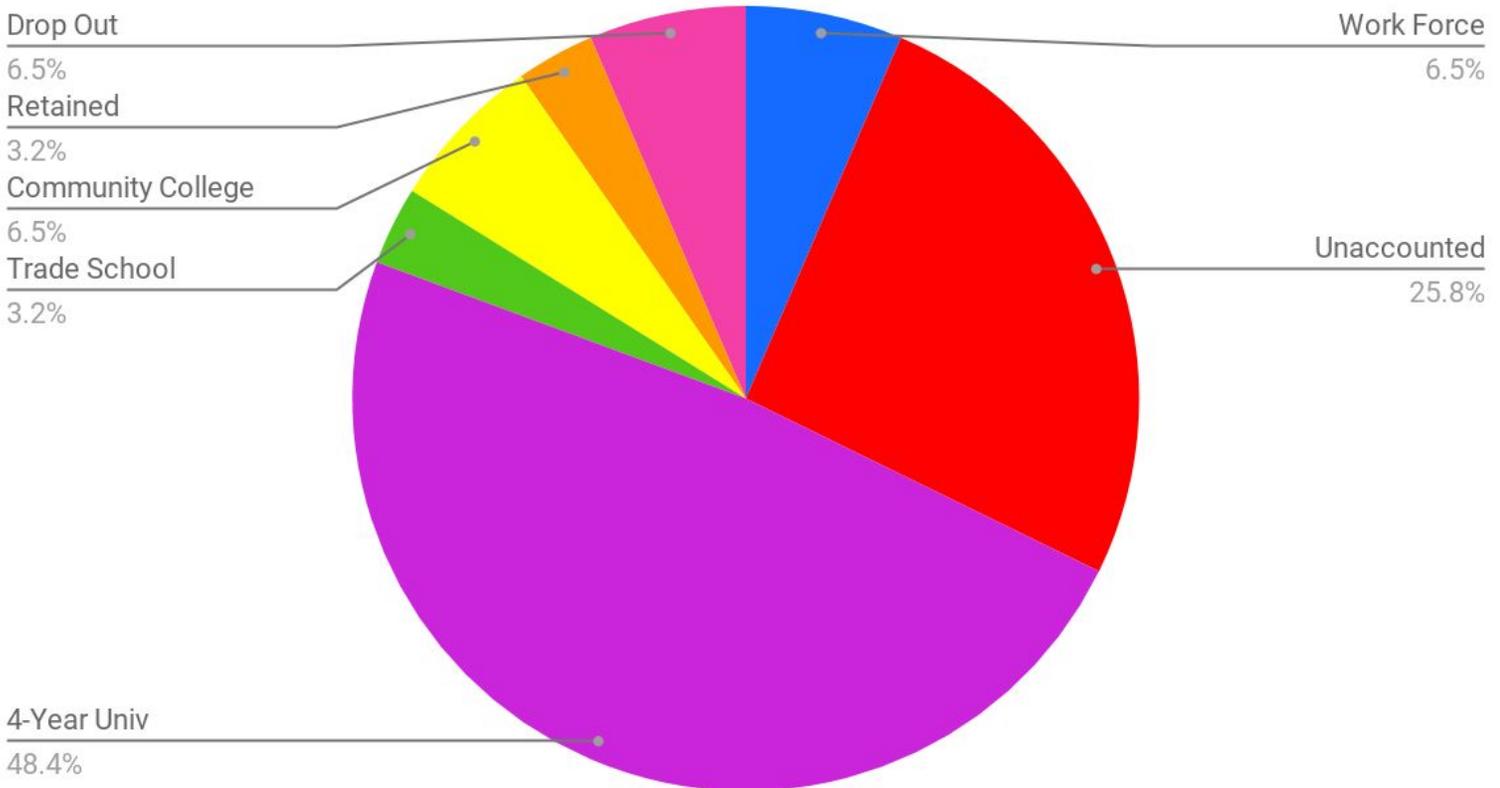
a public chartered high school

| School Yr | Sr Class | Graduates | Wk Force | Unaccounted | 4 Year Univ | Comm Coll | Trd Schl | DO | Retain |
|-----------|----------|-----------|----------|-------------|-------------|-----------|----------|----|--------|
| 2017-2018 | 31 | 28 | 2 | 8 | 15 | 2 | 1 | 2 | 1 |

Unaccounted: Students who did not declare to GSAA their Post Graduate Plans

Schools Attended: Oklahoma City University, Johnson & Wales University, AMDA, MECCA, PSU, Dean College, Univ of Maine, Northern VT University, Manchester Community College, St. Michael's University, NHIA, Great Bay Community College

2017-2018 Post Grad Status Post Grad Status





Granite State Academy

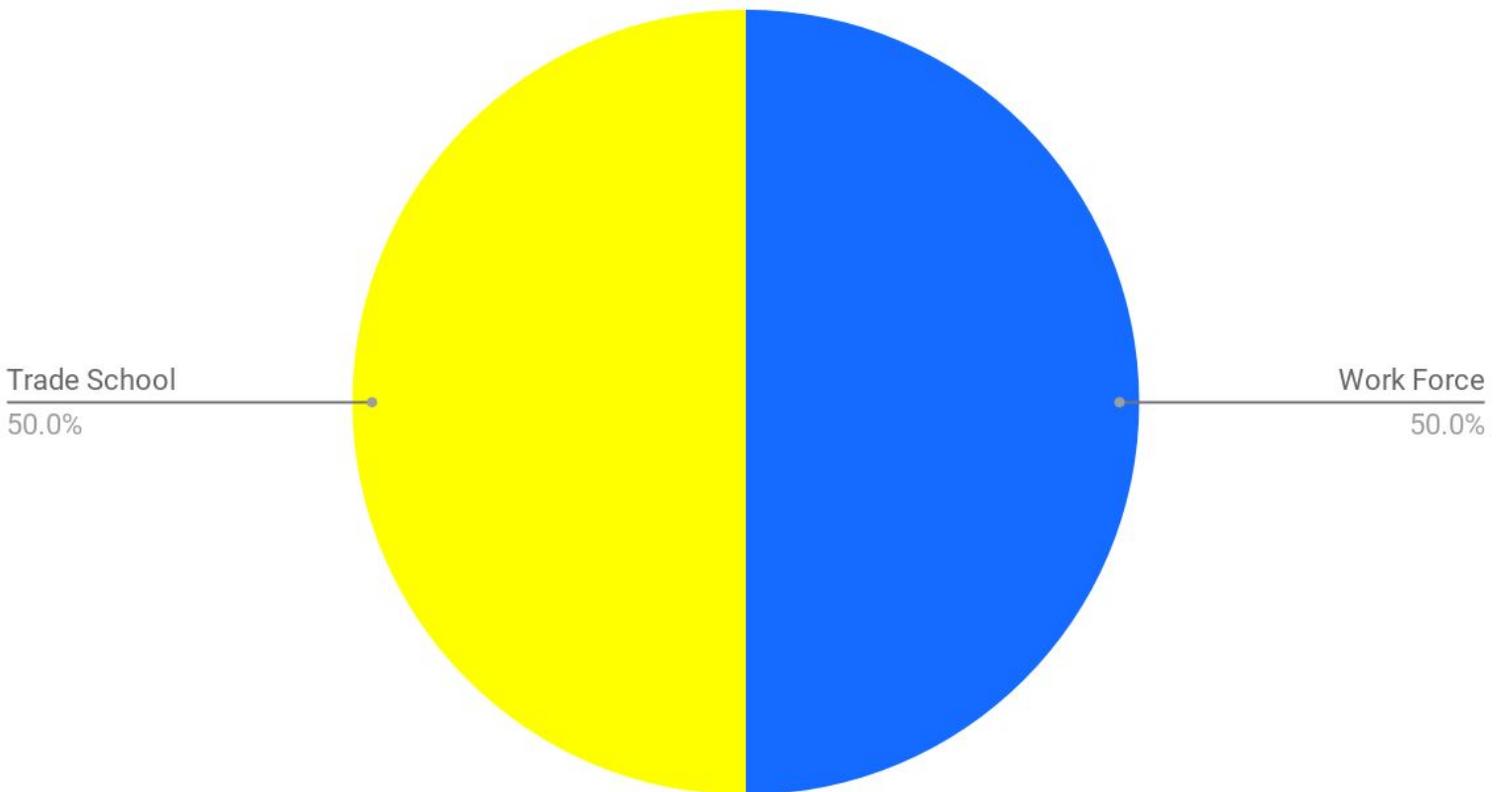
a public chartered high school

| School Yr | Sr Class | Graduates | Wk Force | Unact'd | 4 Year Univ | 2 Year Univ | Trade School | GED | DO |
|-----------|----------|-----------|----------|---------|-------------|-------------|--------------|-----|----|
| 2014-2015 | 2 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |

Unaccounted: Students who did not declare to GSAA their Post Graduate Plans

Trade School Attended: Photography School

2014-2015 Post Grad Status Post Grad Status



GRANITE STATE ARTS ACADEMY

Financial Statements

June 30, 2018

and

Independent Auditor's Report

**GRANITE STATE ARTS ACADEMY
FINANCIAL STATEMENTS
June 30, 2018**

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Granite State Arts Academy

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of the Granite State Arts Academy, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the Granite State Arts Academy's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of the Granite State Arts Academy, as of June 30, 2018, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages i-v and 16-17 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.


Manchester, New Hampshire
February 6, 2019

**GRANITE STATE ARTS ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2018**

Presented herewith, please find the Management Discussion and Analysis Report for the Granite State Arts Academy (the Academy) for the fiscal year ending June 30, 2018. Responsibility for both the accuracy of the data, and the completeness and fairness of this presentation (including all disclosures) rests with management. To the best of our knowledge and belief, the data contained herein is accurate in all material respects. This data is reported in a manner designed to fairly present the Academy's financial position, and the results of operations of the various funds of the Academy. All disclosures necessary to enable the reader to gain an accurate understanding of the Academy's financial activities have been included.

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

Overview of the Financial Statements

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

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

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

Government-Wide Financial Statements

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

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

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

Fund Financial Statements

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

**GRANITE STATE ARTS ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2018**

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

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

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

The Academy adopts an annual budget for its General Fund. A budgetary comparison has been provided for the General Fund to demonstrate compliance with this budget.

Notes to the Basic Financial Statements

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

Other Information

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

Government-Wide Financial Analysis

Statement of Net Position

Net Position of the Granite State Arts Academy as of June 30, 2018 and 2017 is as follows:

| | <u>2018</u> | <u>2017</u> |
|--------------------------------------|----------------|----------------|
| Capital and Other Assets: | | |
| Capital assets, net | \$ 102,156 | \$ 124,859 |
| Other assets | 269,770 | 179,060 |
| Total Assets | <u>371,926</u> | <u>303,919</u> |
| Deferred Outflows of Resources: | | |
| Total Deferred Outflows of Resources | <u>-</u> | <u>-</u> |

**GRANITE STATE ARTS ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2018**

| | | |
|-------------------------------------|-------------------|-------------------|
| Long-term and Other Liabilities: | | |
| Long-term liabilities | 19,346 | 30,089 |
| Other liabilities | 102,092 | 12,121 |
| Total Liabilities | <u>121,438</u> | <u>42,210</u> |
| Deferred Inflows of Resources: | | |
| Total Deferred Inflows of Resources | <u>-</u> | <u>-</u> |
| Net Position: | | |
| Net investment in capital assets | 102,156 | 124,859 |
| Unrestricted (Deficit) | 148,332 | 136,850 |
| Total Net Position | <u>\$ 250,488</u> | <u>\$ 261,709</u> |

Statement of Activities

The changes in net position for the fiscal years ending June 30, 2018 and 2017 are as follows:

| | <u>2018</u> | <u>2017</u> |
|------------------------------------|-------------------|-------------------|
| Program revenues: | | |
| Charges for services | \$ 68,778 | \$ 72,217 |
| Operating grants and contributions | - | 107,620 |
| Total program revenues | <u>68,778</u> | <u>179,837</u> |
| General revenues: | | |
| State adequacy education grant | 901,767 | 827,333 |
| Debt forgiveness | 7,031 | - |
| Interest and investment earnings | 35 | 14 |
| Miscellaneous | 98,651 | 74,341 |
| Total general revenues | <u>1,007,484</u> | <u>901,688</u> |
| Total revenues | <u>1,076,262</u> | <u>1,081,525</u> |
| Program expenses: | | |
| Instruction | 557,298 | 516,504 |
| General administration | 270,526 | 242,036 |
| Operation and maintenance of plant | 250,422 | 175,664 |
| Food service | 8,122 | 2,474 |
| Interest and fiscal charges | 1,115 | 1,045 |
| Total program expenses | <u>1,087,483</u> | <u>937,723</u> |
| Change in net position | (11,221) | 143,802 |
| Net position - beginning of year | <u>261,709</u> | <u>117,907</u> |
| Net position - ending of year | <u>\$ 250,488</u> | <u>\$ 261,709</u> |

**GRANITE STATE ARTS ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2018**

GRANITE STATE ARTS ACADEMY ACTIVITIES

Governmental Activities

As shown in the above statement, the Academy experienced a decrease in net position of (\$11,221) on the full accrual basis of accounting. A significant portion of the change is attributable to current year depreciation expense in excess of capital assets additions. In the prior year, the Academy moved its school facility to a new location and performed a significant amount of leasehold improvements and purchased some new equipment and furniture to get set-up for the school year. These items are now in service and being depreciated, while there were no additions in the current year.

In addition, the decrease was somewhat offset by another increase in Adequacy Aid Revenue which is based on a per pupil basis of average daily membership attendance at a rate determined by the State. In fiscal year 2018 the reimbursement rate increased slightly from the prior year.

General Fund

The General Fund ended the fiscal year with a total fund balance of \$167,678, an increase of \$739 from the prior year. As noted above in the governmental activities analysis, the Academy saw an increase to the reimbursement rate for its major revenue source, which was offset by the Academy prepaying a long-term back rent obligation.

GENERAL FUND BUDGETARY HIGHLIGHTS

There was no difference between the original and final budgets for the General Fund in the current fiscal year. Actual revenues and other financing sources on the budgetary basis exceeded budgeted amounts by \$25,234. This was primarily a result of the Academy issuing a note payable during the year to advance pay-off a back rent obligation which was not budgeted. Actual expenditures were more than budgeted amounts by (\$57,888), with the largest variances due to the unbudgeted advance prepayment on debt and student production and fundraising expenditures which were largely offset by excess related miscellaneous revenues. See Schedule 1 on page 16 for additional information regarding budgetary activity.

CAPITAL ASSETS

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

LONG-TERM LIABILITIES

During the year, the Academy entered into a note payable with its primary financial institution in the amount of \$20,948 in order to pay-off its long-term back rent obligation. As of June 30, 2018, the entire balance for back rent was paid off and the new note payable had an outstanding balance of \$19,346. See Note 5 in the notes to the basic financial statements for additional information on long-term liabilities.

**GRANITE STATE ARTS ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2018**

ECONOMIC FACTORS

GSAA's financial situation this past year was stable and the school functioned well. Fundraising activities were not as successful due to a change in venues for one of the major fundraising events and a subsequent low performance at the new location. This diminished fundraising by approximately \$20k, which is a significant drop in revenue. NH still pays well below the per student adequacy to charters, which receive \$7,047 per student, as compared to approximately \$14k to traditional public schools. This results in constant energy being expended to fundraise. We are focusing on increasing enrollment to increase adequacy moving forward.

CONTACTING GRANITE STATE ARTS ACADEMY

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

EXHIBIT A
GRANITE STATE ARTS ACADEMY
Statement of Net Position
June 30, 2018

| | Governmental Activities |
|---------------------------------------|----------------------------|
| ASSETS | |
| Current Assets: | |
| Cash and cash equivalents | \$ 147,237 |
| Due from State of New Hampshire | 72,533 |
| Deposits held by others | 50,000 |
| Total Current Assets | <u>269,770</u> |
| Noncurrent Assets: | |
| Capital assets: | |
| Depreciable capital assets, net | 102,156 |
| Total Noncurrent Assets | <u>102,156</u> |
| Total Assets | <u>371,926</u> |
| DEFERRED OUTFLOWS OF RESOURCES | |
| Total Deferred Outflows of Resources | <u>-</u> |
| LIABILITIES | |
| Current Liabilities: | |
| Accrued expenses | 69,592 |
| Line of credit | 32,500 |
| Current portion of note payable | 3,902 |
| Total Current Liabilities | <u>105,994</u> |
| Noncurrent liabilities: | |
| Note payable | 15,444 |
| Total Noncurrent Liabilities | <u>15,444</u> |
| Total Liabilities | <u>121,438</u> |
| DEFERRED INFLOWS OF RESOURCES | |
| Total Deferred Inflows of Resources | <u>-</u> |
| NET POSITION | |
| Net investment in capital assets | 102,156 |
| Unrestricted | 148,332 |
| Total Net Position | <u>\$ 250,488</u> |

See accompanying notes to the basic financial statements

EXHIBIT B
GRANITE STATE ARTS ACADEMY
Statement of Activities
For the Year Ended June 30, 2018

| Functions/Programs | <u>Expenses</u> | <u>Program Revenues</u> | <u>Net (Expense) Revenue and Changes in Net Position</u> |
|------------------------------------|---------------------|---------------------------------|--|
| Governmental Activities: | | <u>Charges for Services</u> | <u>Governmental Activities</u> |
| Instruction | \$ 557,298 | \$ 63,940 | \$ (493,358) |
| General administration | 270,526 | | (270,526) |
| Operation and maintenance of plant | 250,422 | | (250,422) |
| Food service | 8,122 | 4,838 | (3,284) |
| Interest and fiscal charges | 1,115 | | (1,115) |
| Total governmental activities | <u>\$ 1,087,483</u> | <u>\$ 68,778</u> | <u>(1,018,705)</u> |
| General revenues: | | | |
| | | | 901,767 |
| | | | 7,031 |
| | | | 35 |
| | | | 98,651 |
| | | | <u>1,007,484</u> |
| | | | (11,221) |
| | | | 261,709 |
| | | | <u>\$ 250,488</u> |

See accompanying notes to the basic financial statements

EXHIBIT C
GRANITE STATE ARTS ACADEMY
Balance Sheet
Governmental Funds
June 30, 2018

| | General Fund | Total Governmental Funds |
|--|-------------------|--------------------------------|
| ASSETS | | |
| Cash and cash equivalents | \$ 147,237 | \$ 147,237 |
| Due from State of New Hampshire | 72,533 | 72,533 |
| Deposits held by others | <u>50,000</u> | <u>50,000</u> |
| Total Assets | <u>269,770</u> | <u>269,770</u> |
| DEFERRED OUTFLOWS OF RESOURCES | | |
| Total Deferred Outflows of Resources | <u>-</u> | <u>-</u> |
| Total Assets and Deferred Outflows of Resources | <u>\$ 269,770</u> | <u>\$ 269,770</u> |
| LIABILITIES | | |
| Accrued expenses | \$ 69,592 | \$ 69,592 |
| Line of credit | <u>32,500</u> | <u>32,500</u> |
| Total Liabilities | <u>102,092</u> | <u>102,092</u> |
| DEFERRED INFLOWS OF RESOURCES | | |
| Total Deferred Inflows of Resources | <u>-</u> | <u>-</u> |
| FUND BALANCES | | |
| <i>Nonspendable:</i> | | |
| Deposits held by others | 50,000 | 50,000 |
| <i>Unassigned:</i> | | |
| Unassigned - General operations | <u>117,678</u> | <u>117,678</u> |
| Total Fund Balances | <u>167,678</u> | <u>167,678</u> |
| Total Liabilities, Deferred Inflows of Resources, and Fund Balances | <u>\$ 269,770</u> | <u>\$ 269,770</u> |

See accompanying notes to the basic financial statements

EXHIBIT C-1
GRANITE STATE ARTS ACADEMY
Reconciliation of the Balance Sheet of Governmental Funds
to the Statement of Net Position
June 30, 2018

Total Fund Balances - Governmental Funds (Exhibit C) \$ 167,678

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

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds. 102,156

Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Long-term liabilities at year end consist of the following:

Note payable (19,346)

Net Position of Governmental Activities (Exhibit A) \$ 250,488

EXHIBIT D
GRANITE STATE ARTS ACADEMY
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2018

| | General Fund | Total Governmental Funds |
|---|-------------------|--------------------------------|
| Revenues: | | |
| Intergovernmental | \$ 901,767 | \$ 901,767 |
| Charges for services | 68,778 | 68,778 |
| Interest income | 35 | 35 |
| Miscellaneous | <u>98,651</u> | <u>98,651</u> |
| Total Revenues | <u>1,069,231</u> | <u>1,069,231</u> |
| Expenditures: | | |
| Current operations: | | |
| Instruction | 542,975 | 542,975 |
| General administration | 266,812 | 266,812 |
| Operation and maintenance of plant | 246,139 | 246,139 |
| Food service | 7,739 | 7,739 |
| Debt service: | | |
| Principal retirement | 24,660 | 24,660 |
| Interest and fiscal charges | <u>1,115</u> | <u>1,115</u> |
| Total Expenditures | <u>1,089,440</u> | <u>1,089,440</u> |
| Excess revenues over (under) expenditures | <u>(20,209)</u> | <u>(20,209)</u> |
| Other financing sources: | | |
| Proceeds from note payable | <u>20,948</u> | <u>20,948</u> |
| Total other financing sources | <u>20,948</u> | <u>20,948</u> |
| Net change in fund balances | 739 | 739 |
| Fund balances at beginning of year | <u>166,939</u> | <u>166,939</u> |
| Fund balances at end of year | <u>\$ 167,678</u> | <u>\$ 167,678</u> |

See accompanying notes to the basic financial statements

EXHIBIT D-1
GRANITE STATE ARTS ACADEMY
Reconciliation of the Statement of Revenues, Expenditures
and Changes in Fund Balances of Governmental Funds
to the Statement of Activities
For the Year Ended June 30, 2018

| | |
|---|--------------------|
| Net Change in Fund Balances - Governmental Funds (Exhibit D) | \$ 739 |
| Amounts reported for governmental activities in the statement of activities are different because: | |
| Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense exceeded capital outlays in the current period. | (22,703) |
| Repayment of principal on notes payable is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. | 24,660 |
| Proceeds from note payable issuance are other financing sources in the funds, but long-term obligations increase long-term liabilities in the statement of net position. | (20,948) |
| Debt forgiveness is a contribution in the statement of activities that does not provide current financial resources and is not reported as revenue in the funds. | <u>7,031</u> |
| Change in Net Position of Governmental Activities (Exhibit B) | <u>\$ (11,221)</u> |

See accompanying notes to the basic financial statements

GRANITE STATE ARTS ACADEMY
NOTES TO BASIC FINANCIAL STATEMENTS
For the Year Ended June 30, 2018

NOTE 1—SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

Financial Reporting Entity

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

Basis of Presentation

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

1. Government-Wide Financial Statements:

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

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

GRANITE STATE ARTS ACADEMY
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2018

2. Fund Financial Statements:

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

Fund Accounting

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

1. Governmental Funds:

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

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

Measurement Focus

1. Government-Wide Financial Statements:

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

2. Fund Financial Statements:

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

GRANITE STATE ARTS ACADEMY
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2018

Basis of Accounting

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

1. Revenues – Exchange and Non-exchange Transactions:

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

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

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

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

2. Expenses/Expenditures:

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

Budgetary Data

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

GRANITE STATE ARTS ACADEMY
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2018

Due from State of New Hampshire

Receivables due from the State of New Hampshire (Department of Education) at June 30, 2018 consists of the final fiscal year 2018 Adequacy Aid Funding distribution.

Deposits held by Others

Deposits held by others at June 30, 2018 consists of a security deposit paid to the Academy's landlord in accordance with the existing lease agreement.

Capital Assets

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

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

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

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

Accrued Liabilities and Long-Term Obligations

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

Net Position

Net position represents the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances on any borrowings used for the acquisition, construction or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the Academy or through external restrictions imposed by creditors, grantors or laws or regulations of other

GRANITE STATE ARTS ACADEMY
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2018

governments. Unrestricted net position is the residual amount of the assets, deferred outflows of resources, liabilities and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted components of net position.

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

Fund Balance Policy

As of June 30, 2018, the Academy has not adopted a formal fund balance policy. Under GASB Statement 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, the Academy has segregated fund balance into five classifications: Nonspendable, Restricted, Committed, Assigned, and Unassigned. These components of fund balance are defined as follows:

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

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

Estimates

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

GRANITE STATE ARTS ACADEMY
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2018

NOTE 2—DEPOSITS

Deposits as of June 30, 2018, are classified in the accompanying financial statements as follows:

| | |
|----------------------------|-------------------|
| Statement of Net Position: | |
| Cash and cash equivalents | <u>\$ 147,237</u> |

Deposits at June 30, 2018 consist of the following:

| | |
|--------------------------------------|-------------------|
| Cash on hand | \$ 765 |
| Deposits with financial institutions | <u>146,472</u> |
| | <u>\$ 147,237</u> |

As of June 30, 2018, the Academy has not formally adopted an investment policy that limits allowable deposits of the Academy. The Academy's deposits with financial institutions consist solely of demand deposits at year end.

Custodial Credit Risk

Custodial credit risk for deposits is the risk that in the event of a bank failure, the Academy's deposits may not be returned. Currently, the Academy has no investment policy for assurance against custodial credit risk; however, the Academy's entire balance of deposits with financial institutions at year end was covered by federal depository insurance.

NOTE 3—CAPITAL ASSETS

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

| | <u>Balance</u> <u>July 1, 2017</u> | <u>Additions</u> | <u>Reductions</u> | <u>Balance</u> <u>June 30, 2018</u> |
|---|---------------------------------------|--------------------|-------------------|--|
| Capital assets: | | | | |
| Equipment | \$ 63,147 | | | \$ 63,147 |
| Furniture and fixtures | 51,228 | | | 51,228 |
| Leasehold improvements | <u>51,393</u> | | | <u>51,393</u> |
| Total capital assets at historical cost | <u>165,768</u> | <u>\$ -</u> | <u>\$ -</u> | <u>165,768</u> |
| Less accumulated depreciation for: | | | | |
| Equipment | (32,111) | (12,232) | | (44,343) |
| Furniture and fixtures | (8,798) | (6,188) | | (14,986) |
| Leasehold improvements | <u>-</u> | <u>(4,283)</u> | | <u>(4,283)</u> |
| Total accumulated depreciation | <u>(40,909)</u> | <u>(22,703)</u> | <u>-</u> | <u>(63,612)</u> |
| Total capital assets, net | <u>\$ 124,859</u> | <u>\$ (22,703)</u> | <u>\$ -</u> | <u>\$ 102,156</u> |

GRANITE STATE ARTS ACADEMY
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2018

Depreciation expense was charged to governmental functions as follows:

| | |
|------------------------------------|------------------|
| Instruction | \$ 14,323 |
| General administration | 3,714 |
| Operation and maintenance of plant | 4,283 |
| Food Service | <u>383</u> |
| | <u>\$ 22,703</u> |

NOTE 4—SHORT-TERM OBLIGATIONS

In June 2017, the Academy entered into an agreement with its primary financial institution for a working line of credit. The terms of the agreement state a \$50,000 available credit limit. The interest rate on the line of credit is 5.25% at June 30, 2018. The line of credit is secured by all of the Academy's business assets. At June 30, 2018, the Academy has withdrawn \$32,500 of its available credit line, and no interest was paid.

Changes in the Academy's short-term obligations for the year ended June 30, 2018 are as follows:

| | Balance <u>July 1, 2017</u> | <u>Additions</u> | <u>Reductions</u> | Balance <u>June 30, 2018</u> |
|--------------------------|--------------------------------|------------------|-------------------|---------------------------------|
| Governmental activities: | | | | |
| Line of credit | \$ - | \$ 32,500 | \$ - | \$ 32,500 |

NOTE 5—LONG-TERM OBLIGATIONS

Changes in Long-Term Obligations

The changes in the Academy's long-term obligations for the year ended June 30, 2018 are as follows:

| | Balance <u>July 1, 2017</u> | <u>Additions</u> | <u>Reductions</u> | Balance <u>June 30, 2018</u> | Due Within <u>One Year</u> |
|--------------------------|--------------------------------|------------------|-------------------|---------------------------------|-------------------------------|
| Governmental activities: | | | | | |
| Notes payable | \$ 30,089 | \$ 20,948 | \$ (31,691) | \$ 19,346 | \$ 3,902 |

Reductions of long-term debt is comprised of the following:

| | |
|--------------------|------------------|
| Debt forgiveness | \$ 7,031 |
| Principal payments | <u>24,660</u> |
| | <u>\$ 31,691</u> |

Note Payable

The outstanding note payable at June 30, 2018 is comprised of the following:

| | |
|--|------------------|
| Note payable for back rent payoff due in monthly installments of \$391, including interest at 4.50%; through January 2023. | <u>\$ 19,346</u> |
|--|------------------|

GRANITE STATE ARTS ACADEMY
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2018

Debt service requirements to retire the outstanding note payable at June 30, 2018 are as follows:

| Year Ended June 30, | <u>Principal</u> | <u>Interest</u> | <u>Totals</u> |
|------------------------|------------------|-----------------|------------------|
| 2019 | \$ 3,902 | \$ 792 | \$ 4,694 |
| 2020 | 4,081 | 613 | 4,694 |
| 2021 | 4,269 | 425 | 4,694 |
| 2022 | 4,465 | 229 | 4,694 |
| 2023 | 2,629 | 40 | 2,669 |
| | <u>\$ 19,346</u> | <u>\$ 2,099</u> | <u>\$ 21,445</u> |

NOTE 6—LEASE COMMITMENTS

Rental Agreement

On May 24, 2016, the Academy entered into a new long-term lease agreement for its new operating facility which commenced on September 1, 2016 and continues for a period of twelve years and ten months, expiring on June 30, 2029. Payments under the terms of the agreement will be at an initial base rent of \$6.58 per square foot and increase by \$0.16 to \$0.75 per square foot annually as of each September 1st. Total rental payments under the terms of the agreement for the year ended June 30, 2018 were \$127,865.

Future minimum annual commitments for rental payments at June 30, 2018 are as follows:

| Year Ended June 30, | <u>Amount</u> |
|------------------------|---------------------|
| 2019 | \$ 140,135 |
| 2020 | 146,497 |
| 2021 | 151,248 |
| 2022 | 159,959 |
| 2023 | 169,461 |
| 2024-2028 | 1,057,153 |
| 2029 | 250,233 |
| | <u>\$ 2,074,686</u> |

NOTE 7—RISK MANAGEMENT

The Academy is exposed to various risks of losses related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. For the fiscal year ended June 30, 2018, the Academy purchased commercial insurance to manage risks related to property and liability and worker's compensation claims.

GRANITE STATE ARTS ACADEMY
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2018

NOTE 8—SIGNIFICANT CONCENTRATION OF REVENUE RISK

As a public charter school, the Academy annually receives adequacy and differentiated aid funding from the State of New Hampshire Department of Education on a per pupil basis of average daily membership attendance at a rate determined by the State. Total adequacy and differentiated aid funding received for the year ended June 30, 2018 was \$901,767 which is approximately 84% of total Governmental Activities and General Fund revenues.

NOTE 9—CONTINGENCIES

Litigation

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

SCHEDULE 1
GRANITE STATE ARTS ACADEMY
Schedule of Revenues, Expenditures and Changes in Fund Balance
Budget and Actual (Budgetary Basis) - General Fund
For the Year Ended June 30, 2018

| | <u>Budgeted Amounts</u> | | <u>Actual Amounts</u> | Variance with Final Budget - Favorable (Unfavorable) |
|---|-------------------------|-------------------|---------------------------|---|
| | <u>Original</u> | <u>Final</u> | | |
| Revenues: | | | | |
| Intergovernmental | \$ 918,041 | \$ 918,041 | \$ 901,767 | \$ (16,274) |
| Charges for services | 73,607 | 73,607 | 68,778 | (4,829) |
| Interest income | 14 | 14 | 35 | 21 |
| Miscellaneous | 73,283 | 73,283 | 98,651 | 25,368 |
| Total Revenues | <u>1,064,945</u> | <u>1,064,945</u> | <u>1,069,231</u> | <u>4,286</u> |
| Expenditures: | | | | |
| Current operations: | | | | |
| Instruction | 534,805 | 534,805 | 542,975 | (8,170) |
| General administration | 236,261 | 236,261 | 266,812 | (30,551) |
| Operation and maintenance of plant | 258,307 | 258,307 | 246,139 | 12,168 |
| Food service | 2,123 | 2,123 | 7,739 | (5,616) |
| Debt service: | | | | |
| Principal retirement | | | 24,660 | (24,660) |
| Interest and fiscal charges | 56 | 56 | 1,115 | (1,059) |
| Total Expenditures | <u>1,031,552</u> | <u>1,031,552</u> | <u>1,089,440</u> | <u>(57,888)</u> |
| Excess revenues over (under) expenditures | <u>33,393</u> | <u>33,393</u> | <u>(20,209)</u> | <u>(53,602)</u> |
| Other financing sources: | | | | |
| Proceeds from note payable | | | 20,948 | 20,948 |
| Total other financing sources | <u>-</u> | <u>-</u> | <u>20,948</u> | <u>20,948</u> |
| Net change in fund balance | 33,393 | 33,393 | 739 | (32,654) |
| Fund balance at beginning of year | | | | |
| - Budgetary Basis | <u>166,939</u> | <u>166,939</u> | <u>166,939</u> | <u>-</u> |
| Fund balance at end of year | | | | |
| - Budgetary Basis | <u>\$ 200,332</u> | <u>\$ 200,332</u> | <u>\$ 167,678</u> | <u>\$ (32,654)</u> |

See accompanying notes to the required supplementary information

GRANITE STATE ARTS ACADEMY
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2018

NOTE 1—BUDGET TO ACTUAL RECONCILIATION

Amounts recorded as budgetary amounts in the Schedule of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual (Budgetary Basis) – General Fund (Schedule 1) are reported on the basis budgeted by the Academy. Those amounts may differ from those reported in conformity with accounting principles generally accepted in the United States of America in the Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Funds (Exhibit D). There were no such budgetary differences to be reported for the year ended June 30, 2018.

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ACCOUNTABILITY PROCESS**

**GATE CITY CHARTER SCHOOL FOR THE ARTS
RENEWAL REPORT**



Date of Site Visitation:

December 10, 2018

GATE CITY CHARTER SCHOOL FOR THE ARTS
RENEWAL VISITATION REPORT

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I. OVERVIEW OF THE CHARTER SCHOOL RENEWAL PROCESS

The renewal of a public charter school is an established process that takes place every five (5) years.

RSA 194-B:3 (X) defines the charter school renewal term:

X. A school's charter may be renewed in the same manner that a new chartered public school is formed, except that a school's renewal term shall be for a period of 5 years.

RSA 194-B: 16 (VI) defines the conditions for renewal of a New Hampshire Public Charter School:

VI. By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter. Assessment of the charter school's attainment of performance targets sufficient to merit renewal of its charter will include the school's cumulative performance across the five years of its initial term.

Four key questions serve as a framework for assessing progress in New Hampshire public charter schools and as the major areas of inquiry for collecting and examining evidence. The four key questions are outlined below:

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

II. SCHOOL PROFILE

The Gate City Charter School for the Arts (GCCSA) is an open enrollment public charter school, serving students in kindergarten through eighth grade from seventeen New Hampshire communities.

On July 18, 2013, Gate City Charter School was authorized by the New Hampshire State Board of Education and the school opened its doors to students on September 2, 2014. GCCSA operates with oversight by a Board of Trustees and the New Hampshire Department of Education. As a public charter school, GCCSA is open to student applicants from any New Hampshire community.

School Mission Statement

The mission of the Gate City Charter School for the Arts is to use an arts-integrated curriculum to educate all interested students in grades K-8, to produce graduates who excel in academics and the arts and have the knowledge, creativity and inquisitive nature that foster a life-long love of

learning.

Guiding Principle

The arts, in all their media, can be an invaluable tool in the education of our children, building problem-solving skills, enabling students to express unique ideas, fostering critical thinking and enhancing overall learning.

Vision

The vision of the Gate City Charter School for the Arts is to become a transformative leader in the education of students who will be prepared to successfully advance into the complex economy of the 21st Century. We envision a school where creativity is at the center of all we do. Curriculum will be designed to encourage students to recognize their creative potentials and express ideas through music, dance, movement, visual arts, and drama. Students and teachers will be encouraged to ask questions about the world around them, make discoveries, and solve problems.

Goals

In January, 2018, the Board of Trustees and school administration held a full day meeting to develop a strategic plan with ambitious goals in the following areas: curriculum, instruction, professional development, and social, emotional and health needs wellness,

III. CHARTER SCHOOL RENEWAL ON-SITE VISITATION

On the 10th December, 2018, the renewal on-site visitation was conducted to assess the progress made towards academic, programmatic and organizational goals, use of public funds, defined measures of student proficiency and the sustainability of the school.

The On-site Visiting Team: Jane Waterhouse, Amy Bottomley, Steven Nilhas

The visiting team conducted interviews, reviewed documents and focused on the following:

- Implementation of the charter school's mission
- Effectiveness of the charter school in terms of cost accounting and financial reporting
- Implementation and effectiveness of the curriculum and defined measures of competencies
- Indicators that the charter school and the board of trustees function effectively, and that there are systems in place for school sustainability

The following school documents were reviewed:

- Application for Renewal of Charter
- Annual Accountability Documents
- Financial Reports and Annual Audits and Quarterly Reports

- Board Meeting Minutes
- School Organizational Chart, Faculty List with Qualifications
- School Curriculum, Assessment Tools and Instructional Practices
- Yearly Calendar and Class Schedules
- Academic Achievement Data
- School Portfolios, Report Cards
- Student and Employee Handbooks
- School Policies
- Evidence of Insurance Coverage (i.e. liability, property, workers' compensation)
- Certificate of Occupancy, Health, Fire and Safety inspection reports
- Letters of support
- Student Application Forms and Admissions packet
- Examples of Communications sent to students and families from school administration

Student Achievement

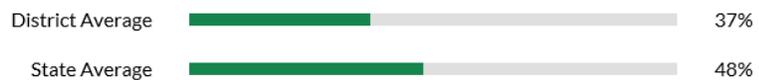
The following is the most recent data: 2017-2018 from the NHDOE's iPlatform Reports, showing that overall English proficiency exceeds the state average, whilst Math and Science are significantly lower than the State averages.

ASSESSMENT PROFICIENCY IN CONTEXT

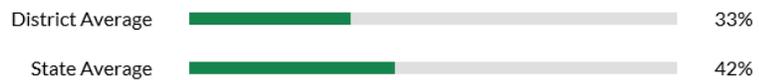
ENGLISH LANGUAGE ARTS



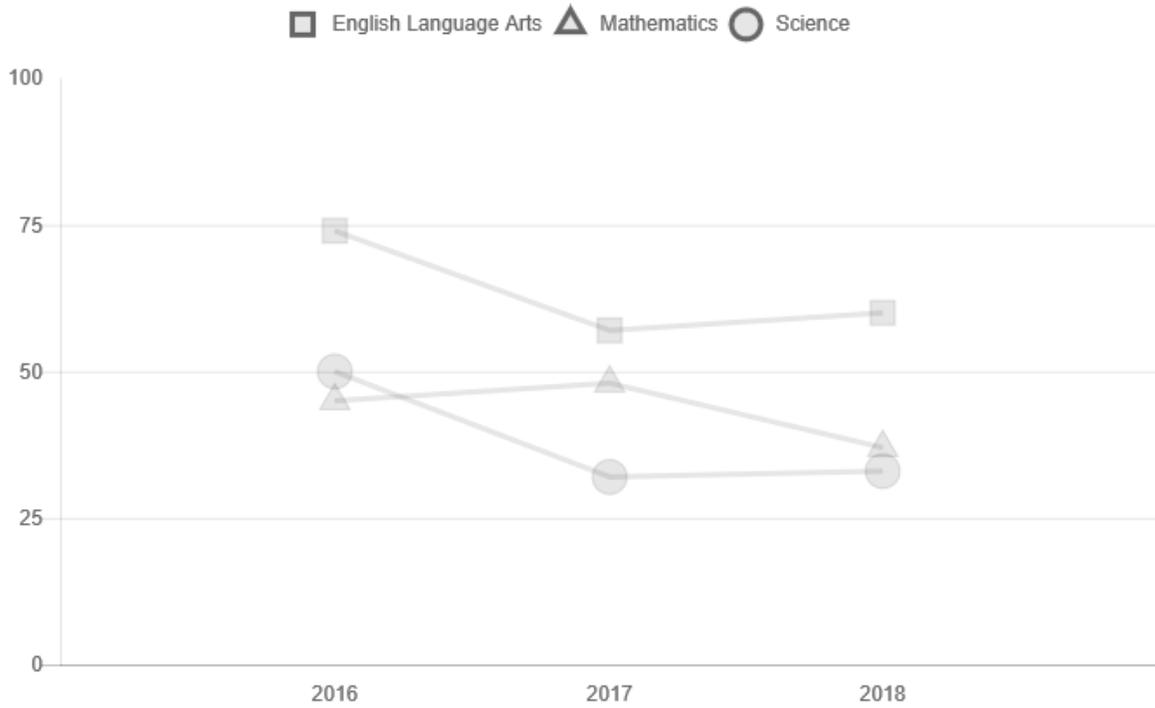
MATHEMATICS



SCIENCE



ASSESSMENT PROFICIENCY OVER TIME



From 2016 to 2017, proficiency levels in ELA and Science dropped significantly, and Math proficiency had a slight increase. The following year, 2017 to 2018, Math proficiency decreased significantly, and both English and Science had a slight increase.

| 2014-2015 Smarter Balance: ELA | | |
|---------------------------------|-------|-------|
| Levels | GCCSA | State |
| Novice | 6% | 17% |
| Developing | 28% | 24% |
| Proficient | 33% | 35% |
| Advanced | 33% | 23% |
| 2014-2015 Smarter Balance: Math | | |
| Below | 17% | 23% |
| Partial | 39% | 31% |
| Proficient | 23% | 27% |
| Distinction | 20% | 20% |
| 2014-2015 NECAP: Math | | |
| Below | 0% | 19% |
| Partial | 41% | 46% |
| Proficient | 59% | 34% |
| Distinction | 0% | 2% |

| 2015-2016 Smarter Balance: ELA | | |
|--|-----|-----|
| Novice | 11% | 16% |
| Developing | 15% | 23% |
| Proficient | 45% | 38% |
| Advanced | 29% | 23% |
| 2015-2016 Smarter Balance: Math | | |
| Below | 21% | 19% |
| Partial | 34% | 32% |
| Proficient | 28% | 29% |
| Distinction | 18% | 20% |
| 2015-2016 NECAP: Math | | |
| Below | 36% | 45% |
| Partial | 36% | 45% |
| Proficient | 50% | 34% |
| Distinction | 0% | 2% |
| 2016-2017 Smarter Balance: ELA | | |
| Novice | 15% | 18% |
| Developing | 28% | 23% |
| Proficient | 36% | 38% |
| Advanced | 21% | 21% |
| 2016-2017 Smarter Balance: Math | | |
| Below | 15% | 20% |
| Partial | 38% | 31% |
| Proficient | 28% | 28% |
| Distinction | 20% | 20% |
| 2016-2017 NECAP: Math | | |
| Below | 14% | 18% |
| Partial | 54% | 46% |
| Proficient | 32% | 35% |
| Distinction | 0% | 2% |

| 2017/2018 SAS RESULTS | | | |
|------------------------------|--------------|-----------|----|
| Grade | Content Area | 2017-2018 | |
| | | N | % |
| 3 | Reading | 17 | 36 |
| | Math | 17 | 35 |
| 4 | Reading | 20 | 40 |
| | Math | 20 | 30 |
| 5 | Reading | 17 | 53 |
| | Math | 17 | 47 |
| 6 | Reading | 18 | 83 |
| | Math | 18 | 34 |
| 7 | Reading | 15 | 73 |
| | Math | 15 | 33 |
| 8 | Reading | 9 | 77 |
| | Math | 9 | 33 |

Student achievement data was found to provide little evidence of how the school collects and measures student growth and progress year on year. From the data provided, it was difficult to determine grade level proficiency averages against state averages over time in order to conduct an effective analysis of school progress. More specific grade level data compared to other schools and the state averages would have provided a much more valuable understanding of the school's academic performance.

Recently, the school has made significant changes to its curriculum and data management; however, it is too soon to see if these changes are having the desired effect. The school has not confirmed if they intend to conduct an annual program review where cumulative data is reviewed to make decisions about curriculum and instruction for the following school year. There is a genuine desire by the school administration to improve their ability to track academic achievement more effectively, and teachers report that they are now able, through iReady, to track student progress and create student profiles in order to provide useful data for reporting and decision instructional making. It is evident that the school recognizes its need to make their data management system more robust and functional, and by implementing the iReady data management system, this is currently a work in progress. It is clear that the school is committed to improvement in this area. GCCSA has had two successful 8th grade graduating classes.

Both groups had 100% of students promoted to the high school. The first graduating class was in June, 2017, with twenty graduates. The 2018 graduating class had ten students.

Student Admissions

The school is fully compliant with the admission requirements as per State Law. It is an open enrollment school, open to any student in New Hampshire. If the school is over-subscribed, they shall conduct a lottery, the terms of which will comply with section 194-B:9 1 (2) of New Hampshire law. Currently there are 168 students attending the school and this number is planned to increase to 180 over the coming years. The Board of Trustees determines if children of staff members will be accepted as part of a benefit package, either by giving a spot of preference or by offering a tuition-based spot for a staff member who lives out of state. School admission preference is given to siblings of current students.

Governance/Leadership

The Board of Trustees is responsible for the governance of the school. In practice, this means that they are responsible for oversight of the operations of the school in accordance with the charter, the mission statement and the budget established annually by the Board.

The school has three administrators led by the director of operations (Rebecca Frederickson), who, with the assistance of the director of curriculum and instruction and the director of student services, is responsible for the day to day functioning of the school. The school leadership has only been in this format for the 2018/19 school year, but the staff reported that the increased

teacher and student support has been a welcomed change. Additionally, in alliance with the Board of Trustees, there is a commitment to research, identify and resolve any operational weaknesses, academic achievement shortfalls, and the ability to retain staff alongside the daily challenges of running a charter school.

The Gate City Board is comprised of the following:

| Trustee Name | Role | Background | Term Expires |
|---------------------|-------------------------------|--|---------------------|
| Jack Balcom | Chair | Extensive experience within the educational sphere. Was a vic-chair NH House education committee. | |
| Jennifer Hitzeman | Vice Chair | Parent member | |
| William Spinelli | Treasurer | Has had a long and successful career in finance at the highest levels within the business community. | |
| Danielle Charest | Secretary | Parent member | |
| Fellica Doucette | Member | Parent and certified public accountant. | |
| Adam Fredrickson | Chair of Facilities Committee | Parent member | |
| Sarah Thibault | Member | Parent member | |

The school understands that establishing and maintaining a robust and committed Board of Trustees is essential, not only in complying with their Charter, but for the effective management of the school. The school, perhaps, should look for opportunities to reinforce the Board with additional members from the local community to infuse new thinking, access to the local business community and explore potential fund raising opportunities.

Staffing

The 2018-2019 school year has 71% of teachers with NH certification, 65% certified in their assigned position. 88% of teachers have NH certification and/or 3 years of teaching experience. This last figure is an increase of 23% from last year.

Attached to this document, Appendix A, is the current staff list for the school with their certifications, qualifications and experiences.

Parent Involvement

Gate City, in their original charter application, undertook to establish a parent teacher action committee. This was in fact established and has developed into an important element of the school organization. A PTAC handbook was written and is at present being updated to ensure all the required safety and other management protocols are relevant to the schools needs. There are currently three parent trustees on the board. The parents are actively encouraged to become involved with the school and it has been recognized by the school administration that this group represents a valuable asset in ensuring that Gate City develops and prospers as a Charter School.

Funding

As demonstrated in the following Gate City is the recipient of funding from a number of diverse sources. They are aware that it is essential that prudent financial management of all revenues received is essential for the long-term stability and growth of the school. Since its opening the school has created a strong balance sheet and has built a substantial cash reserve.

| Gate City Charter School for the Arts BUDGET Plan | FY 19/20 174 | FY 18/19 170 |
|--|-----------------|-----------------|
| 4000 Revenue - State & Federal | | |
| 4002 State Revenue - Grades 1-8 | 1092472.92 | \$1,064,097.00 |
| 4003 State Revenue - Kindergarten | 118,351.00 | \$118,351.00 |
| 4004 Differentiated Aid | 58,500 | \$52,500.00 |
| 40050 Title I-A | 300000 | \$30,000.00 |
| 40060 Title II - A | 8500 | \$8,500.00 |
| Total 4000 Revenue - State & Federal | 1,301,823.92 | \$1,273,448.00 |
| 4100 Revenue - Other | | |
| 4101 Other Grants | | |
| 4300 Phys Ed grants | 5,500 | \$5,500.00 |
| 4102 Restricted Giving | | |
| 41025 GCCSA Fundraising (annual letter) | 3,500 | \$3,500.00 |
| 41026 PTAC | 5,000 | \$5,000.00 |
| 4106 Student Lunch/Snack/Milk Program | | |
| Total 4100 Revenue - Other | 14,000 | \$14,000.00 |
| 4200 Revenue-SPED | | |
| 42005 SPED Case Manager Direct Instruction | 37,500 | \$37,500.00 |
| 4210 SPED Paraeducator Revenue | 29,000 | 29,000.00 |
| Total 4200 Revenue-SPED | 66,500 | \$66,500.00 |
| Total Income | 1,464,823.92 | \$1,353,948.00 |

When looking at line items 4101 to 4100 the school has determined that it will remain focused on expanding its revenues from these areas by expanding its outreach to the community it serves. There are a number of initiatives under discussion for the remainder of the 2019 school year and in conjunction with the PTAC, new avenues are continually being explored.

Partnerships

Partnerships are an integral part of maintaining a successful Charter school. It is essential that this area is appropriately addressed and utilized for the benefit of the school and greater community. At present the school has only limited engagement with third parties and would benefit from a cohesive action plan with clear goals and direction. One area in which they have forged a partnership is with Merrimack Police Department in a student-reading program, which in turn is developing students' social interaction with the police and the service they provide to the community.

IV. FOCUS GROUP INTERVIEWS

Gate City made arrangements for parents, members of the Board of Trustees, students, and staff members to participate in focus group interviews on the day of the visit.

The purpose of the interviews was to gain insight on the program structure, effectiveness and the investment of faculty and staff in the non-traditional approach to charter school programming.

School Leadership

The three directors of the administrative team were interviewed.

Strengths:

- Committed and highly-qualified teachers
- 3-tiered management with clearly identified roles
- Strategic plan and goals – committee working to improve this process and its implementation
- Implementation of new curriculum and data management program
- Student support: Guidance counselor, differentiated instruction, 1:1 SPED tutors and Title I for struggling students, differentiated instruction, crisis intervention
- Staff trained in CPR, first aid, and epilepsy
- Teacher Professional Development
- Parent and Board member support

Challenges/Areas for Improvement:

- More collaboration with district and other charter schools
- Secure Funding for teacher benefits package
- Building Purchase
- Filling staff positions, especially SPED support staff
- New families and students coming in after having negative experiences in past schools

Parent Interviews

Eight parents were interviewed. Parents are committed to the mission and goals of the school and are active members of this school community, as members of the PTO and volunteering for extracurricular activities, yearbook production, library (100% organized and maintained by parents), on the Board of Trustees, in classrooms, for special events and on field trips. Parents appreciate the “old school house mentality” where everyone in this small community knows each other and they share common goals for the education of their children.

Strengths:

- Improvements in curriculum and data management will increase student proficiency
- New guidance counselor focused on social emotional learning
- Students making good progress – satisfied with the education and progress of children
- Seamless integration of the arts into curriculum
- Support for SPED, Title I and all struggling students
- Encouragement and support for student artistic talents and interests AND academics

Challenges/Areas for Improvement:

- 1 classroom per grade but would prefer smaller classes. Paraprofessionals are there when needed to provide help.
- Administration and teacher turnover. School needs to make decisions about how to retain High Quality staff. Creates challenges to building strong relationships.
- More opportunities for anonymous feedback. Right now, open door for administration and can go to Board meetings, but should have surveys as well.

Student Interviews

A very lively and articulate group of eleven students from grades 2 to 8 were present for the interview. All expressed enjoyment in learning, in their integrated academic and arts classes, and in activities. They were happy with teachers, and have built great relationships with them. Students feel trusted, valued and respected.

Strengths:

- Small close-knit community. Everyone is accepted, and welcomed from the first day of school
- Love the arts integration
- Lots of movement in classes
- Collaboration and choices
- Project-based work and assessments and VLACS courses are optional
- Minimal homework and tests
- Student-led electives for grades 5-8
- ½ day Wednesdays

Challenges/Areas for Improvement

- More ELA and Social Studies options
- More opportunities for performing
- Open a high school so we can stay

Staff Interviews

Seven teachers and the guidance counselor were interviewed. Teachers are committed to the mission and goals of the school and understand the critical role they play in the success of each student and the school as a whole.

Strengths:

- iReady, the data management system creates student profiles and tracks progress
- Professional development in arts integration, ELA and Math curriculum
- The new 3-tiered school management (3 directors with very delineated roles) has vastly improved support for teachers.
- More collegial conversations with regards to individual, grade level and whole school short and long term goals and planning
- Inspired by each other and students
- Art is the creative process aligned to academics and students reflect what they know and have learned through the arts

Challenges/Areas for Improvement

- Math and writing are weak. Both areas have undergone a review and changes in curriculum and instruction have been implemented. Expected to see significant growth in these areas by the end of the year.
- More staff observations and evaluations would be helpful
- Health insurance and a retirement plan would reduce staff turnover
- Administration turnover. Staff hopes this administrative team will remain in place.

Board of Trustees

The visiting team met with five of the seven Board members. The Board takes their role seriously and is actively engaged in school governance and operations, meeting once each month, serving on committees and as a voice in the community. They see their role as a support for the school and ensuring that it is fully compliant with all Federal and state laws and regulations.

Strengths:

- High quality, professional, committed and dedicated staff and administrative team
- Sound financial management
- Cohesive Board
- 3-Tier school management structure
- New board member training

- A successful school program that is aligned to mission
- Outperforming district schools in many areas
- Now providing student services and social emotional education
- Successful transitions into high school programs for Gate City graduates

Challenges/Areas for Improvement:

- Time devoted to rigorous oversight
- Fixed budget does not allow for staff benefits, means teacher and administrator retention challenging
- A few dissatisfied parents
- Good recruiting activities, but not meeting current enrollment goals yet
- Parent teacher feedback
- Funding for new building

V. COMMENDATIONS AND RECOMMENDATIONS

A. Progress Toward Meeting Mission

Programmatic:

The school has effectively integrated its objectives into every aspect of school life. The arts are incorporated within the curriculum and that was apparent during the student, parent and staff interviews. Additionally, the school is currently engaged in improving its curriculum and instruction and data management in order to better meet the needs of its students.

Academic:

It was noted that whilst GCCSA was able to exceed the State performance averages in several areas, its students underperformed in the areas of Math and Science. The school is aware of this and a response has been formulated. The school recognizes the challenges that it faces in delivering and achieving its goals; however, the staff, trustees, students and stakeholders are all engaged in ensuring that continued progress is being made.

Organizational:

Organizational: The school has a clear and well-functioning organizational structure that leads to continuous improvement, required to meet the organizational demands required to meet the diverse needs of the students and parents who support them

B. Responsible Use of Public Funds

Gate City has demonstrated responsible use of public funds. The fiscal management of the school is sound, allowing it to demonstrate that it manages its use of public funds as agreed with the NHDOE. There are clearly defined internal processes and procedures for segregation of duties, and a highly qualified staff for oversight. Independent auditors

review the school's accounts annually. The school produces quarterly financial reports to the Trustee that comply with accepted standards of public school accounting. Reasonable and prudent planning is evident in the financial reports. A review of Board meeting minutes indicates that financial discussions are held regularly in public session with ongoing updates provided to the Board of Trustees by the administration.

C. Indicators of School Sustainability

Through this review process, it is clear that Gate City Charter School has a sustainable model as indicated below:

- The school actively engages families towards achieving its mission. Parents strongly support the school's mission and appreciate how effectively the arts are integrated into all aspects of school life.
- The school submits critical information punctually and accurately to the trustees on a quarterly basis and the detailed general ledger is submitted to the Board monthly for sign off.
- The school follows Generally Accepted Accounting Principles and meets financial reporting and compliance requirements. The school currently has no debts and a robust balance sheet.
- The Gate City Board of Trustees has operated effectively since the original charter was granted. Students who may have struggled to fit in to a traditional public school setting, or who needed enrichment or more focus on courses in the arts, are learning and thriving in GCCSA's safe and supportive learning environment.
- The school intends to implement a more robust fund raising plan.

D. Promoting Student Attainment of Expected Knowledge and Skills

The school provides a high-quality, arts integrated learning environment for all students, and complies with State and Federal special-education laws. As stated within the school's charter, the school's mission is to match or exceed the State's educational standards and performance benchmarks. The school is indeed achieving the charter's goals in many areas of student achievement, and approaching achievement in the area of Mathematics and English in the lower grades. GCCSA has demonstrated that its academic programs have been improved with the addition of a new mathematics curriculum and a data management system to better track student progress to inform instruction. The school complies with applicable laws, rules and regulations relating to English Language Learner requirements.

Gate City has demonstrated progress promoting student attainment of expected knowledge and skills as outlined in this document.

Commendations:

- The Board of Trustees has demonstrated a strong commitment to providing effective governance and support to the school.
- Student feedback was positive and they appreciate the schools philosophy of caring and nurturing.
- All the stakeholders interviewed viewed the school as meeting its mission goals and objectives.
- Given the social and economic profile of the student body, the school's recruitment of a student counselor is commended.
- Grades 6,7 and 8 demonstrated above state average scores in E.L.A
- A very clear and positive engagement with stakeholders within the community via various school sponsored events and community service activities.
- The school is demonstrating its sustainability through steady enrollment, sound financial position, parent and student satisfaction, and support from the school community it serves.

Recommendations:

- Continue to develop community outreach programming and marketing the successes of students with the local business community and community members at-large.
- Additional fund raising from third party sources appears to be underutilized. Developing a cohesive strategy to address this area would benefit the schools financial sustainability.
- Develop and implement a system to track and measure progress towards achieving the school's goals and objectives. This should include a timeline for implementation and achievement.
- Using the school's teacher evaluation process as a model, develop additional evaluation processes and procedures to measure the effectiveness of the school's administration and the educational program with the objective of identifying areas for development.
- Provide more opportunities for family/parent/community feedback.
- Closely track student performance in the areas of mathematics, science and English Language Arts in order to determine gaps and improve knowledge and skills and performance.

VI. OVERALL FINDINGS

The Gate City Charter School has **met** the requirements for: 1) Progress toward Meeting their Mission; 2) Responsible Use of Public Funds; and 3) Indicators of School Sustainability. The school is **approaching** the requirements for: 4) Promoting Student Attainment of Expected Knowledge and Skills.

The Gate City Charter School is recommended to the Commissioner of Education and the New Hampshire State Board of Education for Charter School Renewal by two of the members of the review team. One member of the review team has recommended an Approved with Conditions Charter School Renewal.

Renewal Evaluation Team

Lead Evaluator:

Jane Waterhouse, Charter School Administrator, New Hampshire Department of Education

Co-Evaluators:

Amy Bottomley, Director, MicroSociety Charter School

Steven Nilhas, Superintendent, Littleton School District

Respectfully submitted,

Jane Waterhouse

Jane Waterhouse

APPENDIX A

Administrators and Support Staff

Betty Mulrey, Director of Curriculum and Instruction, *27 years teaching experience, Ed.D. in K-12 Leadership, MBA, M.Ed, BA in Math*

Suzanne Wheeler, Director of Student Supports *30 years teaching experience, BS in elementary education and special education, certified in elementary education K-8 and special education.*

Rebecca Fredrickson, Director of Operations *BFA in Art Education and Experienced Educator Certification in Art K-12*

Michaelene Koskela, Assistant to the Director *Bachelors in Marketing*

Lucile Cole, Finance Manager *Over 10 years in finance and bookkeeping*

Lynn Rae, Office Manager *Over 10 years non-profit and business experience*

Amanda Cabrera Lunch Helper

Instructional Staff

Kindergarten- Mark Mchugh *2 years teaching, BA in Journalism*

First Grade- Julia Waterman *13 years teaching, BA Health Science and Elementary Education MBA Special Education Pre K- 6 Permanent certification in NYS*

Second Grade-Nicole Riddell *6 years teaching, BA in criminology, Masters elementary education K-8, NH certification*

Third Grade-Jen Berube *22 years teaching, BA Comparative Literature, Med Early Childhood Education MA, NH certification PreK-3*

Fourth Grade- September Frost *5 years teaching, Bachelor's of Science in Elementary Education, K-8.*

Kyle Finnell -Fifth Grade Advisory/Middle School Science *2 years teaching, Bachelor's of Arts in History and Sociology*

Jennifer Blanchette-Sixth Grade Advisory/Middle School ELA *5 years teaching, Masters in Creative Writing, Bachelor's in English and Secondary Ed Certified experienced educator endorsement in English 5-8*

Cheri Gratton-Seventh Grade Advisory/Middle School Math *6 years teaching, Bachelor's Degree in Education NH Certification in Special Education*

MaryEllen Wessels-Eighth Grade Advisory/Middle School Social Studies *10 years teaching, BA in "Drama/Theater for the Young" and "Creative Writing" M.Ed. in Arts Integration, and Curriculum, NH K-8 llcense*

Jessica Mason, Music *9 years teaching Certification in k-12 Music Instruction Bachelor of Arts in Music Education Specializing in instrumental music for k-12.*

Beth Ashton, Visual Arts *2 years teaching experience, Masters of Art Education, BA in Graphic Design, Visual Art K-12 Certification*

Astrid Alvarado, School Counselor *4 years teaching experience, Bachelor's degree in Human Development, Early Childhood, Anticipated M. Ed in Counseling in January*

Laura Pierce, Title I Elementary Ed (K-8) and General SPED (Undergrad degree), M.Ed with certifications as Learning Disabilities Specialist and Reading/Writing Specialist.

Caleb Swan, Technology Teacher *4 years teaching. BFA in Photography*

Educational Aides

Devercaux Merchant *BA in Theatre Education*

Patricia Harding *background in business and hospitality*

Christine Dinbergs- *BA in Art, Minor in Art History from Framingham State University*

Tracey Connelly *undergraduate degree in progress, extensive volunteer work*

Eric Petit *Early Education degree anticipated in May 2019*

Andrea Dedakian *Business administration background*

Hannah Schell *Bachelor's in theatre performance, minor in communication sciences and disorders*

Kerry Smith *BFA photography*

Lori White *German and an MA in music. Certified as a Paraeducator 2.*



2018

Charter Renewal Application

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Additional Documents

Strategic Plan Timeline and Goals, Sample Arts Integration by Grade

Bullying Policy ,Responses to Reviewers Follow up Questions

5 Year Financial Projections



Dear Renewal Committee,

Thank you for your volunteering your time and your talents to participate in this very valuable process. Our school has been working diligently to provide you with the information you are need to complete the charter review.

As you know, our school's story began in 2011 with a small group of organized, motivated, and energized parents and professionals who were passionate about the prospect of creating a school which not only valued arts as a subject area, but who also felt strongly about the arts being a vehicle through which students could be accessed, inspired, and energized. Fueled with this belief, they developed the mission of the school and then, over several months, drafted the charter. The school opened its doors to students in the fall of 2014. In the four years since then, there has been much learning and growing. We have had many successes and, as with any young organization we have had some hurdles to overcome. The past few years have seen major improvements especially in the areas of teacher retainment and enrollment. We have also seen a new emphasis placed on our arts integrated mission.

This charter renewal comes at an ideal time for the school, as we are poised for further growth and enhancement. It is the result of countless hours of collaborative effort with teachers, administrators, board members, and staff. We are thrilled with this opportunity to reflect upon our charter and the ideas and goals of our founders. The following document outlines the progress that has been made over the past few years. The sequence and order of the questions is in accordance with the Charter Renewal Draft Application which we received in September.

Warmest Regards,
Rebecca Fredrickson
Director of Operations

1) Mission Statement

The mission of the Gate City Charter School for the Arts is to use an arts-integrated curriculum to educate all interested students in grades K-8, to produce graduates who excel in both academics and the arts and have the knowledge, creativity and inquisitive nature that foster a life-long love of learning.

Guiding Principle

The arts, in all their media, can be an invaluable tool in the education of our children, building problem-solving skills, enabling students to express unique ideas, fostering critical thinking and enhancing overall learning.

Vision

The vision of the Gate City Charter School for the Arts is to become a transformative leader in the education of students who will be prepared to successfully advance into the complex economy of the 21st Century. We envision a school where creativity is at the center of all we do. Curriculum will be designed to encourage students to recognize their creative potentials and express ideas through music, dance, movement, visual arts, and drama. Students and teachers will be encouraged to ask questions about the world around them, make discoveries, and solve problems.

2) Goals

In January 2018, the Board of Trustees and school administration held a full day meeting to develop a strategic plan with goals in the areas of **Curriculum, Instruction, and Social/Emotional Wellness**. That plan is outlined below.

Curriculum

We have students from numerous surrounding communities, and therefore it is imperative that an arts-integrated curriculum is in place to provide consistent educational outcomes for students. If educators implement an arts integrated curriculum that articulates common, well-defined learning outcomes with a focus on depth of understanding and critical thinking, then students will be prepared for the next level of learning.

Objective 1

Develop a consistently implemented and vertically aligned K- 8 arts integrated curriculum.

Priority Initiatives

- Develop a dynamic and clearly articulated K-8 curriculum with a focus on vertical alignment and arts integration
- Use common assessments to measure progress toward grade level expectations

Objective 2

Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas.

Priority Initiatives

- Develop benchmark assessments based on priority learning outcomes to evaluate instructional programs and student growth
- Identify mastery-level learning outcomes and define mastery/proficiency at each grade level and for each subject
- Match curriculum expectations with individual student learning needs

Instruction

If educators implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, communication, and collaboration, and measure, analyze, and act upon student learning data, then all students will be challenged to grow as individuals and global citizens.

Objective 1

Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, communication, and collaboration.

Priority Initiatives

- Instructional staff engage in ongoing, focused discussion and collaborative reflection on the effectiveness of instructional practices
- Instructional staff differentiate core instruction and assessment to meet the diverse needs of all learners
- Define and support effective differentiation

Objective 2

Measure, analyze, and act upon student learning data.

Priority Initiatives

- Staff will examine and evaluate student work to plan and adjust instruction, and evaluate student learning

- Staff will examine student data to evaluate and monitor student learning and evaluate instructional practices
- Instructional staff develop assessments and evaluate student work based on a common understanding of mastery level learning outcomes
- Students consistently receive constructive, targeted feedback as well as guidance on how to improve

Professional Development & Structures for Collaboration

If staff is consistently provided with professional development that enhances their content knowledge and their pedagogy is enriched through collaboration with one another, then educators will be able to implement effective educational practices that will improve the learning and growth of all students.

Objective 1

Professional development includes high-quality, job- embedded professional development aligned with school and educator goals.

Objective 2

Systems, structures, and protocols are in place and used to guide collaborative discussions to improve implementation of the curriculum and instructional practices.

Objective 3

Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

Social, Emotional, and Health Needs

If the school supports effective, researched-based practices that promote a healthy school climate, builds an understanding of social, emotional and physical health factors affecting learning, and works collaboratively with families and community services, then students will be able to use their knowledge and skills to maximize their learning potential.

Objective 1

Build an understanding of social, emotional and physical health as factors affecting learning.

Priority Initiatives

- Identify effective, research-based practices that promote student health and develop a system of support

- Educate all staff regarding student social, emotional, and physical elements that impact learning

Objective 2

Engage families and the community in a partnership to increase the school's capacity to address students' social and emotional health needs.

Priority Initiatives

- Educate parents and the community regarding social, emotional and physical elements that impact learning through the use of developmentally appropriate dialogue
- Maintain consistent protocols and communication across all grade levels
- Enlist local support agencies to provide wrap-around services
- Improve multigrade interaction
- Increase arts integration
- Increase community involvement
- Give more attention to financial stability and strategic financial planning

As a school we will strive for continual improvement and growth. We are fortunate to have these goals and initiatives to refer to as we move through the next five years.

Measurable Goals and Objectives - In the goals and objectives, provide a description of how you will measure progress towards attaining goals. How will you know when you reached attainment of the goal? The measurement component is essential for evaluating progress. Include a timeline for evaluating progress and attainment.

See attached Strategic Plan: Measurable Goals and Objectives

3. Progress the school has made towards its academic, programmatic, and organizational goals.

The school has made progress towards its goals. We are retaining more students and adding faculty. We are working hard at assessing and meeting the needs of students at all levels and of all learning styles. We are increasing programs and are able to offer more services to students each year. Significant improvements include an arts and music integrated time where students have an arts or music teacher working with them to enhance the arts integration that is already occurring in their classes. This year we are also putting new focus on the social and emotional needs of students through the addition of a school counselor, who is providing direct instruction in classes. As an organization we are making goals toward becoming stronger through community connections and involvement. This past spring students connected with the Nashua Artists Symposium, learned about the international artists who were creating public art this year,

and donated two meals to the artists. This fall, the school participated in ArtWalk and donated a decorated tree to the Nashua Festival of Trees, the proceeds of which will benefit the Hunt Building Preservation Fund.

Academic Goals

Analysis of curriculum in all content areas is a perpetual priority. The school has been using Wit and Wisdom as the main ELA program, along with a humanities approach. However, it has been reported by classroom teachers that this program reaches students at the accelerated level. Some struggling students, particularly in reading, had difficulty accessing curriculum. Therefore, teachers have been modifying and using supplemental materials at varied levels. We have adopted the Fountas and Pinnell Guided Reading System at the K-4 level to accommodate students' individual reading levels. This program has been found to be a much more successful program using high-quality instruction that allows students to critically think, be creative, communicate ideas, and collaborate with peers.

All classroom teachers have also shared concerns about the Eureka math program that was implemented from the start, four years ago. Teacher feedback noted that the program is language intensive, and does not supply the necessary visual tools that many students at Gate City Charter School for the Arts need. The NHSAS scores were analyzed and the overall math results indicated a much needed improvement. Therefore, some teachers have piloted the enVisionmath program and have used a balance of both curriculum programs with greater success. Teachers were pleased with the engagement from the students and saw a lessening of resistance when approaching a complex math problem based on Envision presentation.

As the state of New Hampshire gets closer to adopting Next Generation Science Standards, teachers have taken a critical look at the Foss Science kits and the formative and summative science assessments used to make ongoing improvements in instructional practice and effective resources.

A school-wide, K-8 assessment program was purchased and used to collect data and help inform instruction in literacy and math. Students in grades K and 1 were administered the test on a 1:1 basis, while students in grades 2-8 were on individual computers. The AimsWeb Plus system was used to benchmark the students in the fall, winter, and spring. Students who fell into the "at risk" area received interventions from their teachers and were frequently progress-monitored to look for gains. Literacy results of students in grades K-4 were used as one criteria for receiving Title I direct instruction in reading. AImswEB has now been replaced by i-Ready.

Next Generation Science Standards: written in the renewal application: "As the state approaches adoption" – but the state adopted these science standards over 2 years ago

Our application should have stated that we adopted the Next Generation Science Standards (NGSS) in 2017, and that we have been using these standards to give our students a consistent science education in the four domains: physical science; life science; earth and space science; and engineering, technology and science application. We value the three-dimensional learning strategy of NGSS which includes high leverage content, science practice skills engaging inquiry and problem-solving, and cross-cutting concepts which align science with other contents areas such as reading, writing, mathematics, and the arts.

We are actively seeking ongoing professional development opportunities for our teachers in the area of science, and we are currently increasing our science curriculum and materials with \$5,000 in grant money.

Our students in grades 5 and 8 take the NH Statewide Assessment System (NH SAS) for science. All GCCSA students have both summative and formative assessments in their respective science classes, based on science competencies.

Programmatic Goals

Over the past two years there has been an increased emphasis on arts integration as a method of instruction. Several of our faculty members have participated in professional development training which has enhanced the way they use arts integration in the class and benefits other teachers in the building as they share their knowledge. Additionally, students have benefitted from extra time with the art and music teachers for focused "Integration Blocks". Classroom teachers and specialists have been collaborating more closely to align their curriculum and create more meaningful connections and learning experiences.

This year, the school has placed emphasis on the social/emotional climate of the building. We applied for and received funding for a student wellness program which includes a mental health professional who is providing in-class support in the form of lessons that teach and promote kindness and respect. This program is helping to develop a schoolwide climate of respect. In addition, GCCSA has hired a behaviorist who is trained to de-escalate and process with any student in distress. Also, our teachers have been trained in and are implementing the Responsive Classroom program, which helps foster a positive climate of mutual respect and clear expectations for students and teachers. We also have a Director of Student Supports who works directly with our mental health counselor, our educational aides, our behavior paraprofessional, and our classroom teachers to ensure the social/emotional needs of our students are being met. The Director of Student Supports has also implemented a Bullying Task force composed of students, teachers, and parents who will be developing a program to be implemented school-wide to promote bullying awareness and prevention.

Programmatic Goals: Would like to understand what arts integration looks like in different grades and in different courses.

Over the past two years there has been increased emphasis on arts integration as a method of instruction. Each grade has art classes, which address mastery of art forms such as sculpture, drawing, painting, printmaking; the use of elements of art and principles of design; and implementation of National Core Art Standards of creation, connecting, presenting, and responding. Each grade also has music classes and creative movement.

In addition to these art, music, and creative movement classes, each grade has "Arts Integration Blocks" where the arts are infused into ongoing classroom curriculum, and ongoing classroom curriculum is infused into the arts! Classroom teachers and art specialists collaborate closely to align curriculum and to create meaningful connections and learning experiences for students. (It is important to note that the arts reach students in many ways, some of which are not measurable.)

Attached are examples of arts integration in different grades.

Organizational Goals

Over the past 12 months, many advances have been made in terms of building our school community. We are striving to be a school that welcomes volunteer involvement, values ideas, and supports the needs of our school and the greater community. We have many parents who are in the building on a weekly basis. Some of the things that our volunteers help with include our library program, serving lunch, reading to students, and helping with photocopying and packing weekend folders to go home. In addition to these ongoing opportunities, we also have several larger events which require support from volunteers including our field day, school dances, and our fall festival. Other school-wide community events that parents have been invited to include: a schoolwide play, a talent show and barbecue, an Open Mic night, Celebrations of Learning, our STEAM Fair, and our art Exhibits and concerts.

Our "Remind" text notifications are used as a way of communicating events, lunch sign-ups, and any important information that needs to be disseminated quickly. This communication tool is used on a regular basis.

The school participates in many local events and tries to give back to the community on a regular basis. During the past two years, the school has engaged in several community service events including:

Community Service Projects

- Students in the upper grades visited and sang at an assisted living facility.
- Younger students created “Friendship Cards” to give to the elderly to brighten their days.
- Third graders packed care bags for foster kids.
- Last year we ran a tissue and K-cup drive to benefit Children’s Hospital Boston.
- The entire school collected tissues and coffee to donate to Children’s Hospital Boston.
- Fifth Grade participated in a Cards for Our Troops drive.
- Students in grades seven and eight made dinner for sculptors for the International Sculpture Symposium in Nashua.
- Students decorated ornaments to adorn our donated tree for the “Festival of Trees” which raises money for the Hunt Memorial Building in Nashua.
- We have participated in ArtWalk as an organization over the last two years, offering free creative activities
- We are currently running a sock drive for foster children and a toy drive for Boston Children’s hospital

● **How will you maintain improve parent /stakeholder satisfactions, relations communications**

Overall parent satisfaction is key to the success of the school. Part of satisfaction comes from parents knowing and understanding what a great school we are. To help with this, the Directors will be returning to a monthly newsletter. This will be filled with updates and news about the past month as well as upcoming events. We are also working with a parent and staff to develop a more user friendly website. This will allow for parents to more easily have access to forms and information. Our administration and staff responds immediately to parent questions, concerns, and feedback. Lastly, we would like to implement quarterly surveys to get feedback and learn what areas need improvement.

● **How will you retain a highly qualified staff**

Gate City Charter School for the Arts is committed to retaining our staff.

There are several reasons staff may leave a position. Some of those reasons the school has little or no way of preventing ie; retirement, child, illness, moving, etc. Factors that are in control of the organization include job satisfaction, opportunities for growth, feeling appreciated and valued, feeling heard, and salary and benefits.

Job satisfaction occurs when a teacher or employee feels that they are successful and happy in their role. Gate City Charter School for the Arts supports its teacher, their needs and their ideas. We help them develop programs and projects that they can be excited about. One example of this is the enrichment module that will be school-wide by the end of the year. This teacher developed program has allowed for a school wide, multiage enrichment program.

Another way to retain staff is to make sure they have the opportunity to learn, develop and grow professionally. Our teachers participate in several learning opportunities throughout the year. Many are requested and scheduled by our teachers.

Salary and benefits are perhaps the biggest reason for teacher turnover. We are currently looking at how we can manage as a school to offer medical benefits within our budget. Every year when the budget is created, much time and attention is spent on teacher salaries and the school gives as much as it can to the staff. That being said, it is still not enough. More funding needs to come into the schools. Ideally, this funding would come from the state. This would allow administrators to focus their time and energy where it belongs, on the students, staff, and school management.

Until funding is more equitable, the schools will continue to need to develop fundraising opportunities to strengthen fiscal stability which would allow for higher pay and benefits.

- **Provide safe schools**

The school has been working hard at improving school safety both physical and social emotional safety. In terms of physical safety, we had the New Hampshire Department of Homeland Security come in and perform an inspection. We are working through the report and trying to implement recommended improvements. These include development of a safety committee, walkie-talkies to all teachers, cameras at entry points, and an improved public announcement system.

We have 95% of our faculty and staff are first aid and CPR trained.

We have had three safety trainings since September with faculty including an active shooter training.

Share best practices – need to develop a plan for this. going to the Best Practices conference is receiving information, not sharing, unless you are presenting.

The school recognizes the need to share best practices. We frequently share our successes through social media and/or press releases. We are always available to discuss our programs with families, the larger community, and businesses. We have three Celebrations of Learning each year, showcasing our student work for the families and the community.

It would be ideal if charter school administrators and teachers could meet quarterly to share ideas and practices. It is the goal of our administration to begin to help facilitate this happening in the charter school community.

Most recently, our Director of Curriculum and Instruction, Betty C. Mulrey, Ed.D, was invited to serve on a panel at Plymouth State University during their 24th Annual Integrated Arts Conference in January 2019. Betty also gave a presentation to conference attendees on social problem solving using "third-party puppetry" and the arts, for use in schools and for families.

Additionally, one of our teaching faculty members, Mary Ellen Wessels, M.Ed, presented a session at the Best Practices conference held at Founders Academy in March 2019. Mary Ellen gave an Arts Integrated Overview showing how the arts can be integrated into curriculum and instruction, including how to enhance teaching and learning with music, theater, dance, and the visual arts. She also presented examples of how to map the National Core Arts Standards to standards in other subject areas. In addition to her presentation at Founders Academy, Mary

Ellen took an extensive Visual Teaching Strategies (VTS) workshop and then presented key elements of this workshop to our school staff last fall.

B. Reports: School Features

1) Curriculum and Instruction: *Any changes or growth as a result of enrollment:*

Gate City Charter School for the Arts opened its doors in 2014 for grades K-6 with 138 students. The following year grade 7 was added and the school had 156 students. Year three the school became K-8 with 174 students. The 2017-2018 school year concluded with 154 students. The current enrollment for this school year is 169.

The early years of GCCSA combined first and second grades, and third and fourth grades. As enrollment increased, the school evolved into one class per grade. 8th grade was added to our school in the 2016-2017 year. GCCSA curriculum and instruction was therefore expanded to include 8th grade. Innovations continued last year, as the middle school model is now four teachers per grade for fifth, sixth, seventh, and eighth grades. Middle school students transition through English language arts, math, science and social studies, each with a different teacher. This four-teacher model gives teachers the ability to work as a collaborative, cooperative team. It also enables students to experience diversity in teaching style and technique. All students have music (including chorus), art, technology, and creative movement. Band is available after school.

Social-emotional learning is becoming more and more necessary in schools as students are ridden with a variety of anxiety issues, varying degrees of trauma, and social deficiencies. Teachers often find themselves diffusing conflicts, engaging distracted learners, and trying to help children calm themselves in order to focus. Working with an arts-integrated mission, GCCSA meshes exploration and the creative process with social-emotional ideals to better meet the needs of all of our students.

In the years since GCCSA opened, our enrollment has grown and brought us a student population with diverse needs. Many GCCSA students come from unstable homes, struggle with learning challenges, and have social and emotional difficulties. GCCSA believes that social-emotional learning in school is as important as academic learning. Time is devoted daily to help students build community, learn to listen and share, talk through conflict, and more. Responsive Classroom (RC) is a research-based approach to K-8 teaching that focuses on the strong link between academic success and Social-Emotional Learning (SEL). GCCSA believes that a high-quality education for every child is built on the foundation of a safe and joyful learning community. Some key components of RC are morning meeting (K-4) advisory (5-8), logical

consequences, interactive modeling, academic choice, and quiet time. All teachers at GCCSA received one full day of RC training in the spring of 2018, with the majority having received four full days of RC training in the summer of 2018. In recent years, teachers and administrators have discovered the benefits of taking time to work explicitly on social-emotional competencies in order for students to be better prepared to learn. Brain research proves that in order to be at full learning capacity, students need to be calm and feel safe in their learning environment. This is our goal in implementing Responsive Classroom at GCCSA.

Programs such as those working with yoga, mindfulness, growth-mindset, and conflict resolution are a great way to teach students how to manage themselves and work with others in any learning environment. In the start of school year 2018-2019, GCCSA moved on from traditional physical education classes and began a creative movement program. Each grade level meets weekly for one session of creative movement. Through this class, students collaborate positively through movement-based activities. All students have a voice and space to express themselves through this art form. Each creative movement class begins with a group activity which helps students get ready to be part of the group.

Yoga is coupled with the concepts of dance, bringing together self-awareness and use of energy and motion. Mindfulness is explored through visual art as students create pieces that help them focus on their current state and work to manage their emotions. Working with music can help students build a growth mindset alongside relationships as they collaborate on compositions and work through mistakes. Drama concepts become the vehicle to explore conflict resolution as students assume roles of others, walking in their shoes to build social-awareness and empathy. The creative process runs throughout all competencies, helping students build responsible decision-making skills as they question and reflect on their work.

2)Technology Programs:

All students have access to the GCCSA technology lab and chromebooks. Chromebooks are also used in science labs, social studies research, writing projects, and accessing online math programs. We use them as well when assessing student learning. Our chromebooks are ruggedized and water resistant. Middle school technology classes focus on digital media. Students are introduced to video editing, music composition, and web comic creation. Technology electives have taught digital animation. Students have also learned documentary filmmaking through art integrated social studies lessons. Third and fourth grade students have used iPads to create several videos of skits they performed to show their understanding of core content. These students also create stop motion animation to show various scientific processes. Students use apps to add text to video stills, creating short documentaries of historical reenactments. First through third grade students use iPads to supplement their daily reading, using RazKids and A-Z leveled online readers. Students in grades 3-8 use the computer lab to

learn keyboarding, researching, and word processing skills. All GCCSA students become proficient in the use of computers and applications and understand concepts underlying hardware, software and connectivity. Students learn the responsible use of technology and understand the ethics and safety issues involved in using electronic media at home, in school, and in society.

Through technology, all students enhance their abilities to research, think critically, make decisions, communicate, and collaborate.

3) Academic Attainment

Ongoing analysis of curricula in all content areas is a consistent priority at GCCSA. K-8 continues to use Wit and Wisdom as the main ELA program, mixed with a humanities approach. Wit and Wisdom tends to reach students at the accelerated level, and the humanities approach helps those students struggling with reading who often have difficulty accessing information. Teachers modify curriculum and supplement materials to provide differentiated instruction.

Teacher workshops aligned with our arts-integration mission and our goals for student literacy development were provided off campus for our faculty in GCCSA's second year. The two and three day workshops were "Picture Writing" and "Keys to Literacy."

Using the Fountas & Pinnell Benchmark Assessment Systems to determine students' independent and instructional reading levels, K-4 teachers are able to observe student reading behaviors one-on-one and in small guided reading groups, to engage in comprehension conversations that go beyond retelling, and to make informed decisions that connect assessment to instruction. Teachers accurately and reliably identify each child's instructional and independent reading levels according to the *F&P Text Level Gradient™, A-Z* and document their progress through one-on-one formative and summative assessments. The Fountas & Pinnell Benchmark Assessment Systems provide teachers with precise tools and texts to observe and quantify specific reading behaviors, so they can then interpret and use that data to plan meaningful instruction.

Wilson Foundations provides all K-3 students with a vertically-aligned, systematic program in foundational skills for reading and spelling, emphasizing phonemic awareness, phonics word study, high-frequency word study, fluency, vocabulary, handwriting, and spelling. Although it includes comprehension strategies, it must be combined with core literature-based language arts for an integrated and very comprehensive approach to reading and spelling.

The power of this supplemental program is that it uses an integrated approach to teaching skills so that a daily lesson teaches and then reinforces corresponding skills. Foundations is a

multisensory, structured, systematic, cumulative, and explicit program with a clear and thoroughly documented research base. The program focuses on student development by differentiating instruction and actively engaging students in their learning.

Foundations is integral to a Multi-Tiered System of Support (MTSS) model, providing scientifically-based instruction in Tier 1 as well as an early intervention program for students at risk for reading difficulties. MTSS is a prevention-based model that acknowledges the diversity of reasons for why a child might struggle to learn as a result of a specific learning disability. The overall goal is to prevent the domino effect of children developing weaknesses in foundational skills that over time give rise to deficits in higher-level reading skills, such as the comprehension of complex text in later grades.

As the state of New Hampshire gets closer to adopting Next Generation Science Standards, teachers have taken a critical look at the Foss Science kits and the formative and summative science assessments used to make ongoing improvements in instructional practice and effective resources. Next Generation approaches Science, Technology, Engineering and Math (STEM) education in a real-world context. At GCCSA, our students are taught to think and act like scientists and engineers while they are learning. Next Generation Science's major focus is related to the environment — energy, nature, climate, sustainability, and the earth. GCCSA students are learning how humans impact the earth by exploring subjects such as biodiversity, wildlife, weather systems, agriculture transportation, health care, green chemistry, green technology, and more.

K-8 science lessons at GCCSA follow the sequence of the 5E model of Kesler Science: engagement, exploration, explanation, elaboration and evaluation. Engagement provides a hook for students, piques their interest and gets them asking questions. Exploration is student-led learning. Explanation is when teacher and students clear up misconceptions together. Elaboration allows students to choose ways to create projects to show their learning. Evaluation is assessment of students' understanding. At GCCSA, the approach is "science in action." Students explore the interconnected nature of science as it is practiced and experienced in the real world. Next Generation Science, the Foss kits, and the 5E model help our students delve into the scientific process as they experience the creative process.

The social studies curriculum at GCCSA reflects current, effective, research-based social studies instruction. Our students learn social studies through highly interactive, real-life based activities. Social studies in grades K-4 and humanities in grades 5-8 are the integrated studies of the social sciences that prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical

environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship—knowing how, when, and where to make informed and reasoned decisions for the public good in a diverse and democratic society.

GCCSA social studies goals for students prepare them to face challenges in an ever-changing world, and provide them with the knowledge and skills needed for future success as productive citizens. Students gather, understand, and analyze information; draw conclusions and justify them; and organize and communicate ideas. The arts are incorporated into social studies lessons to promote students' critical thinking and communication, collaborative learning, and ethical decision-making.

GCCSA tracks academic attainment through both formative and summative assessment. GCCSA uses state assessment, internal assessment, and student work and projects to gauge student progress and to inform curriculum.

The AimsWeb Plus assessment system was used to collect data and help inform instruction in literacy and math until fall of 2018. Students in grades K and 1 were administered the test on a 1:1 basis in fall, winter, and spring, while students in grades 2-8 took the assessment on individual computers. Students who fell into the “at risk” area received interventions from their teachers and progress monitoring was used to look for gains. Literacy results of students in grades K-4 were used as one criteria for receiving Title I direct instruction in reading. AimsWeb Plus was replaced with i-Ready in the fall of 2018. i-Ready is a personalized learning tool which can give teachers the ability to differentiate instruction and to meet the needs of all our students. Data derived from i-Ready assessments enables GCCSA to understand both individual and group student learning, to chart student learning over a period of time, and to make recommendations for what students can accomplish next, together with recommended instructional resources.

NHSAS scores were analyzed, with overall math results indicating need for improvement. Teachers provided feedback regarding Eureka, the math program that was adopted and used since the opening of the school. Teachers unanimously felt that the Eureka math program was too language intensive, and therefore not accessible to all students - in particular to struggling readers. Some teachers chose to pilot a new math program, EnVisionmath. Teachers were pleased with the engagement from the students with this new program, and saw a lessening of resistance when students approached a complex math problem based on EnVisionmath presentation. Therefore, in order to improve student learning in math as well as improving math scores, GCCSA launched EnVisionmath as the official math program for the school, launching in fall of 2018. This comprehensive math curriculum features project-based learning, multiple

learning strategies, and customized learning opportunities for students. EnVision assessment gives pathways and next levels of learning for each student.

GCCSA is working with students who have a second language to determine if these students may require support as English Language Learners. An experienced ESOL certified teacher from the Merrimack School District is assessing GCCSA students to determine if supports for learning English are needed.

GCCSA maintains a strong Title I Literacy program, and, starting the 2018-2019 school year, now offers Title I Math. A Title I director coordinates communication among staff, ensures continuity and quality of instruction and materials, and assesses student eligibility for entering and exiting Title I, as well as managing and updating the grant as necessary. Ongoing progress-monitoring tools are used to determine the rate of performance. iReady (replacing Aimsweb from previous years), A-Z Leveled Reading, and Fountas & Pinnell (F & P) progress monitoring are administered by the Title I direct service providers. Certified interventionists provide targeted direct instruction in literacy and math to students grades K-4. Students demonstrate an understanding of learned goals through ongoing informal assessments. Student ability to retain literacy and math skills is demonstrated through the end of the program assessment scores.

When was the switch made to the new math program? When do you anticipate that you'll have data from this program to demonstrate that it is a more effective program?

EnVisionMATH was launched school-wide in fall 2018. This math program "combines problem-based learning and visual learning to deepen students' conceptual understanding." Teachers use EnVisionMATH assessments to gauge student learning and to drive future curriculum. This math assessment data is supplemented by student i-Ready math data, which provides information as to how much students have learned, and what they should learn next. i-Ready also suggests appropriate groupings for students. Spring 2019 will give us data to ascertain student growth from the fall, and to drive future curriculum. Our middle school plans to pilot the online program Mathspace this spring, as an additional way to meet the needs of diverse learners.

No data or analysis included for attainment of skills in this Academic Attainment section. How is proficiency in all subject areas determined?

Proficiency is determined with these assessments:

Reading/ELA assessments: Fountas & Pinnell, i-Ready reading, Reading A-Z, Foundations, Wit & Wisdom, Experiential learning, ELL assessment, classroom formative and summative assessment

Math assessments: EnVisionMATH, i-Ready math, Prodigy math, classroom formative and summative assessment. Our middle school plans to pilot the online program Mathspace this spring as a way to meet needs of diverse learners.

Science: Classroom formal and summative assessments based on NGSS standards

Social Studies: Classroom formal and summative assessments based on National Council for the Social Studies standards

Art: National Core Arts standards, classroom formative and summative assessment

Music: National Music standards, National Core Arts standards, classroom formative and summative assessment

The school's Accountability Plan should have mention of measurable student achievement goals in all academic areas. For example, 90% of 4th grade students will be proficient in math by the end of the school year.

We have a goal of 90% proficiency in all grades. However, we also recognize the diversity of our students, and the fact that a number of students come to us below grade level. Therefore, we are also using a student growth model based on i-Ready. This student growth model uses 1. Differentiation (based on each student's grade and initial placement on the i-Ready diagnostic, 2. A Path to Proficiency (i-Ready gives us data as to how much each student needs to grow in order to reach proficiency and charts a realistic path for them to get there), and 3. Two growth measures for every student: Typical Growth and Stretch Growth. Typical Growth is the average growth of students at each grade and placement level. This allows us to see how a student is growing compared to average student growth at the same grade and placement level. Stretch Growth is the growth recommended to put below-grade students on a path to proficiency and on-grade students on a path to advanced proficiency levels. (Students who are farther behind have larger growth benchmarks to catch up on, and may take longer to do this. Students who are already proficient have aspirational benchmarks to advance or maintain above-grade proficiency. Stretch Growth benchmarks are designed to be ambitious yet achievable. We wish that each student reaches Typical Growth as a minimum but ultimately meets their Stretch Growth. *(information from "Using i-Ready Diagnostic as a Student Growth Measure.")*

See attached

“Strategic Plan - Measurable Goals and Objectives”

4) Successes (What has worked)

GCCSA teachers have worked well together as a collaborative team. They meet together frequently, consult with and support each other, and integrate curriculum whenever possible. GCCSA teachers go “above and beyond,” often donating personal time to classroom preparation, and frequently attending evening board meetings.

Every year there is more evidence of excellent arts integration projects. An upcoming example is a project with 6th grade where they will be studying Gustav Holst's "The Planets," creating musical themes of their own, looking at a planet, and learning the Roman God's name that represents the planet. Creative movement will accompany this project to create a dance depicting how the chosen character/god or goddess / planet would move if it were orbiting the sun. In connection with this project, students make Greek Trading Cards, write their own Hero Journey Comic Books, and create a play. This project integrates art, music, science, movement, social studies, ELA, and math.

GCCSA has special Celebration of Learning evenings for students to share student work and projects with families. GCCSA also attends the NH Alliance for Public Charter Schools Conference. GCCSA families and volunteers have been key to keeping the school library up-to-date and filled with resources, helping to pack bags and information to go home weekly with students, and planning events such as our “Paint Your Way 5K” community run, ice cream socials, themed school dances, community fall festival, and winter and spring concerts. Volunteers design a large bulletin board in our lobby which posts times and dates for celebrations and events.

5) Areas for Improvement (what has not worked):

Our school has one class per grade. Each class, therefore, reflects a wide range of student knowledge and ability. The challenge is for each teacher to reach each student, facilitating every student’s ability to reach their next level of learning. Teachers and administrators are working on ways to understand and work with each student’s learning profile.

6) Stakeholders: Discuss family/parent/stakeholder involvement and future needs plans for increased involvement

Gate City Charter School for the Arts prides itself on being a school that values community. Throughout the year, there are several events that family members are invited to. These include: our fall open house, three “Celebrations of Learning,” a science fair, concerts, art exhibits, and drama performances. There are also school-wide events such as our fall festival and field day in which parents play a pivotal role. We communicate regularly with parents via class websites and newsletters so that parents are aware of what students are working on. There are many volunteer opportunities for parents to participate in. Our faculty are also dedicated stakeholders at the

school. Gate City Charter School for the Arts offers many opportunities for faculty members to give feedback, make suggestions and contribute to the success and sustainability of the school. Many of our current staff have been here for several years, and have found the school to be a place which will foster their professional growth and development. Board of Trustee members are key stakeholders in the school. They volunteer many hours each month to ensure proper governance, health, and sustainability of the school. They donate their talent and skills to enhance and improve our resources.

As our school grows, so does the need for involvement from stakeholders. We will need more resources to support students and faculty, and especially, we will need to be thinking ahead to purchasing a building which will strengthen the school's financial footing and allow for the school to invest in more permanent items that it cannot do in a rental property.

7) Fundraising: Discuss fundraising efforts and future fundraising plans addressing sustainability

Each year GCCSA has run a community 5k called "Paint Your Way 5k." This annual event has attracted scores of runners and has connected the school to the larger community. Runners collect pledges, and companies sponsor the event. Proceeds from this event have ranged from \$3000-5000. Throughout the school year, the school organizes several in-house fundraisers. These have included Scripps gift cards, Boxtops for Education, Amazon Smile, and restaurant fundraisers. For the past two years the school has included a line item to cover the cost of a grant writer. This person has brought in grant money for improved curriculum resources, facility improvements, and programs. Currently, we are in the process of sending out our annual appeal letter.

8) School Accountability Plan: Sustainability Measures

The school's finance committee meets one to two times a month to assess the school's financials and sustainability. Sustainability of the school is dependant on continually strong enrollment, as well as community involvement and positive marketing which will enable strategic fundraising. As part of our new three-person administrative structure, the Director of Operations will be responsible for community outreach and marketing. The Director of Operations will create social media posts and press releases to share the school's successes. These actions will build name recognition and attract new students. Quality teachers, meaningful curriculum, and exciting instructional styles are additional resources that will help maintain the sustainability of the school. It is the role of the Director of Curriculum and Instruction to work closely with classroom teachers to assess whether the curriculum and instruction is meeting the needs of all learners. The Director will ensure that the curriculum plans are in compliance with National Curriculum Standards. In order to grow and improve, the school will need to develop a capital campaign to be able to one day to allow purchase of a building.

9) Budget: Attach Proposed budget for the following year

a) Budget Narrative *How the school will use public funds*

Gate City Charter School for the Arts is committed to accountability, transparency, and the responsible use of public funds. Our staff and faculty are kept to a conservative budget. It is routine to research pricing and/or request donations before purchasing items. Purchases need to be approved by the Director and fall within our budget requirements. Our finance manager practices internal controls. Each month, the Finance Committee, consisting of the Director, the Finance manager, and the Board Treasurer, meets to review the past month's income and expenditures. The budget is also reviewed monthly and the school enlists an outside auditor for an annual report.

b) A detailed description of the School Board's reasoning for allocating funds:

Funds are, as in any budget, allocated first by necessity. In order to operate, facilities and staffing costs must be covered. The school believes in investing in its faculty, and has worked hard to ensure that faculty are compensated appropriately. Each year there is reflection on where the prior year's budgetary variances were, and how to improve upon them from an operational standpoint. Another factor in the allocation of funds is the upgrade and replacement costs of items, especially those that are technology based as they have a shorter life expectancy.

10) Best Practices: *Efforts to disseminate best practices; coordination with local or other school districts*

Our school frequently reaches out to other charter and public schools with questions and also provides feedback to questions whenever they are asked. The school also participates in the New Hampshire Public Charter School Alliance, attends quarterly meetings, and attends the charter school Best Practices Conference annually.

Also see page 13.

Part 2: Affirmative Evidence

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

The school is making progress toward achieving its mission. It is continuously growing and improving. Each year progress has been made towards a completely arts-integrated curriculum.

a. What progress has the school made towards its academic goals?

Our school supports effective research-based practices that promote a healthy school climate, that build an understanding of social, emotional, and physical health as factors which affect

learning, and that work collaboratively with families and community services so students are able to use their knowledge and skills to maximize their learning potential.

GCCSA began the 2018-2019 school year with a guidance counselor. Our guidance counselor teaches a guidance lesson in each class once per week. She conducts school-wide programs, including “The Kindness Challenge.” She meets with individual students and families regularly to help manage the stresses of divorce, being a new student, anxiety, behavior, and academic matters. The guidance counselor serves as a resource for teachers, assisting them in better meeting the needs of our students.

Also in the 2018-2019 school year, GCCSA added a behavioral support staff person. This staff member comes with a background that includes working with children who have experienced trauma and unstable homes and families. The behavior support staff person provides leadership and direction at the school level, working to design, implement, coordinate, and evaluate a comprehensive behavior support program. In addition, the behavior support staff person works directly with identified students to help them adopt behaviors that substantially increase their academic performance. Under the supervision of the Director of Student Support Services, the behavioral support staff person provides diversified strategies and activities specifically designed for students struggling to achieve appropriate behavior. Additionally, in the 2018-2019 school year, GCCSA is beginning a “School Reading Program” with the Merrimack Police. Officers will be given a book that a teacher has selected, and the officer will read the book to the class. Afterwards, the officer will answer any questions that the children may have. All of the elementary school grades K through 8 will participate. Officers will also go into upper elementary grades and assist teachers with their safety curriculum. Topics to be covered include school bus safety, bicycle safety, stranger awareness, gun safety, how to properly use 911, search and seizure, and respect and responsibility. This program brings the police department into a very positive light with the students.

In GCCSA’s first year, a parent volunteer collected many books and shelved them in a small room that small groups of students could visit at a time. In GCCSA’s third year, another parent volunteer, with a background in library science, helped organize our school library in its current larger location. She sorted books, adding labels and scanning them into LibraryThing.com. It took almost two years to complete this process. Teachers provided input along the way and added the library computer, scanner, comfortable chairs, barcodes on books, and many more novels and current titles.

Based on teacher feedback, this parent volunteer designed a grade K-4 library program including weekly library classes that provide read-aloud, responding to text activities, and book borrowing. In the 2018-2019 school year, the GCCSA school library provides a reading challenge for

students in grades 4-8. The challenge generates and maintains students' interest in books nominated for state awards. Our school library has moved from an honor system for checking out books to a system including library cards and login numbers. Beginning this school year, 2018-2019, the school library collects fines from parents and charges for replacement copies of lost or damaged books. The GCCSA library has a presence on social media in the form of its Facebook page.

Our school field trips include both in-house field trips and those outside of school. This fall our students have been to Beaver Brook Environmental Center in Hollis, and to a presentation of the Nutcracker in Manchester. We also plan to host a Shakespearean play at our school. Upcoming field trips include museums as well as a trip to the Lowell National Historical Park. Our school has been invited to sing at the 2019 Merrimack Concert Association spring concert!

b. What progress has the school made towards its programmatic goals

Consistently evaluate and improve upon the school's arts integrated instruction.

Over the past two years there has been an increased emphasis on arts integration as a method of instruction. Several of our faculty members have participated in professional development training which will enhance the way they use arts integration in class and will benefit other teachers in the building as they share their knowledge. Additionally, students have benefitted from extra time with the art and music teachers for focused "Integration Blocks." Classroom teachers and specialists have been collaborating more closely to align their curricula and create more meaningful connections and learning experiences

Improve means to address the social and emotional needs of our diverse student body through professional development and programs.

This year the school has placed emphasis on the social/emotional climate of the building. We have applied for and received funding for a student wellness program which includes a mental health professional who is providing in-class support in the form of lessons that support and promote kindness and respect. This program is helping to develop a schoolwide climate of respect. In addition, GCCSA has hired a behaviorist who is trained to de-escalate and process with any student in distress. Also, our teachers have been trained in and are implementing the Responsive Classroom Program which helps foster a positive climate of mutual respect and clear expectations for students and teachers. We also have a Director of Student Supports who works directly with our Mental Health Counselor, our educational aides, our behavior para, and our classroom teachers to ensure the social/ emotional needs of our students are being met. The Director of Students Supports has also implemented a Bullying Task force of students, teachers, and parents who will be developing a program to be implemented school-wide to promote bullying awareness and prevention.

c. What progress has the school made towards its organizational goals?

Organizational Goals

Continue to build a supportive community of educators, parents, students, and volunteers invested in lifelong learning.

Over the past 12 months, many advances have been made in terms of building our school community. We strive to be a school that welcomes volunteer involvement, values ideas, and supports the needs of our school and the greater community. We have many parents who are in the building on a weekly basis. Some of the things that our volunteers help with include our library program, serving lunch, reading to students, and helping with photocopying and packing weekend folders to go home. In addition to these ongoing opportunities, we also have several larger events which require support from volunteers including our field day, school dances, and our fall festival.

Other school-wide community events that parents have been invited to include a schoolwide play, a talent show and an Open Mic night, Celebrations of Learning, our STEAM Fair, and our art exhibits and concerts.

Our “Remind” text notifications are used as a way of communicating events, lunch sign ups, and any important information that needs to be disseminated quickly. This is used on a regular basis.

The school participates in many local events and tries to give back to the community on a regular basis. During the past two years, the school has engaged in several community service events including;

Community Service Projects

- Students in the upper grades visited and sang at an assisted living facility.
- Younger students created “Friendship Cards” to give to the elderly to brighten their days.
- Third graders packed care bags for foster kids.
- Last year we ran a tissue and K-Cup drive to benefit Children’s Hospital
- The entire school collected tissues and coffee to donate to Children’s Hospital Boston.
- Fifth Grade participated in a Cards for Our Troops drive.
- Dinner for sculptors for the International Sculpture Symposium in Nashua
- Students decorated ornaments to adorn our donated tree for the “Festival of Trees” which raises money for the Hunt Memorial Building in Nashua.
- We participated in ArtWalk as an organization over the last two years, offering free creative activities
- We are currently running a sock drive for foster children and a toy drive for Boston Children’s Hospital

Comparison between school’s goals and actual results. Goal setting needs to be measurable.

See attached
"Strategic Plan - Measurable Goals and Objectives"

2. Is the charter school responsibly using public funds?

Gate City Charter School for the Arts is committed to accountability, transparency, and the responsible use of public funds. Our staff and faculty are kept to a conservative budget. It is routine to research pricing and/or request donations before purchasing items. Purchases need to be approved by the Director and fall within our budget requirements. Our finance manager practices internal controls. Each month, the Finance Committee, consisting of the Director, the Finance manager, and the Board Treasurer, meets to review the past month's income and expenditures. The budget is also reviewed monthly and the school enlists an outside auditor for an annual report.

The Board of Trustees holds public meetings every month on the third Thursday of the month (except July). The Board provides minutes for viewing on our website as soon as they are reviewed and approved.

- a. Has the school provided quarterly financial reports that comply with accepted standards of public school accounting?** Yes, the school compiles monthly, quarterly, and annual reports in compliance with standards of public school accounting. Please refer to appendix to see the annual budgets and quarterly financials.
- b. Do the school's purchasing and billing practice meet acceptable standards for public school accounting?**
Yes, the school makes every effort to be in compliance with all acceptable standards for purchasing and billing.
- c. Has the school provided an annual external audit with no material defects?**
The school is in the process of our 2017/2018 audit process. This was delayed due to staff turnover in our finance office due to a medical situation. We are working diligently to get the current audit completed. Attached you will find the prior years' audits.
- d. Do the school's quarterly financial reports demonstrate reasonable and prudent planning?** The schools quarterly reports are detailed and accurate.
Prudent planning is reflected in that the school has always been cautious with spending and has not had a deficit. The detailed and accurate reports are included in the appendix binder.

- e. **Do the school's Board meeting minutes indicate a clear communication of accurate information about the school's financial condition?**

The Finance Committee presents a written report at every board meeting. Topics included in the Finance Committee updates include invoicing timelines, financial policy and procedure discussions, and monthly discussion of items of financial significance. During the board meeting, members are presented with a report which the treasurer walks through with the board. Board members have the opportunity to ask questions, provide feedback, and vote on any changes.

- f. **Please provide the transportation services currently available.**

Currently, the school has a handful of transportation services available. As with any charter school in New Hampshire, local school district transportation is available for students who reside in Merrimack. In addition to this there are before and aftercare buses including Boys & Girls Club, YMCA, Salvation Army, and Minds in Motion. Often, due to personal challenges, parents reach out to the school with transportation concerns. When this occurs, the school does what it can to facilitate opportunities for carpooling as well as making accommodations to assist those families.

- g. **Please provide a balance sheet setting forth the school's assets, liabilities, and fund balances or equities.**

This document is available in our appendix binder.

- h. **Please provide projections of income and expenses for the upcoming school year.**

To fulfill the requirements of this application, a basic budget for the upcoming school year has been created. It is located in the appendix binder. This is a draft based on the current year's income and expenses, with an expectation of a slightly increased student enrollment. Typically, our budgeting process for the upcoming school year begins in January and takes several months.

- i. **Does the charter school have a representative attend and be prepared to report at and answer questions during relevant portions of the annual school district budget process?**

Over the past few years, the school has not sent a representative to attend annual school district budget process meetings. The only funding the charter schools receive from any district is related to special needs services which are related to students who reside in that district and who should already be considered in that schools budgeting process. We are not a district authorized charter school.

3. Is the charter school promoting student attainment of expected knowledge and skills?

GCCSA teachers and administrators took time this fall to carefully research and compile standards and competencies which should inform their curriculum. Standards researched include Common Core State Standards (CCSS) for ELA and math, Next Generation Science Standards (NGSS), National Council for the Social Studies (NCSS) curriculum standards, National Association for the Education of Young Children (NAEYC) Program Standards, the International Society for Technology in Education (ISTE) standards, National Core Arts Standards, and the social/emotional. By taking the time to do this, teachers became focused on what students need to learn in terms of knowledge and skills. Teachers then designed report cards which embed these standards and competencies. Kindergarten used a more narrative style in its report card due to the wide developmental range of kindergarten children. Student knowledge will be assessed three times a year with the newly acquired i-Ready assessment system as well as state assessments. Teachers also may use assessments from enVisionmath, Foundations, Wit & Wisdom, and Fountas & Pinnell, as well as formative assessment of student work and projects. Students in need of ELL supports are being identified by certified ESOL personnel.

a. Are students meeting proficiency standards as measured by state assessments?

Test scores below show how GCCSA student scores compared with those statewide. GCCSA scores generally came fairly close to state scores, with GCCSA scores exceeding those of the state in ELA and NECAP for the years 2014-2015 and 2015-2016. GCCSA scores were similar to those of the state in the 2016-2017 school year for ELA, math, and NECAP.

When comparing GCCSA scores internally from one year to the next, the years 2014-2015 and 2015-2016 showed similar scores among GCCSA students. NECAP scores for GCCSA decreased in the year 2016-2017, although these NECAP scores were similar to those of the state.

2014-2015 school year: Smarter Balance

| | | | | |
|------------|-----|-------|-----|------------|
| ELA: GCCSA | 6% | State | 17% | Novice |
| | 28% | | 24% | Developing |
| | 33% | | 35% | Proficient |
| | 33% | | 23% | Advanced |

| | | | | |
|-------------|-----|-------|-----|-------------|
| Math: GCCSA | 17% | State | 23% | Below |
| | 39% | | 31% | Partial |
| | 23% | | 27% | Proficient |
| | 20% | | 19% | Distinction |

| | | | |
|--------------|-----|-----|-------------|
| NECAP: GCCSA | 0% | 19% | Below |
| | 41% | 46% | Partial |
| | 59% | 34% | Proficient |
| | 0% | 2% | Distinction |

2015-2016 school year Smarter Balance

| | | | |
|------------|-----|-----------|------------|
| ELA: GCCSA | 11% | State 16% | Novice |
| | 15% | 23% | Developing |
| | 45% | 38% | Proficient |
| | 29% | 23% | Advanced |

| | | | |
|-------------|-----|-----------|-------------|
| Math: GCCSA | 21% | State 19% | Below |
| | 34% | 32% | Partial |
| | 28% | 29% | Proficient |
| | 18% | 20% | Distinction |

| | | | |
|--------------|-----|-----------|-------------|
| NECAP: GCCSA | 14% | State 19% | Below |
| | 36% | 45% | Partial |
| | 50% | 34% | Proficient |
| | 0% | 2% | Distinction |

2016-2017 school year Smarter Balance

| | | | |
|------------|-----|-----------|------------|
| ELA: GCCSA | 15% | State 18% | Novice |
| | 28% | 23% | Developing |
| | 36% | 38% | Proficient |
| | 21% | 21% | Advanced |

| | | | |
|-------------|-----|-----------|-------------|
| Math: GCCSA | 15% | State 20% | Below |
| | 38% | 31% | Partial |
| | 28% | 28% | Proficient |
| | 20% | 20% | Distinction |

| | | | |
|--------------|-----|-----|---------|
| NECAP: GCCSA | 14% | 18% | Below |
| | 54% | 46% | Partial |

32% 35% Proficient
 0% 2% Distinction

2017/2018 SBAC RESULTS

| Grade | Content Area | 2017-2018 | |
|-------|--------------|-----------|----|
| | | N | % |
| 3 | Reading | 17 | 36 |
| | Math | 17 | 35 |
| 4 | Reading | 20 | 40 |
| | Math | 20 | 30 |
| 5 | Reading | 17 | 53 |
| | Math | 17 | 47 |
| 6 | Reading | 18 | 83 |
| | Math | 18 | 34 |
| 7 | Reading | 15 | 73 |
| | Math | 15 | 33 |
| 8 | Reading | 9 | 77 |
| | Math | 9 | 33 |

b. Are students making progress toward meeting state proficiency standards?

We have had a transitory population of students. This inconsistency makes tracking student progress difficult to do. We currently rely on results from state tests as well as a number of in-house assessments. These in-house assessments include i-Ready (new this year), Fountas & Pinnell Benchmark Assessment Systems, and EnVisionmath assessment (new this year). We have chosen these tools because they give us information as to what learning should be next for each individual student. iReady, A-Z Leveled Reading, and Fountas & Pinnell (F & P) progress monitoring are administered by our Title I direct service providers.

Updates on student achievement data if the accountability report was written last year

Student achievement data from new use of i-Ready reading and math assessment, first and second trimester of school year 2018-2019:

Reading:

Kindergarten: Fall 28% proficient, winter 78% proficient
First Grade: Fall 0% proficient, winter 24% proficient
Second Grade: 47% proficient, winter 58% proficient
Third Grade: Fall 70% proficient, winter 90% proficient
Fourth Grade: Fall 29% proficient, winter 47% proficient
Fifth Grade: Fall 47% proficient, winter 35% proficient
Sixth Grade: Fall 59% proficient, winter 53% proficient
Seventh Grade: Fall 93% proficient, winter 87% proficient
Eighth Grade: Fall 73% proficient, winter 67% proficient

Math:

Kindergarten: Fall 31% proficient, winter 54% proficient
First Grade: Fall 18% proficient, winter 47% proficient
Second Grade: Fall 21% proficient, winter 42% proficient
Third Grade: Fall 10% proficient, winter 35% proficient
Fourth Grade: Fall 24% proficient, winter 24% proficient
Fifth Grade: Fall 17% proficient, winter 33% proficient
Sixth Grade: Fall 37% proficient, winter 53% proficient
Seventh Grade: Fall 44% proficient, winter 39% proficient
Eighth Grade: Fall 47% proficient, winter 47% proficient

For most of our students, this year is the first time they have taken i-Ready assessments, and some may need more time to learn how to take this type of test.

Personal goal need to be formal with tracking to determine progress.

i-Ready provides specific learning goals for each student in the areas of reading and math as well as proposed groupings of students based on diagnostic results. i-Ready also generates two

growth measures (typical and stretch) for every student in reading and in math. (These growth measures are based on longitudinal analysis of national data.) In this way, our student personal growth can be consistently measured and tracked. Teachers also supplement i-Ready data with a variety of other formative and summative assessments.

Measurable Goals and Objectives and a timeline for implementation/completion

See attached

How is data used to inform instruction and curriculum decisions?

Student i-Ready reading and math assessment provides specific information as to how much students have learned, and what they should learn next. These assessments also provide proposed groupings for students. Fountas & Pinnell data help determine which students need Title support. ELL test data helps determine which students may need ELL services, and at which level (e.g., emerging, developing, etc.) Data from NH state testing is also used to inform curriculum

c Are students meeting reasonably defined measures of proficiency (see also question 1-defined academic goals)

In the year 2014-2015 GCCSA students scored fairly evenly with the state in math. GCCSA was more advanced than the state in ELA scores and in NECAP proficiency. In the year 2015-2016, GCCSA students again scored fairly evenly with the state in math. GCCSA was more advanced than the state in ELA scores and in NECAP proficiency. In the year 2016-2017, GCCSA students scored fairly evenly with state scores in math, ELA, and NECAP. 2017-2018 scores comparing GCCSA to the state have yet to be released. The NHSAS scores were analyzed and noted that the overall math results indicate a much needed improvement which is consistent with statewide averages.. Teachers have been providing feedback in regard to using Eureka, the math program that was adopted and used since the opening of the school. Teachers unanimously felt that the Eureka math program was language intensive and not accessible to all students, in particular to struggling readers. Some teachers chose to pilot the math program, enVisionmath last year. Teachers were pleased with the engagement from the students and saw a lessening of resistance when approaching a complex math problem based on enVSIONmath presentation. EnVisionmath is now the math program for GCCSA

d. Are students making progress toward any non-academic goals established within its charter?

Students are making continuous progress towards arts integration which is one of our non-academic goals defined within our charter. Each year arts has increased to reflect more integration within the classrooms. Walking through our school, there is evidence of arts everywhere. Some examples include school walls painted with murals created by students, immigration reflections through art, illustrated habitat books, astronomy dioramas, songs related to integers, etc. As the years progressed, a greater effort to implement the arts within kindergarten has been developed. For example, students in kindergarten created a “Seasons Museum” in which they showcased each season using a variety of materials. Middle school students have also showcased their learning creating masks of various cultures. Outside of the classroom, students visited the Boston Museum of Science to support their science curriculum. One grade learned comparing and contrasting skills with different mediums by reading a book and watching a movie in the theater. Teachers and administration work collaboratively to implement highly motivating activities which result in motivating our students to continuously work towards progress in non-academic goals.

e. Are students making progress towards meeting or exceeding personally established goals set by the students? How are these measured or recorded? Please include data.

Over the past few years many students have worked towards meeting or exceeding personal goals in all areas of school. Although this goal setting has not been recorded in a formal manner, we do have several examples of goals.

We have a 7th grader who was having a large number of absences from school. After we met with the student and her mother, the student had a goal of coming to school each day (unless she was ill). Each day she made it into school, she colored a little flower and we put it up on an office mailbox. The growing bouquet was a nice visual for the student as to her progress and success.

We had a 6th grade student who had to miss some school due to fighting with another student on the playground at recess. This student set a goal for herself of avoiding future recess issues with the student in question. She thought of specific ways she could make it work on the playground. A number of weeks have since passed, and this student has been successful in her goal.

f. Describe the community services available on site.

There are a variety of services that are made available to Gate City Charter School for the Arts. One example includes an in-school field trip in conjunction with NH Opera House. They presented a consolidated Opera to grades 3-8. Another example is reaching out to neighborhood communities and businesses to host school functions such as talent shows, Open Mic nights, &

art walks. Gate City has reached out to former veterans to share their experiences during all school Community Meetings. Community Meetings is a gathering time where the entire school comes together to work towards a goal or an objective. Currently there are 2 outreach programs that are ongoing to build community. These programs include a sock drive as well as a toy drive for students who spend the holidays in the hospitals. Our 1st grade class also organized a community tissue drive that collected as many tissue boxes as possible to donate to Boston Children's Hospital. Students also look forward to take part in elective periods which consists of Teacher led Tai- Chi, Ultimate Frisbee, knitting, learning new languages, etc. Gate City realized the importance of parent participation within our school. A wonderful memory is the participation of students and parents to provide gifts (to include not only toys, but blankets, clothing and bedding) to a family who could not provide these items during the holiday season. Gate City continuously works towards creating a community within itself but also outreach to neighborhood community services.

4. Is the school sustainable?

As is the case with any new school, there have been many lessons learned and growing pains. With each of these the school has tried to grow, improve, and move forward. There have been fluctuations in enrollment as well as some staff turnover, particularly in years 1-3. Our fourth year in operation helped to stabilize the school. During that year, there was less staff turnover and far fewer fluctuations in enrollment. This stability encouraged the school and administration to look at and evaluate future plans more closely through the development of a strategic plan. Throughout all of these changes, the school has remained strong financially and educationally accountable. We continue to strive to improve and work towards our mission.

Little financial discussion or budget discussion. Provide a financial plan/discussion to demonstrate sustainability for the next 5 years.

For the past few years the school has benefitted from a contracted grant writer. She has brought in thousands of dollars into the organization. We will continue to use her as a resource. We are also looking at collaborating with other schools to seek out larger grants.

The school is looking at developing a few annual fundraisers that will bring in at least ten thousand dollars each. One of these would likely be a Gala auction. It is possible that the second would be a large-scale community event or an auction. The school has also been attempting to get on the list to become a recipient of casino revenue.

Lastly, we hope to engage more local businesses and large corporations to become sponsors of our school.

Gate City Charter School for the Arts has several goals and objectives for the next few years, these include:

- Capital Campaign

The school understands that in order to grow and prosper, it needs to decrease the amount of facility costs. Owning a building rather than paying commercial property rental rates and property taxes will reduce monthly overhead costs significantly. The school will create a committee to begin to seek out gifts and sponsorships for our capital campaign. The committee would ideally raise ten to fifteen thousand a year for the next four years. This would allow us to explore purchasing a building in 2023.

- Grants

The school currently contracts with a grant writer. It is our goal to be able to increase the amount allocated to working with this grant writer and also look for more strategic partnerships to help the organization have more access to funding. We would like to be able to raise 15-20,000 a year through grants.

More description needed. Please use other measures of sustainability, not just enrollment and staff turnover.

Gate City Charter School for the Arts will continue to be sustainable. Its sustainability will be dependent on the following factors:

- Sustained and increased funding from the state. We have created a budget dependent on continued per pupil payments. We have increase the amount 2% a year, based upon the current funding formula, with a 2.0% CPI adjustment for FY2020. This information was provided by the Office of School Finance at the NHDOE.
- Increased fundraising has been included in our budget planning, growing incrementally each year.
- The school also has a goal of more actively seeking grants through grants written by administration and by contracted grant writers.
- Healthy enrollment will be a major contributing factor to sustainability. We have budgeted conservatively, with budget numbers based on 174 over the next several year.
- We will continue our trend with conservative spending and fiscal accountability and ensure that our quarterly reports are available for public viewing.
- Teacher and staff retainment are huge contributing factors to sustainability. As a school on a limited budget, teacher retainment has been a challenge that the organization is aware of and working to improve.

No data, not recorded in a formal manner and little analysis to explain sustainability.

As evidenced in our binder that was submitted to the charter office. Our school has always maintained a healthy financial status. The school has zero debt and healthy enrollment. Fundraising and outside sources of income are an area that needs to be improved upon. Our budgets are created and based off of “worst-case scenarios.” Income projections are always on the conservative side.

A preliminary five year budget plan has been developed and will be used as a general resource as we budget for each year.

Financial plan over 5 years to keep school sustainable

See attached financial plan.

a. Does the school's governing board function effectively and in accordance with public meeting laws and regulations?

Yes, the school board meets monthly and in accordance with Robert's Rules of Order. The Board meets on the third Thursday of each month. An agenda is developed by the chair with input from members and is presented ahead of time for review. The meeting opens with a call to order and an opportunity for public comment. The Board adheres to formal procedures for discussion and voting. Meeting minutes are reviewed for accuracy and posted the following month.

b. Has the school established systems to manage operations efficiently?

The school has developed an extensive policy manual. It includes topics related to hiring processes, enrollment, and finances. Please see Policy Manual in the appendix. The school also has an employee manual and a school handbook outlining school expectations. From an operational standpoint, the school has been working hard to follow these policies and handle items accordingly. We utilize Google Docs and Google Drive to develop and share crucial documents. Our school information and reporting system is Sycamore. We have a finance manager, who logs financials in Quickbooks and we use a payroll company.

c. Are there systems in place to assure instructional quality?

Instructional quality is facilitated by teacher observation and evaluation by administrators, teacher self-evaluation and self-reflection, peer mentoring, portfolio and other documentation of student work, professional development, facilitation of pathways to certification, and furthering academic development.

Teachers compiled state standards and competencies this fall, studied them, and then designed new report cards based on these standards and competencies. In this way, teachers could focus on what needs to be learned, and reflect this learning in report card assessment.

The teacher evaluation form was also redesigned this year. It features narratives citing specific ways GCCSA teachers are meeting state teacher competencies. The teacher evaluation form also addresses future professional development and other specific resources teachers need. Teachers meet frequently with administrators to work out certification pathways and ways to further academic development. The teacher evaluation is a combination of administrator observation and teacher self-reflection. Administrator observation consists of many visits to every classroom. Classroom teachers often confer with administration on curriculum and class

projects, and they often invite administration into their classrooms to view special projects and student presentations. Student presentations often take multiple forms, as we believe strongly in diverse ways to show competency. For example, to show they understand homonyms, middle school students wrote poems, created art, designed dramas, composed songs, created posters, and recorded videos. GCCSA believes in documentation of student work, and the walls are filled with student projects and evidence of learning.

d. Has the school established an appropriate relationship with the local school district(s) to facilitate high quality services to those with special educational needs?

The school has continuously worked towards creating appropriate relationships with all districts they work with to help provide high quality services for students with special needs. On a daily basis, speech pathologists, occupational therapists, and physical therapist from local school districts can be seen providing services to students with special educational needs. In addition, Gate City Charter School for the Arts provides academic services for the goals presented on a student's IEP. Gate City Charter School for the Arts works collaboratively with all local school districts they service. An example is a meeting that took place with the Merrimack School District during the 2017-2018 school year which included, the Director of Special Education & Learning Resource Specialists from individual schools, to identify the needs stipulated on individual IEP's. Gate City also works collaboratively with local school districts to ensure that paraprofessional support is implemented with fidelity.

e. Are the physical facilities safe, clean, and suitable for the purposes of the school?

Gate City Charter School for the Arts is located at 7 Henry Clay Drive. It occupies the bottom floor of the building. There are 12 spaces in the building that are used as classrooms, as well as a larger community space, a cafeteria, and office. There is a grassy area that surrounds the building and the school has fundraised to put a playground outside. The school adheres to all safety and building code regulations and participates in regular health, fire, and safety inspections. There are visible exit signs and emergency evacuation maps. A significant cost is spent monthly to ensure that the building is properly cleaned and maintained. The administration ensures that the classrooms have acceptable space, furniture, and equipment for the number of students enrolled in the class.

f. Is the school emotionally safe for children and adults, free from bullying?

Safety measures are in place to maintain the emotional safety for all children and adults. In some cases students with severe emotional disabilities are provided with 1:1 paraprofessionals to ensure their daily emotional safety. GCCSA has increased the amount of staffing resources that can be provided to aid teachers in moments of crisis. As GCCSA has developed their

programming, they have increased the number of directors to include one specific for student services. Previous Directors have applied and have been approved for grant funding for school counseling. GCCSA has most recently hired a behaviorist to work with students in crisis and process social situations in a quiet space, away from peers. GCCSA has also trained staff in Responsive Classroom. This approach to teaching includes several strategies to help support students who may require additional social/emotional education. GCCSA has further educated staff on bullying awareness and school policies related to it. This policy includes direct & physical contact, social isolation & manipulation, as well as verbal assaults. All accusations of bullying are thoroughly investigated and taken seriously. Teachers have been provided with information through readings and videos to understand the impact of bullying and its behaviors. Appropriate action is taken once the determination has been made given individual situations.

- Please provide the school's bullying report for the past 3 years with a description about how the school reports on bullying incidents. This needs to be reported in annual reports and renewal reports. Please also provide the school's bullying procedures and identify what the school has done to put in a place a system to follow for incidents of bullying.

Any findings from previous administration prior to 2018-2019 were submitted to the Department of Education to this Director's knowledge. To this Director's knowledge, in 2017-2018 school year there is one on-going investigation of an alleged bullying incident. Per the Board of Trustee's knowledge of alleged incident, the Board mandated that new Administration review and create several documents for the 2018-2019 school year. They are as follows: updated definition of Bullying and Bullying Policy (which are attached), and a specific student curriculum for bullying prevention. A Bullying Task Force was created and includes school administration, school staff, parents, students, as well as the community Resource Officer from Merrimack, NH Police Department.

The new Director of Student Supports worked alongside the School Counselor to create an updated Bullying Policy to align with the RSA. Our Board of Trustees recently approved the Bullying Policy in February's Board meeting. In the updated Bullying Policy from 2019, it outlines timelines for investigating bullying, how the school reports bullying, and what should take place if alleged bullying is found to be true. The Bullying Task Force has reviewed several curriculums and has determined that there is one most appropriate as it focuses on individual grade levels. TIGER theatre from Plymouth State integrated arts into a presentation with audience participation. This presentation actively increased the awareness of empathy, resilience, standing up for your friends, and how to respond

g. Does the school have a viable financial plan to support its program?

The school's current financial plan is based on previous history with enrollment, fundraising, and donations as well as an understanding of expenses. It has also consulted with other charter schools locally to observe and understand their best practices related to finance. If trends continue, and the school continues its very conservative and cautious budgeting, the school will have just adequate financial coverage moving forward. In order to improve the resources, and strengthen the school to enable growth, more strategic planning and a committee dedicated to a capital campaign is necessary.

-Include fundraising in financial planning and the budget.

Grants, small and large scale fundraising have been included in the budget.

Page 32g: Financial plan over 5 years to keep school sustainable

A five year budget has been created based on sustained enrollment, a 2% increase in aid from the state annually, and incremental, realistic fundraising goals.

h. (For CSP Grant recipients only) If the school is receiving a CSP grant, please describe the continued operation of the school once the grant has expired.

i. Are there sufficient indications of continuing enrollment to sustain the school's program and meet its plans for growth?

Currently, the school is well enrolled at 170 students. The school has continued to have a healthy enrollment inquiry list, with a growing number of interested students. The school will continue to grow interest and attract new students with an active marketing plan, involvement in local community events, and press releases showcasing our student success.

j. Does the school employ teachers who meet state requirements for experience and/or certification?

The 2018-2019 school year shows 71% of our teachers with NH certification, with 65% certified in their assigned position. We have 88% of our teachers with NH certification and/or 3 years teaching experience. This last figure is an increase of 23% from last year.

k. Does the school demonstrate an ability to retain skilled and qualified staff?

Currently, the school still has one of its first year teachers. Over the past few years, the staff has been more consistent. Fifteen of seventeen total teachers from the 2017-2018 school year have continued on into the 2018-2019 school year.

l. Do parents report satisfaction with the school in the areas of academic programming, school/family interactions, and accurate and timely communication?

Often, families choose Gate City Charter School for the Arts because they support the mission of the school and its way of teaching. Parents are generally satisfied with the ability of the school to motivate the students academically and reach student needs. A renewed emphasis has been put on communications this year. We have made it a goal to ensure that families have several points of access for information GCCSA teachers use a variety of ways to communicate consistently with student families. Some classrooms send home a monthly newsletter. Others use Classdojo, a social media app for the classroom. Other teachers have class websites or blogs. Parents and families respond positively to communication from our teachers.

We host three “Celebration of Learning” events for families throughout the year, so that they can see and experience firsthand what their children are learning. These events are in addition to open houses and school concerts.

GCCSA uses “Remind” - a mobile messaging platform that gives teachers, families, and school staff the ability to instantly send a message to everyone. “Remind” messages range from lunch menu sign-ups to reminders of school events and happenings. Additionally, classroom teachers reach out to parents regularly with student specific questions and concerns.

Overall, parents have reported satisfaction with improvements in the area of communication. The school has also made efforts to keep close communication with parents regarding student progress, particularly if there are social, behavioral, or academic areas of concern.

m. Describe the work the school has done over the past year in the dissemination of best or promising practices and what the school intends to do to ensure it remains active in dissemination practices?

With the change in administration, and the newest Director of Operations having served many different roles in the school, including being a founding member, a parent, and a teacher, there has been much opportunity for reflection on best practices. When we think about disseminating best practices, we think about the practices that are institutionalized at our school and are driving results for our students. We aren't focused on our latest innovations, or things we are trying in hope that they will yield results, but rather on the practices that we have honed and are executing consistently. We then think about how we can document successful practices in a way that will make them realistic for another team to implement in their school. When we have a practice that yields results, and which can be replicated in a different school context and codified in a way that makes it actionable, we have met our goals for dissemination.

GCCSA actively participates in Founders' Academy's annual Best Practices conference for charter schools of New Hampshire. Each year our teaching staff attends the conference. GCCSA teachers share their practice of teaching core subjects through arts integration, and how students' social emotional competencies can be facilitated and increased through arts integration.

All of our teachers will attend the upcoming Annual Integrated Arts Conference at Plymouth State in January 2019. This conference will feature Social Emotional Learning (SEL) through hands-on, cognitive power of the arts. Participants will "learn how to incorporate and integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges through the arts." Our school was invited to be on a discussion panel for this conference.

The school recognizes the need to share best practices. We frequently share our successes through social media and/or press releases. We are always available to discuss our programs with families, the larger community, and businesses. We have three Celebrations of Learning each year, showcasing our student work for the families and the community.

It would be ideal if charter school administrators and teachers could meet quarterly to share ideas and practices. It is the goal of our administration to begin to help facilitate this happening in the charter school community.

Most recently, our Director of Curriculum and Instruction, Betty C. Mulrey, Ed.D, was invited to serve on a panel at Plymouth State University during their 24th Annual Integrated Arts Conference in January 2019. Betty also gave a presentation to conference attendees on social problem solving using "third-party puppetry" and the arts, for use in schools and for families.

Additionally, one of our teaching faculty members, Mary Ellen Wessels, M.Ed, presented a session at the Best Practices conference held at Founders Academy in March 2019. Mary Ellen gave an Arts Integrated Overview showing how the arts

Share Best Practices – need to develop a plan for this. Going to the Best Practices conference is receiving information, not sharing, unless you are presenting.

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Additionally, one of our teaching faculty members, Mary Ellen Wessels, M.Ed, presented a session at the Best Practices conference held at Founders Academy in March 2019. Mary Ellen gave an Arts Integrated Overview showing how the arts can be integrated into curriculum and instruction, including how to enhance teaching and learning with music, theater, dance, and the visual arts. She also presented examples of how to map the National Core Arts Standards to standards in other subject areas. In addition to her presentation at Founders Academy, Mary Ellen took an extensive Visual Teaching Strategies (VTS) workshop and then presented key elements of this workshop to our school staff last fall.

Our third grade teacher is in the process of preparing presentations on Danielson's Framework for Teaching as well as the connection of academic standards to arts standards

Our school was chosen as one of the sites hosting public "Listening Sessions," a first step in a state initiative for gaining input from stakeholders in regard to revising NH student art standards.

We look forward to continued sharing of our best practices with both the charter school and the larger community.

5. Current Status of the Board of Trustees

a. Have there been any changes in the membership of the board of trustees?

Yes, there have been several changes to the schools' initial Board of Trustees, with only one original board member remaining. Board of Trustee terms are three years with officers being elected every year. Currently, we have a seven member board comprised of four parents and three outside community members. Board recruitment has been a challenge, as the school understands the need to have not only parents on the board of trustees, but members of the larger community as well.

b. Have there been any changes in the Board of Trustees methods of operation or amendments to the by-laws?

Yes, in 2016, the Board of Trustees did vote to make some changes to their committees and a handful of other items.

c. Have there been any recusals made by Board of Trustees' members?

Yes, there have been recusals from voting based on conflict of interest. One example that stands out was a board member recused himself from voting to accept the hiring of his wife to the Director of Operations position.

6. Student Data

a. What is the percentage of students who were either promoted to the next grade level or graduated from high school?

Gate City Charter School for the Arts has had two graduating classes. Both groups had one hundred percent of students promoted to high school. The first graduating class was June 2017 which had twenty graduates. The 2018 graduating class had ten students. In total over the four years the school has promoted most students. There have been six students that have been retained.

b. What is the attendance rate of pupils enrolled at the school as reflected in the school's average daily membership?

| GCCSA Attendance | | | | |
|------------------|----------|------------|-----------|----------------------|
| School Years | School % | District % | Student # | Grades in Attendance |
| 2014-15 | 97.5 | 97.5 | 138 | K-6 |
| 2015-16 | 97.5 | 97.5 | 156 | K-7 |
| 2016-17 | 92.9 | 92.9 | 174 | K-8 |
| 2017-18 | 92 | 92 | 154 | K-8 |
| 2018-19 | 94.4 | N/A | 169 | K-8 |

c. What is the number of incidents that occurred on the school grounds and that required the intervention of local, state, or federal law enforcement?

During the current school year, the police have been contacted three times. One incident was for a student with a medical crisis, one was for assistance related to a domestic concern, and the third was a precautionary call when a person not known to the school requested entry through exterior back door. To the current administrator's knowledge there had been three prior calls to local law enforcement, one was related to disturbing graffiti. Another incidence was a result of a student bringing a large amount of cash into the building. The third was for an injured student to be assessed by EMTs.

d. What is the number of incident reports prepared under RSA 126-U:7?

There have been zero incident reports prepared under RSA 126-U:7.

e. What is the number of substantiated incidents of bullying as identified in RSA 193-F:6?

There have been zero substantiated incidents of bullying as identified in RSA 193-F:6.

Please provide the school's bullying report for the past 3 years with a description about how the school reports on bullying incidents. This needs to be reported in annual reports and renewal reports. Please also provide the school's bullying procedures and identify what the school has done to put in a place a system to follow for incidents of bullying.

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In the Appendix to this document is the recently updated Bullying Policy.

| Chartered Public School Renewal Rubric | | | |
|--|--|--------------------------|--------------|
| Name of Charter School: Gate City Charter School for the Arts | | | |
| Date: January 2, 2019 | | | |
| Evaluation Results Recommendations | Approved | Approved with Conditions | Revoked |
| School Details | Complete | Mostly Complete | Not complete |
| Comments | <p>Gate City has demonstrated its commitment to the ethos which makes Charter school such a vital element of public education in New Hampshire. As with all areas of education, Gate City is constantly evolving and diligently working towards improving its student's experiences in learning and social responsibility to each other and the community. It has been able to recognize the areas in which it needs to further develop and those which are working effectively. The Trustees, staff, students and parents all share in the vision to make City Gate an outstanding educational institution.</p> | | |
| Standards for Evaluation | | | |
| Level of Achievement | Description | | |
| <i>Exceeding</i> | <i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i> | | |
| <i>Meeting</i> | <i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i> | | |
| <i>Approaching</i> | <i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i> | | |

| Not Meeting | <i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i> | |
|--|---|--|
| I. Charter School Renewal Application | | |
| Level: E, M, A, N | Criteria | Comments |
| A-M | A1. Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals | <p>The school has consistency demonstrated its commitment to its Mission and progress towards its academic, programmatic and organizational goals. The school still has considerable progress to make in reaching its academic goals, as achievement data is lower than state averages in some areas, but improvements in programmatic areas have been implemented to address student performance data.</p> <p>No measurable objectives, fidelity measures or a timeline for meeting goals in strategic plan has been included, and this is an area for improvement.</p> |

| | | |
|-----------------|---|--|
| <p>M</p> | <p>B1. Enrollment and projected growth of student body for the next 3 years</p> | <p>2018-19 there are 168 students enrolled. The school has a plan to increase its student numbers to 180 in the next few years it has identified that to move on from its designated maximum (180) the school will have to move to new premises. This is an integral part of their ten year plan which they have just completed year five. They are aware that any significant additional student enrolment will result in significant additional expenditure and therefore will only commit to expansion when their business model shows it is viable.</p> |
| <p>M</p> | <p>B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.</p> | <p>The school has focused on revising their curriculum and instruction to reflect more closely the differing learning styles of the students. The school has developed over the past five years and has increased the number of grades served from 1st to 4th in shared grade class instruction to one class per grade up to eighth grade. The school has implemented a multi-tiered system of support to meet the needs of a diverse population of learners, included social-emotional education, differentiation, the hiring of a guidance counselor and a 3-tiered management system to support students, administrators and teachers</p> |
| <p>M</p> | <p>B3. Technology Programs</p> | <p>The school has embraced technology as a learning and teaching portal with students having access to Chromebooks, I-pads, computer, with the intention that all students are able to function effectively in the digital world.</p> |

| | | |
|---|--|--|
| <p style="text-align: center;">A</p> | <p>B4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.</p> | <p>The data and analysis presented was inadequate to clearly understand the progress made over time. However, with a new data management system in place, teachers are able to track student progress and use the data to inform instruction on a more personalized level in order to meet the specific needs of individual students.</p> |
| <p style="text-align: center;">M</p> | <p>B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement</p> | <p>The school is a proactive member of the community that it serves. This has been demonstrated in the programs it has undertaken. These activities included a science fair, fall festival, celebrations of learning and school open houses. Alongside these activities the students are encouraged to make their own community service contributions. The school understands that as a servant of the community their engagement with the community is crucial. Therefore the school is developing a number of initiatives which they expect will reinforce their relationships with all of their stakeholders.</p> |
| <p style="text-align: center;">M</p> | <p>B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability</p> | <p>Parent organization engages in fundraising and the school has a part time professional grant writer to raise needed funds. The school acknowledges the need for a solid fundraising plan and intends to organize this. Plans to grow student enrollment and provide additional support to teaching staff are indicators of sustainability.</p> |
| <p style="text-align: center;">M</p> | <p>B7. New Hampshire Charter School Accountability Plan</p> | <p>Submitted each year. Most of the requirements for the accountability report are included. The DOE's new template</p> |

| | | |
|----------|--|--|
| | | will help to ensure that all accountability requirements are met. |
| M | <p>B8. Budget: <i>Attach Proposed budget for the following year</i></p> <p>a. Budget Narrative <i>How the school will use public funds</i></p> <p>b. A detailed description of the specific school board’s reasoning for allocating funds</p> | <p>The school has provided both a 2018/19 budget and a projected budget for 2019/20. It appears that the school is able to manage its revenues effectively and is generally able to post a surplus, which is added to the schools reserves. The budget statement demonstrates how the school shall be utilizing its public funding. The schools board of trustees has financial oversight and approves or denies requested expenditures upon assessment of each request. The team of three senior administrators undertakes the day-to-day financial management of the school.</p> |
| M | <p>B9. Efforts to disseminate successful/best practices</p> | <p>The school actively pursues opportunities to engage with all agencies that have the same or similar goals and objectives. They are members of the NH PCS alliance and attend the Charter School best practices conference each year.</p> |

| | | |
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| Part 3: <u>Affirmative Evidence</u> | | |
| From the answers to questions and evidence: data, charts, diagrams, etc. | | |
| Level: E, M, A, N | Criteria | Comments |

| | | |
|-----------------|---|---|
| <p>M</p> | <p>1. Is the school making progress toward achieving its mission?</p> | <p>The school has demonstrated its ongoing commitment to continually developing its ability to deliver on its mission statement.</p> |
| <p>M</p> | <p>2. Is the charter school responsibly using public funds?</p> | <p>Yes, the quality and frequency of the financial reports generated by the school are fully compliant with State requirements.</p> |
| <p>A</p> | <p>3. Is the charter school promoting student attainment of expected knowledge and skills?</p> | <p>The school is working towards further developing a curriculum that meets the academic needs of all its students. This is targeted on both the English and Math areas.</p> |
| <p>M</p> | <p>4. Is the school sustainable?</p> | <p>The school is well managed has a defined plan for growth of student numbers, and sound financial management . A possible constraint would be the inability of the school to put into effect its plan to move into larger premises within the next five years.</p> |
| | <p>5. Current Status of the Board of Trustees Ed 318.16(a)</p> | <p>There are currently seven active trustees on the board at Gate City Charter School. They are fortunate to have as their Chair an educator with long standing experience of the charter school environment as both a teacher and latterly as a N.H State representative with a particular involvement in Charter Schools. This experience is ideally suited to promote sound governance and guide the other trustees and the school administration. The Chair is well supported by the other trustees who bring a broad range of skills and experience to the board. The school should consider what actions they can take to reinforce the Board of Trustees with additional parent members, members of the local business community, and if</p> |

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| | | possible, individuals who have or have had educational experience. |
| A | 6. Student Data and Analysis | Data has been included but improvements in data collection, analysis, management and use has been implemented. |

| Part 4: <u>Policy/ Procedure Development</u> | | |
|---|--|-----------------|
| ✓ Upon Review | | |
| ✓ | Policies | Comments |
| ✓ | Records Retention pursuant to RSA 189:29-a | |
| ✓ | Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29. | |
| ✓ | Sexual Harassment, as detailed in ED 303.02 (j) and (k). | |
| ✓ | Pupil Safety and Violence Protection, pursuant to RSA 193-F | |
| ✓ | Limited Uses of Child Restraint Practices, pursuant to RSA 126-U | |
| ✓ | Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI. | |
| ✓ | Due Process, pursuant to RSA 194-B:8 | |

| II. Charter School Onsite Visit | | |
|---|---|-------------|
| Part 1: <u>Documentation, Updated Forms Review</u> | | |
| ✓ Upon Review | | |
| <u>Documentation</u> | | |
| ✓ | Criteria | Comments |
| N/A | Revised Charter Application (approved by the SBE) | |
| ✓ | Renewal Application | |
| ✓ | Master Class Schedule | |
| ✓ | List of Board of Trustees | |
| ✓ | School Organizational Chart | |
| ✓ | Academic Year Calendars (4 - 5) | |
| ✓ | Sample Report Card | For KG only |
| ✓ | List of Staff Members and Qualifications | |
| ✓ | Annual Charter Accountability Documents, (4 | |

| | | |
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| | - 5 years) | |
| ✓ | Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached | |
| X | Yearly Independent Financial Audits | Past 4 years included. Missing 2017/18 Annual Financial Audit. Letter received from auditing firm stating it is in the process of completion. |
| ✓ | Board of Trustees Meeting Minutes | Online and 2017/18 included in Binder |
| ✓ | Quarterly Financial reports (4 – 5 years) | |
| ✓ | Charter School By-laws | |
| ✓ | School Policies | |
| ✓ | List of Curriculum, Assessments Tools and current Instructional Practices | This document has been updated and submitted |
| ✓ | Parent/Student Handbook | |
| ✓ | Staff Handbook | |
| | Outstanding Charter Accountability documents | 2017/18 Audit |
| ✓ | Student portfolios and/or student work samples | |
| <u>Updated Forms</u> | | |

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| ✓ | Certificate for Occupancy | |
| ✓ | Fire Inspection Certificate | |
| ✓ | Building Safety Inspection | |
| ✓ | Health Inspection | |
| ✓ | Insurance Certificate | |
| X | Financial Audit | In the process |

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| Part 2: <u>Focus Group Interviews</u> | | |
| a) <u>Families, Parents, Guardians</u> | | |
| Number present: | | |
| Level: E, M, A, N | Criteria | Comments |
| M | 1. Is the school making progress toward achieving its mission? | Parents and families are satisfied tat the school is committed to its mission – evidenced in the seamless integration of the arts into all curricular areas. Feel students are academically challenged and successful. Parents spoke about the significant changes in their children’s motivation, interest and enjoyment of leaning. |
| M | 2. Is the charter school responsibly using public funds? | Yes, the school uses its funds very wisely. They hired a guidance counselor to teach social and emotional education |

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| | | because they identified a need. They purchased a new math curriculum and a data management system because they student were not performing to the school’s expectations. They also have 3 directors to ensure the teachers and students are supported and the school has strong management. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | The school supports not only high achievers and middle of the road students, but also those who are struggling, with Title I and Special education support. They are able to meet the needs of all the students. Parents are satisfied with students’ achievement and skill attainment in all curriculum areas and feel they are making good progress on their strategic plan and goals to improve the program. |
| M | 4. Is the school sustainable? | The school delivers what it advertises. Parents were all satisfied with their children’s progress and well-being, and their children will continue to attend. Some concerns with teacher and administrator turnover – can be somewhat disruptive for the children, as the school values building strong relationships. |

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| b) <u>School Leadership: Directors, Principals</u> | | |
| Number Present: | | |
| Level: E, M, A, N | Criteria | Comments |
| M | 1. Is the school making progress toward achieving its mission? | Yes, recent PDs on arts integration and differentiation which are already being implemented. A Social emotional learning curriculum has been implemented. Students thrive in a safe community-centered environment that celebrates diversity and |

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| | | promotes creative expression and critical thinking. |
| M | 2. Is the charter school responsibly using public funds? | Yes, able to cover all expenses with a limited budget. Provide resources...budget decisions are always made with student interests and needs in mind |
| A | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Yes, vastly improved with new curriculum and data management program to track student performance to inform small and large scale instructional decisions |
| M | 4. Is the school sustainable? | <ul style="list-style-type: none"> • Future plans for new building purchase • Increasing students enrollments • Strategic plan and goal setting • Sound financial management • Cohesive and engaged board • Teacher PD and Evaluations |
| M | 5. Current Status of the Board of Trustees | Strong supportive board for governance and oversight but do not get involved in the day-to-day operations of the school unless requested. |
| M | 6. Student Data | <ul style="list-style-type: none"> • Majority curricular areas are meeting or exceeding state averages • Acknowledge some deficiencies in academic performance but have created and implemented a strategic plan to address these areas • Have purchased researched –based curriculum assessment and data management programs with evidence of effectiveness |

c. Board of Trustees
Number Present:

| Level: E, M, A, N | Criteria | Comments |
|----------------------|---|---|
| M | 1. Is the school making progress toward achieving its mission? | <ul style="list-style-type: none"> • Very positive feedback from parents and students • Many changes made to structures • Following strategic plan, goals and objectives • Modifications to curriculum and instruction in order to grow within the mission of the organization |
| M | 2. Is the charter school responsibly using public funds? | <ul style="list-style-type: none"> • Effective and diligent board oversight, sound decision making with regards to school finance and governance |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | <ul style="list-style-type: none"> • Board is satisfied with student academic performance, feel they are successfully meeting the academic needs of all students. Lower math and ELA grades are showing strong growth and improvement • arts program Integrated into academics = increased enjoyment = increased knowledge and performance = increased confidence |
| M | 4. Is the school sustainable? | <ul style="list-style-type: none"> • Rigorous recruiting efforts • 3 Tiered management structure • Cohesive board that makes sound, informed financial and governance decisions • Committed to supporting school and community • Teacher and Administrator evaluations to ensure high quality performance • Plans to purchase school building |
| M | 5. Current Status of the Board of Trustees | 7 members, looking for more community members from the business world. We provide Board Member Training. |

| d. <u>Students</u> | | |
|------------------------------|--|---|
| Number Present: | | |
| Level: E, M, A, N | Criteria | Comments |
| M | 1. Is the school making progress toward achieving its mission? | Yes; <ul style="list-style-type: none"> • Many options to integrate the arts in all our classes – drama, music, visual • Lots of movement in classes to work on projects, to explore to work in groups • Creative and unique electives |
| M | 2. Is the charter school promoting student attainment of expected knowledge and skills? | . Yes: <ul style="list-style-type: none"> • Can work at our own speed • Have extra support when needed • Always encouraged to to our best • Interesting classes and teachers keep us engaged, motivated and happy |
| M | 3. Is the school sustainable? | Most of the students come back every year because they love the school, the people the work and the program. Small knit community where we all feel safe and valued. |

| e. <u>Instructional Staff</u> | | |
|--------------------------------------|-----------------|-----------------|
| Number Present: | | |
| Level: E, M, A, N | Criteria | Comments |

| | | |
|-----------------|---|--|
| <p>M</p> | <p>1. Is the school making progress toward achieving its mission?</p> | <p>Yes:</p> <ul style="list-style-type: none"> • Solid support from administrators – they are very active and engaged in all school activities and events • Collegial interactions and collaborations • Everything we do reflects our commitment to the mission and goals. • Whole school PD at PSU on arts integration |
| <p>M</p> | <p>2. Is the charter school responsibly using public funds?</p> | <p>Yes:</p> <ul style="list-style-type: none"> • Funds are spent wisely on resources, curriculum and PD • Well managed budget and expenditures |
| <p>M</p> | <p>3. Is the charter school promoting student attainment of expected knowledge and skills?</p> | <p>Yes:</p> <ul style="list-style-type: none"> • Improved curriculum and resources • Better tracking of student progress In order to provide differentiated learning and personalized support • Weaknesses in Math and reading in lower grades are expected and beginning to show significant growth this year as a result of changes to curriculum, assessments and data collection and analysis • Support provided where and when needed • Creative process is aligned with academics |
| <p>M</p> | <p>4. Is the school sustainable?</p> | <p>Yes:</p> <ul style="list-style-type: none"> • Quality PD provided • Curriculum and Instruction support by curriculum director • Improvement made with new curriculum and, assessments and data gathering tools |
| <p>A</p> | <p>5. Student Data</p> | <p>Will be much more accessible and useful to inform instruction with the implementation of iReady and curricular program-based assessments.</p> |

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| <p>Commendations</p> | <ul style="list-style-type: none"> • Commitment and dedication of staff to the mission and goals of the school • Successful arts integration model • Addition of Guidance Counselor and implementation of social emotional curriculum • Overall satisfaction and appreciation of program and teachers by parents and students • Ability of board and administrators to identify needs and prioritize meeting those needs • Development of Strategic Plan |
| <p>Concerns</p> | <ul style="list-style-type: none"> • Turnover in teaching staff and administrators • Not meeting state grade level proficiency standards |
| <p>Recommendations</p> | <ul style="list-style-type: none"> • Develop a system to collect and analyze data to create reports on student, subject and grade level performance • Create measurable objectives, fidelity measures and a timeline for meeting goals in strategic plan • Research successful fundraising models and develop plan • Focus additional time and resources on mathematics to meet proficiency standards |
| <p>Name of Reviewer</p> | <p>Jane Waterhouse, NHDOE Charter School Administrator</p> |
| <p>Contact Details</p> | <p>Jane.Waterhouse@doe.nh.gov 271-6813</p> |

Chartered Public School Renewal Rubric

Name of Charter School: Gate City Charter School

Date: December 19, 2018

| | | | |
|---|----------|--------------------------|--------------|
| Evaluation Results Recommendations | Approved | Approved with Conditions | Revoked |
| School Details | Complete | Mostly Complete | Not complete |

Comments

Standards for Evaluation

| Level of Achievement | Description |
|-----------------------------|---|
| Exceeding | <i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i> |
| Meeting | <i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i> |
| Approaching | <i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i> |
| Not Meeting | <i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i> |

I. Charter School Renewal Application

| Level: E, M, A, N | Criteria | Comments |
|----------------------|--|--|
| M | <p>A1. Cover Letter with:</p> <ul style="list-style-type: none"> ● Mission Statement (changes highlighted) ● Goals, ● Progress made towards Academic, Programmatic and Organizational Goals | <p>The school addressed each of these areas completely.</p> |
| M | <p>B1. Enrollment and projected growth of student body for the next 3 years</p> | <p>The school is expecting some growth, but has the capacity to absorb expected student numbers.</p> |
| M | <p>B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.</p> | <p>None that were cited for this purpose.</p> |
| M | <p>B3. Technology Programs</p> | <p>.Adequate technology is available for students.</p> |
| M | <p>B4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.</p> | <p>The school has tended to be somewhat below the state average on the state assessments. Although, in the most recent assessments, the school was well above the state average in grades 6, 7, and 8 in ELA. Some additional work in gathering and disseminating the data is recommended.</p> |

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| M | B5. Current stakeholder involvement and future plans for increasing stakeholder involvement | The school showed evidence of good stakeholder involvement and increasing this in the future was discussed. |
| M | B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability | The school's ADM and Board is aware of this need. There is a plan to address funding raising activities with an eye toward the purchase of a building for the school. |
| M | B7. New Hampshire Charter School Accountability Plan | The school finance committee meets once or twice a month |
| M | B8. Budget: Attach Proposed budget for the following year a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds | The budget is appropriate. It is clear how the funds are used to support the school's programs for students. |
| M | B9. Efforts to disseminate successful/best practices | There are a number of successes at the school that are shared out through a variety of media and events. |

Part 3: Affirmative Evidence

| | |
|---|-----------------------------------|
| From the answers to questions and evidence: data, charts, diagrams, etc. | |
| Level: E, M, A, N | Criteria Comments |

| | | |
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| E | 1. Is the school making progress toward achieving its mission? | The school has only been in existence for four years, but it has made significant progress in achieving an arts-centric program. |
| M | 2. Is the charter school responsibly using public funds? | Yes, the school is well managed and is providing its students with a quality education. There are monthly meetings of the finance committee. There is an outside audit of funds. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Yes, classroom visits, interviews with parents and students, and assessment results indicate this. |
| M | 4. Is the school sustainable? | Based on current enrollment, yes. |
| M | 5. Current Status of the Board of Trustees Ed 318.16(a) | Board status is indicated. |
| M | 6. Student Data and Analysis | Data is present. Some analysis is indicated. |

Part 4: Policy/ Procedure Development

| | | |
|---------------|--|-----------------|
| ✓ Upon Review | | |
| ✓ | Policies | Comments |
| ✓ | Records Retention pursuant to RSA 189:29-a | |
| ✓ | Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29. | |
| ✓ | Sexual Harassment, as detailed in ED 303.02 (j) and (k). | |

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| ✓ | Pupil Safety and Violence Protection, pursuant to RSA 193-F | |
| ✓ | Limited Uses of Child Restraint Practices, pursuant to RSA 126-U | |
| ✓ | Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI. | |
| ✓ | Due Process, pursuant to RSA 194-B:8 | |

II. Charter School Onsite Visit

Part 1: Documentation. Updated Forms Review

✓ Upon Review

Documentation

| | Criteria | Comments |
|---|---|----------|
| ✓ | Revised Charter Application (approved by the SBE) | |
| ✓ | Renewal Application | |
| ✓ | Master Class Schedule | |
| ✓ | List of Board of Trustees | |
| ✓ | School Organizational Chart | |
| ✓ | Academic Year Calendars (4 - 5) | |

NHDOE CPS RENEWAL

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| ✓ | Sample Report Card | |
| ✓ | List of Staff Members and Qualifications | |
| ✓ | Annual Charter Accountability Documents, (4 - 5 years) | |
| ✓ | Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached | |
| ✓ | Yearly Independent Financial Audits | |
| ✓ | Board of Trustees Meeting Minutes | |
| ✓ | Quarterly Financial reports (4 – 5 years) | |
| ✓ | Charter School By-laws | |
| ✓ | School Policies | |
| ✓ | List of Curriculum, Assessments Tools and current Instructional Practices | |
| ✓ | Parent/Student Handbook | |
| ✓ | Staff Handbook | |
| ✓ | Outstanding Charter Accountability documents | |
| ✓ | Student portfolios and/or student work samples | |
| Updated Forms | | |
| | | |

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| | | |
| | | |
| ✓ | Health Inspection | |
| ✓ | Insurance Certificate | |
| ✓ | Financial Audit | |

Part 2: Focus Group Interviews

a) Families, Parents, Guardians

Number present:

| Level: | Criteria | Comments |
|-------------------|--|---|
| E, M, A, N | | |
| E | 1. Is the school making progress toward achieving its mission? | Each of these groups indicated extreme satisfaction with how the school is approaching its mission. |
| M | 2. Is the charter school responsibly using public funds? | Yes. There was no indication from these sessions to the contrary. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Yes, all groups expressed satisfaction with student academic growth and well being. |
| M | 4. Is the school sustainable? | Strong support and understanding of the need to grow the size of the student population. |

| b) <u>School Leadership: Directors, Principals</u> | | |
|---|--|--|
| Number Present: | | |
| Level: | Criteria | Comments |
| E, M, A, N | | |
| E | 1. Is the school making progress toward achieving its mission? | There is strong evidence the focus of the leadership is squarely on the school's mission. |
| M | 2. Is the charter school responsibly using public funds? | Yes, the funds that are available is being used correctly to support the work of the school. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Yes, there is an awareness of how the students are performing and some adjustments such as the change in the math curriculum have been made. |
| M | 4. Is the school sustainable? | Yes |
| M | 5. Current Status of the Board of Trustees | No concerns discussed or discovered. |
| M | 6. Student Data | The leadership team needs to ensure this is shared with all stakeholders appropriately, especially the teachers. |

| c. <u>Board of Trustees</u> | |
|------------------------------------|--|
| Number Present: | |
| | |

| Level: E, M, A, N | Criteria | Comments |
|------------------------------------|--|--|
| E | 1. Is the school making progress toward achieving its mission? | As with the other groups, this is a strong area. |
| M | 2. Is the charter school responsibly using public funds? | All indications are it is. |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | .Yes |
| M | 4. Is the school sustainable? | Yes |
| M | 5. Current Status of the Board of Trustees | It appears the Board is properly constructed. There are individual on the Board who have needed areas of interest/expertise. |

d. Students

Number Present:

| Level: E, M, A, N | Criteria | Comments |
|------------------------------------|--|--|
| E | 1. Is the school making progress toward achieving its mission? | It was clear from our interviews that the students are very pleased with how the school is constructed, and it is meeting their expectations and the school mission. |
| E | 2. Is the charter school promoting student attainment of expected knowledge and skills? | The students indicated the school was exceeding their academic expectations and goals. They felt they were doing |

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| | | even better than they expected when they started at the school. |
| M | 3. Is the school sustainable? | Based on the student interviews and their satisfaction with the school, yes. |

| e. <u>Instructional Staff</u> | | |
|--------------------------------------|--|--|
| Number Present: | | |
| Level: E, M, A, N | Criteria | Comments |
| E | 1. Is the school making progress toward achieving its mission? | As with the other groups, the teachers were very pleased with how the school is delivering programs for the students based on the school's mission of arts-centered education. |
| M | 2. Is the charter school responsibly using public funds? | Yes |
| M | 3. Is the charter school promoting student attainment of expected knowledge and skills? | The teaching staff generally expressed confidence that most students were learning at expected levels. |
| M | 4. Is the school sustainable? | No indication from this group it is not. There seems to be stability in the teacher staff with not so many teachers coming and going that would point toward a sustainable school. |
| M | 5. Student Data | Some discussion of student data. ADM and teachers are encouraged to continue to work with student data including non-standardized testing data. |

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| | <p>There is a strong belief among the stakeholders this school is meeting its mission.</p> <p>The students in particular seemed to feel valued and appreciative of the work of the teachers.</p> <p>The addition of a school counselor to address the social and emotional needs of students is noted.</p> <p>State assessment scores were very high in grades 6,7, and 8 in ELA.</p> <p>There seems to be stability in the teaching staff, and that is very good for the students.</p> <p>The new Administrative structure seems to be working well.</p> <p>The Board is committed and active in providing support and direction of the school.</p> |
| <p>Recommendations</p> | <p>Continue to collect and study various student performance data to strengthen the math and reading ability of the students.</p> <p>Plan ahead as the school expands for possible relocation to a larger facility.</p> <p>Work with high schools to ensure a smooth transition for students.</p> <p>Although as noted above, math and reading are important, keep the focus on using the arts to create a life-long love of learning as stated in the mission.</p> |

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| <p>Name of Reviewer</p> | <p>Steven L. Nilhas</p> |
|--------------------------------|-------------------------|

NHDOE CPS RENEWAL

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| Contact Details | 603-444-5215 snilhas@littletonschools.org |
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| Chartered Public School Renewal Rubric | | | |
|---|--|---------------------------------|--------------|
| Name of Charter School: | | Gate City Charter School | |
| Date: | | 12/18/18 | |
| Evaluation Results Recommendations | Approved | Approved with Conditions X | Revoked |
| School Details | Complete | Mostly Complete X | Not complete |
| Comments | <p>With so many drastically new changes to the program and delivery model in the last few months, it is this evaluators opinion that it is too soon to make a definitive decision on full approval or not. Many changes in recent months seem to be positive, and with that consideration, the approval of operation should go forward with the condition that they can produce measurable goals and outcomes over the next five years. With clear direction from school wide goals, there will be a better understanding of the program's performance and whether it is making meaningful impact on student performance or not. At this time, it is not clear or evident to this evaluator due to the lack of measurable goals (SMART).</p> | | |
| Standards for Evaluation | | | |
| Level of Achievement | Description | | |
| <i>Exceeding</i> | <i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i> | | |
| <i>Meeting</i> | <i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i> | | |

| | | |
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| Approaching | <i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i> | |
| Not Meeting | <i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i> | |
| I. Charter School Renewal Application | | |
| Level: E, M, A, N | Criteria | Comments |
| A | <p>A1. Cover Letter with:</p> <ul style="list-style-type: none"> ● Mission Statement (changes highlighted) ● Goals, ● Progress made towards Academic, Programmatic and Organizational Goals | <p>Mission is clear and concise with solid guiding principle and vision to support it. Nicely done.</p> <p>However, in this evaluators opinion, the goals were not measurable. How do you know you have achieved the goals? How can you track progress? For example, what was the goal in changing the math curriculum? Was it to increase students ability in a specific area such as calculation or application?</p> <p>An example of a measurable goal may have been “Objective 2 for Instruction - By June 2018, GCCS administration and staff will implement, measure and analyze student data, at a minimum of three times per school year, as evidenced by staff records on individual student assessment data.”</p> |

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| | | <p>Some things were clear such as</p> <p>With that being said, a lot of positive change has been made in the last year. That was evident when meeting with staff, board and administration. However, the long term impact is unknown as there were so many new changes as compared to year 1-4.</p> |
| M | B1. Enrollment and projected growth of student body for the next 3 years | <p>Enrollment has stayed pretty consistent for the first 5 years of operation.</p> <p>The project hitting 180 (max capacity) over the next few years.</p> |
| M | B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment. | GCCS staff made changes to their program as a result of increased enrollment. They went from combined grade level classrooms to single grade level classrooms. |
| M | B3. Technology Programs | Sufficient access to devices and programs. (ie; chromebooks, ipads, RazKids, A-Z online leveled readers). |
| N | B4. Academic Attainment: Assessment of the charter school’s attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels. | The charter application “stated” they analyzed the data and made changes. There was no explanation of proficiency level increased or decreased and how they used it to make programmatic changes. At least it was unclear to this evaluator. |

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| | | <p>Despite asking follow up questions, the team did not answer the question correctly.</p> <p>Goals and changes made to/for the school should be based on the data analysis. This was not clear in the report. They had a lot of great things they list or state that they do or have access to, but it was unclear what the actual impact it has was. And there was no chart-able data available anywhere.</p> |
| M | B5. Current stakeholder involvement and future plans for increasing stakeholder involvement | Clear that stakeholders participate in the community building and activities such as Celebration of Learning. The volunteerism from parents and community was evident and strong. |
| A | B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability | <p>The parent group clearly helps in fundraising efforts (5K, boxtops, etc). They also have hired a grant writer to help secure grants from outside sources over the past two years.</p> <p>It was unclear on how they plan on addressing sustainability in the area of fundraising. This is a large part of being a non-profit charter school as one can not rely solely on the state adequacy funding to meet all expenses. Is it clear what the fundraising minimum needs</p> |

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| | | <p>to be each year to meet operating expenses? Does the current budget sustain future operation increases (ie raises and rent increases)?</p> <p>After follow up, they gave event ideas, but it is not clear what the amount needed to be raised year over year is to make up any deficits.</p> |
| N | <p>B7. New Hampshire Charter School Accountability Plan</p> | <p>This evaluators understanding of the NH Charter School Accountability Plan includes Health inspections, proof of board minutes, annual progress reports, etc.</p> <p>There was no evidence supplied. At least not available to this evaluator.</p> |
| A | <p>B8. Budget: <i>Attach Proposed budget for the following year</i></p> <p>a. Budget Narrative <i>How the school will use public funds</i></p> <p>b. A detailed description of the specific school board's reasoning for allocating funds</p> | <p>(no attached budget found)</p> <p>Narrative regarding how they use public funds was acceptable. Board's reasoning and allocation of funds is sound.</p> |
| M | <p>B9. Efforts to disseminate successful/best practices</p> | <p>This was found to be sufficient and appropriate.</p> |

| Part 3: <u>Affirmative Evidence</u> | | |
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| From the answers to questions and evidence: data, charts, diagrams, etc. | | |
| Level: E, M, A, N | Criteria | Comments |
| N | 1. Is the school making progress toward achieving its mission? | <p>Where is the evidence? Data? Chart?</p> <p>Again, comments about great things they have implemented but not in measurable terms.</p> |
| M | 2. Is the charter school responsibly using public funds? | <p>Finance committee minutes are available, along with the Profit and Loss statements and balance sheets. Seem to be sound as of 2017, however, no 2018 documents were under the board packets page. Perhaps in appendix binder which this evaluator did not have access to.</p> |
| A | 3. Is the charter school promoting student attainment of expected knowledge and skills? | <p>There was no data to back up students who had stayed at GCCS since inception to show (at a minimum) a cohort of kids and how they have progressed year over year. They state in their application that they have a transient population, therefore an effort to track this data may want to be considered and is encouraged.</p> |

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| | | <p>They scored over all, commensurate with state, sometime slightly above and sometimes slightly below. However, <u>not</u> using only one assessment is key, tracking data with Aimsweb and IReady along with the state test will give the stakeholders a better idea with progress. It was unclear to this evaluator how the students were tracking in other assessments. Would have been nice to see a chart where they could show AYP for students using alternative tracking methods.</p> <p>Overall, they have made strong strides in recent months to start to better track data and use it to inform instruction. Nice job.</p> |
| <p>A</p> | <p>4. Is the school sustainable?</p> | <p>Some unanswered questions and some strong arguments as to its sustainability were found in the application.</p> <p>Positive attributes toward sustainability:</p> <ol style="list-style-type: none"> 1. steady enrollment 2. Finances: committee, policy and practices and budget numbers 3. Volunteerism - parent support 4. policies and procedures in place and followed 5. Facilities are clean and inviting and adequate for current use |

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| | | <p>6. Communication</p> <p>Unanswered questions:</p> <ol style="list-style-type: none"> 1. Unsure of teacher evaluation model 2. Goal setting - measurable goals for staff and school should be in place 3. Teacher turnover (improved but still can be a threat) 4. Administrative turnover and structure (who is ultimately in charge and has the final decision making authority? This seems to be a liability concern for this evaluator. |
| M | 5. Current Status of the Board of Trustees Ed 318.16(a) | Current board seems to be functioning well. May want to consider increasing for 7 members so there will not be too much burden put on the few you have. MAY want to consider less parents and more community members so you have less recusals occurring. |
| M | 6. Student Data and Analysis | All areas seem satisfactory. |

I could not answer these sections as I did not have access to these documents.

Part 4: Policy/ Procedure Development

| ✓ Upon Review | | |
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| ✓ | Policies | Comments |
| ✓ | Records Retention pursuant to RSA 189:29-a | |
| ✓ | Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29. | |
| ✓ | Sexual Harassment, as detailed in ED 303.02 (j) and (k). | |
| ✓ | Pupil Safety and Violence Protection, pursuant to RSA 193-F | |
| ✓ | Limited Uses of Child Restraint Practices, pursuant to RSA 126-U | |
| ✓ | Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI. | |
| ✓ | Due Process, pursuant to RSA 194-B:8 | |

| II. Charter School Onsite Visit | | |
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| Part 1: <u>Documentation, Updated Forms Review</u> | | |
| ✓ Upon Review | | |
| ✓ | Criteria | Comments |
| N/A | Revised Charter Application (approved by the SBE) | |
| ✓ | Renewal Application | |
| ✓ | Master Class Schedule | |

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| ✓ | List of Board of Trustees | |
| ✓ | School Organizational Chart | |
| ✓ | Academic Year Calendars (4 - 5) | |
| ✓ | Sample Report Card | Kindergarten |
| ✓ | List of Staff Members and Qualifications | |
| ✓ | Annual Charter Accountability Documents, (4 - 5 years) | |
| ✓ | Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached | |
| ✓ | Yearly Independent Financial Audits | |
| ✓ | Board of Trustees Meeting Minutes | |
| ✓ | Quarterly Financial reports (4 – 5 years) | |
| ✓ | Charter School By-laws | |
| ✓ | School Policies | |
| ✓ | List of Curriculum, Assessments Tools and current Instructional Practices | |
| ✓ | Parent/Student Handbook | |
| ✓ | Staff Handbook | |
| X | Outstanding Charter Accountability documents | Audit |
| ✓ | Student portfolios and/or student work samples | |

| Updated Forms | | |
|----------------------|------------------------------------|---|
| ✓ | Certificate for Occupancy | |
| ✓ | Fire Inspection Certificate | |
| ✓ | Building Safety Inspection | |
| ✓ | Health Inspection | |
| ✓ | Insurance Certificate | |
| X | Financial Audit | Currently being completed by outside auditing company |

| Part 2: <u>Focus Group Interviews</u> | | |
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| a) <u>Families, Parents, Guardians</u> | | |
| Number present: 7 | | |
| el: , A, N | Criteria | Comments |
| A | 1. Is the school making progress toward achieving its mission? | The school is doing a nice job of integrating the arts into the curriculum this year. There has been a lot of change and turnover, and that seems to have had an effect on consistency within the program and the delivery. Changes in academic curriculum and tools, no measurable goals to drive and focus the board and staff and a consistent presence in the administration (4 in 5 |

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| | | years is too much to make effective change) has made the start difficult, but they seem to be in a better place now and parent attitudes and input reflected as much. |
| M | 2. Is the charter school responsibly using public funds? | From documents this evaluator could find or was provided it seemed so. An audit was not provided, however. |
| A | 3. Is the charter school promoting student attainment of expected knowledge and skills? | <p>There has been a lot of retention (6 students) which is not so common these days in the public school now that RTI is in place. I would be curious as to why... School assessment scores have fluctuated and not made steady growth in improvement over the 5 years. Given time with the recent changes that have been implemented, one would expect to see a change in this area.</p> <p>PArents were happy with the arts integration recently implemented and feel that it better matched their student needs.</p> |
| A | 4. Is the school sustainable? | Parents believed so. Enrollment numbers have been consistent. ONLY unsure of the financing and if projections were done for future needs/growth plan. |

b) School Leadership: Directors, Principals

| Number Present: 3 | | |
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| Level: E, M, A, N | Criteria | Comments |
| A | 1. Is the school making progress toward achieving its mission? | Again, a new administrative team, but they seem to be embracing the mission and working to ensure the charter is upheld. |
| M | 2. Is the charter school responsibly using public funds? | From what Administration states, it seems so. They did not speak of concerns in terms of financing, though budgets are tight as they are for all charters. |
| A | 3. Is the charter school promoting student attainment of expected knowledge and skills? | Based on the state assessments, it is hard to tell. Some example progress monitoring scores or state assessment scores of students who have been there multiple years would have been helpful in determining if this areas was being met fo not. |
| A | 4. Is the school sustainable? | <p>Concerns regarding staff turnover. Also mentioned no health insurance and low starting pay as being threats. They also would like to see a nurse hired.</p> <p>This evaluator sees having three equal directors as a potential threat. Who makes the decision in the end? Especially in a crisis. Liability needs to fall to someone in the end. Just as an SAU has a superintendent and not co-superintendents, they need someone to wear that “hat.”. They may want to consider having one director</p> |

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| | | <p>and the others as assistant directors so there is a clear divide.</p> <p>The positive changes to aid to sustainability is the increased support for students and the guidance counselor teaching SEL's (social emotional learning) in order to have a better and more supportive environment.</p> |
| A | 5. Current Status of the Board of Trustees | Administration stated that the an area of improvement would be for the Board to set clear and measurable goals so the staff can start to develop goals that support the board's mission and vision and future aspirations. |
| A | 6. Student Data | The new administrative team is starting to work with staff on using data to drive instruction. They have recently implemented an RTI program as well. This is a huge improvement and step in the right direction. |

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| <p>c. <u>Board of Trustees</u> Number Present: 6?</p> | | |
| el: , A, N | Criteria | Comments |
| A | 1. Is the school making progress toward achieving its mission? | Board has gone through start up woes, but feel they are on a good track now. |

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| <p>M</p> | <p>2. Is the charter school responsibly using public funds?</p> | <p>Board feels they are in a much better position with the finances now. It is hard to find board members with the unique skill sets they need, but they do have an active treasurer who understands the budget process.</p> |
| <p>A</p> | <p>3. Is the charter school promoting student attainment of expected knowledge and skills?</p> | <p>Board has a goal to outperform the local merrimack schools. Right now, the board has seen the state assessment scores, but it is unclear if they are aware of any school goals that have been developed based on the scores. There has been a change in math curriculum due to low scores and teacher input, but what are the changes trying to accomplish?</p> <p>They should be working with administration on goal setting (so the admin has direction) and strong evaluations of the administration. They stated they have not had evaluation processes due to the high turnover of their directors. Goal setting and evaluations should occur with all staff (under the direction of the director) and the board oversees the admin.</p> |
| <p>A</p> | <p>4. Is the school sustainable?</p> | <p>The board believes that with recent changes, the school will be sustainable.</p> |
| <p>A</p> | <p>5. Current Status of the Board of Trustees</p> | <p>The Board is currently only a 7 member team and mostly made up of parents. They should consider expanding the board with more community members with needed skill sets.</p> |

| d. <u>Students</u> | | |
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| Number Present: 11 | | |
| el: , A, N | Criteria | Comments |
| M | 1. Is the school making progress toward achieving its mission? | Students all claimed they felt welcomes when joining GCCS. They all felt they were submerged in a program with art integration and it better meet their needs compared to their old school. |
| A | 2. Is the charter school promoting student attainment of expected knowledge and skills? | <p>Students enjoyed having project based assessments more often rather than tests. It is unsure how they are measuring proficiency this way as the evaluator did not see an example, rubric or report card that may have addressed this.</p> <p>Students really enjoy their art electives and student led activities.</p> <p>The students we met where there multiple years.</p> |
| N/A | 3. Is the school sustainable? | This question was not posed to the students. |

| e. <u>Instructional Staff</u> Number Present: 7 | | |
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| el: , A, N | Criteria | Comments |
| M | 1. Is the school making progress toward achieving its mission? | The staff seemed very pleased with the new arts integration curriculum started in the last year. It seems to better support them in carrying out the school's mission more efficiently and effectively. |
| A | 2. Is the charter school responsibly using public funds? | <p>Staff had same financial concners as any other charter, the lack of.... but they also had concerns around benefits and apy and that causing staff turnover.</p> <p>Many assistant teachers have been hired. perhaps a reevaluation of that system/need and whether the money could be put to better use... such as a benefits package.</p> |
| A | 3. Is the charter school promoting student attainment of expected knowledge and skills? | <p>There has been a lot of student changes, however, they have managed to keep a somewhat steady enrollment.</p> <p>New this year is the implementation of IReady. The staff were very pleased to have this new program. It provides</p> |

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| | | <p>them data to better drive their instruction. It also provides materials to help supplement and differentiate their instruction, which they were thrilled about.</p> <p>It is too soon to tell if this program will provide a better measure to show that students are making progress and learning the necessary skills. It will, but it has not been a whole year year. It was unclear based on past practice how they could show effectiveness of the program or not.</p> <p>State assessments fluctuate, as does the student population, so without individual student data or cohort data, it is hard to tell using just that measure.</p> |
| <p>A</p> | <p>4. Is the school sustainable?</p> | <p>Again, with so many drastic changes in just this school year, it is hard to give a definitive answer on this. There was not a lot of insight from staff on this subject.</p> |
| <p>A</p> | <p>5. Student Data</p> | <p>See comments above.</p> <p>There does not seem to be a lot of effective use of student data to drive teacher instruction until year 5 in operation. IReady should better support this initiative.</p> |

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| <p>Summary Comments</p> | |
| <p>Concerns</p> | <ol style="list-style-type: none"> 1. High turnover in staff and especially administration. 2. No measurable goals for school, board, administration, staff or parents. This was of greatest concern to this evaluator. There was nothing to keep the focus on ensuring they are achieving the mission and ensuring adequate yearly progress is made by each child. They talked about it, but there was no evidence of it. 3. Need to implement a strong evaluation model - Want to ensure that board, admins and staff are effective in their roles. 4. Inconsistent test scores, inconsistent progress monitoring and lack of RTI program over the last 5 years. Unsure of RTI program and process if a student is not making AYP. 5. Consider a administrative model that assigns one Director as the lead or executive. It will be confusing to parents as to who to go to when they want to have a final appeal or decision. Only extreme cases would go in front of the Board. I would also think it is better form a liability standpoint and Board relations standpoint. With one clear leader, the Board would only have oversight to that person, which is far easier and less messy than 3. 6. Consider the use of surveys for all stakeholders annually to solicit constructive feedback. |
| <p>Recommendations</p> | <ol style="list-style-type: none"> 1. Consider a more competitive contract with benefits to retain staff and compensate fairly. 2. Each stakeholder group should have measurable goals that they are working to achieve each year. This gives you direction and performance outcomes. How do you know what you are doing is working? Consider a data driven board retreat each year. 3. Consider using Board on Track for resources for CEO evaluation models and for Board evaluation tools. The Board should evaluate their effectiveness on a yearly basis as would |

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| | <p>staff. Administration should develop a strong evaluation model that can measure teacher effectiveness.</p> <ol style="list-style-type: none"> 4. Institute meetings with staff regularly to review IReady scores and state data. Develop an RTI program based on individual student need (this should be daily if possible). Institute a process (student assistance team/referral, etc) if a student is not making progress, despite interventions. 5. Consider a new admin model. Consider a board training (Meryl Levin offers them) or access Board on Track to better understand best practices for governing boards and specifically non-profits. 6. Consider anonymous student and staff surveys to give administration and board feedback on their performance and the family's opinion of the school annually. SurveyMonkey is a great tool for this. It also ensures you are involving all stakeholders in the planning of the mission and vision. |
| <p>Name of Reviewer</p> | <p>Amy P.Bottomley, ME.d.</p> |
| <p>Contact Details</p> | <p>abottomley@macsnh.org 603-595-7877</p> |

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| | Budget Draft | 2019/2020 | | | | | | |
| | | | | | | | | |
| | Notes | | | | | | | |
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| Gate City Charter School for the Arts | | | FY | FY | FY | FY | FY | |
| BUDGET Plan | | | 19/20 174 | 20/21 174 | 21/22 174 | 22/23 174 | 23/24 174 | |
| | | | | | | | | |
| 4000 Revenue - State & Federal | | | | | | | | |
| 4002 State Revenue - Grades 1-8 | | | \$1,085,238.00 | \$1,106,942.00 | \$1,129,080.00 | \$1,131,338.00 | \$1,153,964.00 | |
| 4003 State Revenue - Kindergarten | | | 104,580.00 | \$108,762.00 | \$110,937.00 | \$113,065.00 | \$115,326.00 | |
| 4004 Differentiated Aid | | | 58,500 | \$58,500.00 | \$58,500.00 | \$58,500.00 | \$58,500.00 | |
| 40050 Title I-A | | | 300000 | \$30,000.00 | \$30,000.00 | \$30,000.00 | \$30,000.00 | |
| 40060 Title II - A | | | 8500 | \$8,500.00 | \$8,500.00 | \$8,500.00 | \$8,500.00 | |
| Total 4000 Revenue - State & Federal | | | 1,286,818.00 | \$1,312,704.00 | \$1,337,017.00 | \$1,341,403.00 | \$1,357,790.00 | |
| 4100 Revenue - Other | | | | | | | | |
| 4101 Other Grants | | | | | | | | |
| 4300 Phys Ed grants | | | 5,500 | \$5,500.00 | \$5,500.00 | \$5,500.00 | \$5,500.00 | |
| 4102 Restricted Giving | | | | | | | | |
| 41025 GCCSA Fundraising (annual letter) | | | 3,500 | \$5,000.00 | \$7,500.00 | \$10,000.00 | \$12,000.00 | |
| 41026 PTAC | | | 5,000 | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 | |
| 4106 Student Lunch/Snack/Milk Program | | | | | | | | |
| Total 4100 Revenue - Other | | | 14,000 | \$15,500.00 | \$18,000.00 | \$20,500.00 | \$22,500.00 | |
| 4200 Revenue-SPED | | | | | | | | |
| 42005 SPED Case Manager Direct Instruction | | | 37,500 | \$37,500.00 | \$37,500.00 | \$37,500.00 | \$37,500.00 | |
| 4210 SPED Paraeducator Revenue | | | 29,000 | 29,000.00 | 29,000.00 | 29,000.00 | 29,000.00 | |
| Total 4200 Revenue-SPED | | | 66,500 | \$66,500.00 | \$66,500.00 | \$66,500.00 | \$66,500.00 | |
| Total Income | | | 1,367,318.00 | \$1,394,704.00 | \$1,421,517.00 | \$1,428,403.00 | \$1,446,790.00 | |
| Total Income | | | 1,367,318.00 | \$1,394,704.00 | \$1,421,517.00 | \$1,428,403.00 | \$1,446,790.00 | |
| Expenses | | | | | | | | |
| 5000 Operating Expenses - Building | | | | | | | | |
| 5001 Rent / Lease | | | 235,000 | \$235,000.00 | \$235,000.00 | \$235,000.00 | \$235,000.00 | |
| 5002 Insurance - Building | | | 5,400 | \$5,400.00 | \$5,400.00 | \$5,400.00 | \$5,400.00 | |
| 5003 Telephone / Internet /WebSite | | | 4,400 | \$4,400.00 | \$4,400.00 | \$4,400.00 | \$4,400.00 | |
| 5004 Utilities | | | 32,000 | \$32,000.00 | \$32,000.00 | \$32,000.00 | \$32,000.00 | |
| 5009 Building & Grounds Maint | | | 30,000 | \$30,000.00 | \$30,000.00 | \$30,000.00 | \$30,000.00 | |
| 5010 Supplies - Bldg & Grounds | | | \$12,000.00 | \$12,000.00 | \$12,000.00 | \$12,000.00 | \$12,000.00 | |
| Total 5000 Operating Expenses - Building | | | \$318,800.00 | \$318,800.00 | \$318,800.00 | \$318,800.00 | \$318,800.00 | |
| 6000 Wages - Admin Personnel | | | | | | | | |
| 6001 Salaries- Director of Operations | | | \$56,000.00 | \$56,000.00 | \$56,000.00 | \$56,000.00 | \$56,000.00 | |
| 6002 Administrative | | | \$36,500.00 | \$36,500.00 | \$36,500.00 | \$36,500.00 | \$36,500.00 | |
| 6003 Director of Curr/ Instr | | | \$50,000.00 | \$50,000.00 | \$50,000.00 | \$50,000.00 | \$50,000.00 | |
| 6004 Coordinator of Stu Ser | | | \$56,000.00 | \$56,000.00 | \$56,000.00 | \$56,000.00 | \$56,000.00 | |
| 6006 Finance Manager | | | \$27,500.00 | \$27,500.00 | \$27,500.00 | \$27,500.00 | \$27,500.00 | |
| 6008 Admission/ Marketing Liason | | | \$1.00 | \$1.00 | \$1.00 | \$1.00 | \$1.00 | |
| 6012 Office assjstant | | | \$8,300.00 | \$8,300.00 | \$8,300.00 | \$8,300.00 | \$8,300.00 | |
| 6014 Admin Benefits | | | \$7,500.00 | \$7,500.00 | \$7,500.00 | \$7,500.00 | \$7,500.00 | |
| 6095 Fed Payroll Taxes - Admin | | | \$18,497.78 | \$18,497.78 | \$18,497.78 | \$18,497.78 | \$18,497.78 | |
| Total 6000 Wage X | | | \$260,298.78 | \$260,298.78 | \$260,298.78 | \$260,298.78 | \$260,298.78 | |
| 6100 Wages - Instructors | | | | | | | | |
| 6004 Special Ed Teacher | | | \$41,205.00 | \$41,205.00 | \$41,205.00 | \$41,205.00 | \$41,205.00 | |
| 6101 Salary-Lead Teachers -1 thru 8 | | | \$304,888.00 | \$304,888.00 | \$304,888.00 | \$304,888.00 | \$304,888.00 | |
| 6102 Educational Assistants | | | \$84,672.00 | \$84,672.00 | \$84,672.00 | \$84,672.00 | \$84,672.00 | |
| 6103 Salary - Kindergarten Teacher | | | \$35,875.00 | \$35,875.00 | \$35,875.00 | \$35,875.00 | \$35,875.00 | |
| 6104 Kindergarten Aides/Tutors | | | \$28,224.00 | \$28,224.00 | \$28,224.00 | \$28,224.00 | \$28,224.00 | |
| 6105 Substitute Teachers | | | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 | |
| 6106 Phys Ed teacher | | | \$15,200.00 | \$15,200.00 | \$15,200.00 | \$15,200.00 | \$15,200.00 | |

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| 6114 Teacher Benefits | | | \$25,000.00 | \$25,000.00 | \$25,000.00 | \$25,000.00 | \$25,000.00 |
| \$0.00 | | | | | | | |
| 6195 Fed Payroll Taxes - Instructors | | | \$41,314.90 | \$41,314.90 | \$41,314.90 | \$41,314.90 | \$41,314.90 |
| Total 6100 Wage X | | | \$581,378.90 | \$581,378.90 | \$581,378.90 | \$581,378.90 | \$581,378.90 |
| 62000 Wages -Spectly Personel | | | | | | | |
| 62010 Teacher - Art Program | | | \$18,500.00 | \$18,500.00 | \$18,500.00 | \$18,500.00 | \$18,500.00 |
| 62020 Teacher - Music Program | | | \$25,740.00 | \$25,740.00 | \$25,740.00 | \$25,740.00 | \$25,740.00 |
| 62040 Computer instruction | | | \$7,600.00 | \$7,600.00 | \$7,600.00 | \$7,600.00 | \$7,600.00 |
| 62050 Nurse Consultant | | | | | | | |
| 62060 Title I Personnel/Assessment Liasion | | | \$30,000.00 | \$30,000.00 | \$30,000.00 | \$30,000.00 | \$30,000.00 |
| 62090 Cafeteria Coordinator | | | \$8,000.00 | \$8,000.00 | \$8,000.00 | \$8,000.00 | \$8,000.00 |
| 62100 SPED Paraeducator | | | | | | | |
| | | | | | | | |
| 62950 Fed Payroll Taxes - Spec Tchrs | | | \$6,872.76 | \$6,872.76 | \$6,872.76 | \$6,872.76 | \$6,872.76 |
| Total 62000 Wag X | 8% | | \$96,712.76 | \$96,712.76 | \$96,712.76 | \$96,712.76 | \$96,712.76 |
| 7000 Operating Expenses - Business | | | | | | | |
| 7010 Instructional - Operating | | | | | | | |
| 7002 Advertising / Marketing | | | \$4,500.00 | \$4,500.00 | \$4,500.00 | \$4,500.00 | \$4,500.00 |
| 7003 Accounting Audit | | | \$7,700.00 | \$7,700.00 | \$7,700.00 | \$7,700.00 | \$7,700.00 |
| 7004 New Hire Expense | | | \$100.00 | \$100.00 | \$100.00 | \$100.00 | \$100.00 |
| 7005 Travel & Entertainment | | | \$1.00 | \$1.00 | \$1.00 | \$1.00 | \$1.00 |
| 7006 Postage/Prntg/Copy Services | | | \$10,308.00 | \$10,308.00 | \$10,308.00 | \$10,308.00 | \$10,308.00 |
| 7007 Supplies - Instructional Prgms | | | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 |
| 7008 Services - Instructional Pgrms/Workshops | | | \$6,000.00 | \$6,000.00 | \$6,000.00 | \$6,000.00 | \$6,000.00 |
| 7010 Tech support | | | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 |
| Title IIA covered Professional Development | | | | | | | |
| 7009 Student Support Services | | | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 |
| 7011 Insurance-Workers Comp | | | \$3,200.00 | \$3,200.00 | \$3,200.00 | \$3,200.00 | \$3,200.00 |
| 7012 Legal Fees | | | \$2,500.00 | \$2,500.00 | \$2,500.00 | \$2,500.00 | \$2,500.00 |
| Total 7010 Instru X | | | \$43,309.00 | \$43,309.00 | \$43,309.00 | \$43,309.00 | \$43,309.00 |
| 7030 Administration - Operational | | | | | | | |
| 7031 Payroll Fee | | | \$5,500.00 | \$5,500.00 | \$5,500.00 | \$5,500.00 | \$5,500.00 |
| 7032 Admin - Eqmt/Furniture | | | \$500.00 | \$500.00 | \$500.00 | \$500.00 | \$500.00 |
| 7034 Admin - Purchased Services | | | | | | | |
| 7035 Admin - Software & Licensing | | | \$500.00 | \$500.00 | \$500.00 | \$500.00 | \$500.00 |
| 7036 Office Supplies | | | \$3,500.00 | \$3,500.00 | \$3,500.00 | \$3,500.00 | \$3,500.00 |
| 7037 Gifts for Students/Families, et | | | \$500.00 | \$500.00 | \$500.00 | \$500.00 | \$500.00 |
| 7038 Bank Service Charge | | | \$200.00 | \$200.00 | \$200.00 | \$200.00 | \$200.00 |
| 7039 Dues & Fees | | | \$2,500.00 | \$2,500.00 | \$2,500.00 | \$2,500.00 | \$2,500.00 |
| Total 7030 Admin X | | | \$13,200.00 | \$13,200.00 | \$13,200.00 | \$13,200.00 | \$13,200.00 |
| | | | | | | | |
| 7050 Instructional-Equip & Supplies | | | | | | | |
| 7051 Instructional Computer Equip & Supplies | | | | | | | |
| | | | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| 7052 Classroom Equip & Supplies | | | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 |
| 7053 Text Books / Core Program | | | \$6,000.00 | \$6,000.00 | \$6,000.00 | \$6,000.00 | \$6,000.00 |
| 7054 Contracted Services for PE | | | \$1.00 | \$1.00 | \$1.00 | \$1.00 | \$1.00 |
| 7055 Playground Equipment & Supplies | | | | | | | |
| 7056 Cafeteria - Equipment & Supplies | | | \$1,500.00 | \$1,500.00 | \$1,500.00 | \$1,500.00 | \$1,500.00 |
| 7057 Art Music Drama- Equip & Supplies | | | \$3,000.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 |
| 7058 Audio Visual Equipment & Supplies/Performance | | | | | | | |
| | | | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| Total 7050 Instru X | | | \$16,501.00 | \$16,501.00 | \$16,501.00 | \$16,501.00 | \$16,501.00 |
| | | | | | | | |
| 7100 Expenses-Other | | | | | | | |
| 7110 Membership NH Charter Alliance | | | \$3,500.00 | \$3,500.00 | \$3,500.00 | \$3,500.00 | \$3,500.00 |
| 71025 GCCSA Fundraising | | | | | | | |

| | | | | | | |
|--|--|----------------|----------------|----------------|----------------|----------------|
| 71125 8th Grade Activities/ Graduation | | \$750.00 | \$750.00 | \$750.00 | \$750.00 | \$750.00 |
| Total 71025 GCCSA Fundraising | | | | | | |
| 7103 PTAC | | | | | | |
| 7106 Student Lunch/Snack/Milk Expense | | \$12,500.00 | \$12,500.00 | \$12,500.00 | \$12,500.00 | \$12,500.00 |
| 7108 Contingency | | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 | \$10,000.00 |
| 7109 Field Trip Expense | | | | | | |
| 7110 Grantwriting | | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 | \$2,000.00 |
| Total 7100 Exper X | | \$28,750.00 | \$28,750.00 | \$28,750.00 | \$28,750.00 | \$28,750.00 |
| 9999 Suspense | | | | | | |
| Uncategorized Expense | | | | | | |
| Total Expenses | | \$1,358,950.43 | \$1,358,950.43 | \$1,358,950.43 | \$1,358,950.43 | \$1,358,950.43 |
| Net Operating Income | | 8,367.57 | \$35,753.57 | \$62,566.57 | \$69,452.57 | \$87,839.57 |
| Net Income | | 8,367.57 | \$35,753.57 | \$62,566.57 | \$69,452.57 | \$87,839.57 |

**GATE CITY CHARTER SCHOOL FOR THE ARTS
STRATEGIC PLAN 2018-2023**

Goal and Description: Curriculum

Students come to GCCSA from numerous surrounding communities and schools; therefore, it is imperative that school curriculum provide consistent, positive educational outcomes for a diverse range of students. If GCCSA educators provide and implement an arts-integrated curriculum that articulates common, well-defined learning outcomes with a focus on depth of understanding and critical thinking, then students will be prepared for the next level of learning.

As a school we will strive for continual improvement and growth. We are fortunate to have these goals and initiatives to refer to as we move through the next five years.

| Objectives and Priorities | Outcome | Measurement | Timeline for Completion |
|--|---|--|--|
| <p>Objective 1: Develop a consistently implemented and vertically aligned K- 8 arts integrated curriculum.</p> | | | |
| <ul style="list-style-type: none"> ● <i>Priority Initiative 1: Develop a dynamic and clearly articulated K-8 curriculum with a focus on vertical alignment and arts integration</i> | <p>K-8 arts integrated curriculum is dynamic, consistently implemented, and vertically aligned.</p> | <ul style="list-style-type: none"> ● Curriculum Maps for the school and also by grade ● List of competencies generated by appropriate standards ● Mapping of the National Core Arts Standards to standards in other subject areas. ● Enhanced teaching and learning with music, theater, dance, and the visual arts. | <p>9/2019</p> <p>Ongoing</p> <p>9/2020 - 9/2021</p> <p>Ongoing</p> |

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|---|--|---|--|
| | | <ul style="list-style-type: none"> ● Admin class visits ● Teacher evaluations | <p>Ongoing</p> <p>Ongoing</p> |
| <ul style="list-style-type: none"> ● Priority Initiative 2: Use common assessments to measure progress toward grade level expectations | Data gathered from common assessments measure student progress toward grade level expectations | i-Ready diagnostic data in reading and math gives common grade level assessment. Each i-Ready diagnostic generates Diagnostic Results, Instructional Groupings, and Diagnostic Growth. i-Ready also gives “Typical Growth” and “Stretch Growth” measurement for each student. | Ongoing currently. i-Ready assessment is given three times a year. |
| Objective 2: Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas. | | | |
| <ul style="list-style-type: none"> ● Priority Initiative 1: Develop benchmark assessments based on priority learning outcomes to evaluate instructional programs and student growth | Data gathered from benchmark assessments based on priority learning outcomes will assess and inform instructional programs and student growth. | Benchmarks will be gathered from appropriate state and national standards, as well as school curricula programs including: Foundations, Reading A-Z, enVisionMATH, Wit & Wisdom, Exploratory Learning, and Fountas & Pinnell. Benchmarks will also be gathered from teacher/administration/family /community research and vision. | 6/19 |

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| <ul style="list-style-type: none"> ● Priority Initiative 2: <i>Identify mastery-level learning outcomes and define mastery/proficiency at each grade level and for each subject</i> | <p>Mastery-level learning outcomes and mastery-level proficiency will be identified and defined at each grade level and for each subject.</p> | <p>Teachers in every grade will compile mastery-level outcomes and proficiencies based on appropriate standards and grade-level expectations. These outcomes and proficiencies will inform lesson plans and will be reflected in student files and in student report cards.</p> | <p>Ongoing. To be re-evaluated and re-assessed each trimester.</p> |
| <ul style="list-style-type: none"> ● Priority Initiative 3: <i>Match curriculum expectations with individual student learning needs</i> | <p>Curriculum expectations will be matched with individual student learning needs.</p> | <p>Each i-Ready diagnostic generates Diagnostic Results, Instructional Groupings, and Diagnostic Growth. These growth areas include “Typical Growth” and “Stretch Growth” measurement for each student. In this way, teachers will know what each individual student needs as their next learning goals, and can therefore inform and design curriculum accordingly. Documentation will be kept for each student in terms of growth goals. Diversity in student learning profiles will be documented as well, and student needs in terms of differentiated instruction, assessment, and environment.</p> | <p>Ongoing</p> |

Goal and Description: Instruction

If GCCSA educators implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, communication, and collaboration, and if educators measure, analyze, and act upon student learning data, then all students will be challenged to grow as individuals and global citizens.

| Objectives and Priorities | Outcome | Measurement | Timeline for Completion |
|---|---|--|-------------------------|
| Objective 1: Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, communication, and collaboration. | | | |
| <ul style="list-style-type: none"> <i>Priority Initiative 1: Instructional staff engage in ongoing, focused discussion and collaborative reflection on the effectiveness of instructional practices</i> | Instructional staff engage in ongoing, focused discussion and collaborative reflection on current status of instructional effectiveness | Weekly all-staff meetings on Wednesdays . K-4 and Middle School collaborative meetings on alternate Wednesdays. | Ongoing currently |
| <ul style="list-style-type: none"> <i>Priority Initiative 2: Instructional staff differentiate core instruction and assessment to meet the diverse needs of all learners</i> | Instructional staff differentiate core instruction and assessment to meet diverse learner needs. | Availability of multiple curricular choices, including EnVisionMATH, Prodigy math, MATHspace, Foundations, Reading A-Z, Wit & Wisdom, Exploratory Learning, Fountas & Pinnell, technology/computer lab. Documentation of diverse learner profiles and needs will be kept, in order to properly differentiate instruction, assessment, and environment. | Ongoing currently |
| <ul style="list-style-type: none"> <i>Priority Initiative 3: Define and support effective differentiation</i> | Define and support effective differentiation for each student | Individual student files with formal assessment scores, formative and summative classroom measurement, | Ongoing currently |

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| | | portfolio of student work, and evidence of feedback from other teachers and from students themselves. Note what types of differentiation work well for each student. | |
| Objective 2: Measure, analyze, and act upon student learning data. | | | |
| <ul style="list-style-type: none"> Priority Initiative 1: Staff will examine student data to evaluate and monitor student learning and evaluate instructional practices | Student data will be examined by staff to evaluate and monitor student learning and instructional practices. | Staff meetings together with the director of curriculum and instruction will be held at the end of each trimester to examine student data in order to evaluate student progress and to revise or alter instructional practices as needed. Documentation of these meetings and their outcome will be kept by the director of curriculum and instruction. | 6/19 |
| <ul style="list-style-type: none"> Priority Initiative 2: Instructional staff develop assessments and evaluate student work based on a common understanding of mastery level learning outcomes | Instructional staff will develop assessments and evaluate student work based on a common understanding of mastery level learning outcomes. | At the beginning of each school year and more often if needed, teachers and the director of curriculum and instruction will compile learning outcomes, discuss them, and develop or revise report cards and other assessments accordingly. This may be done in groupings of K-4 and middle school. Documentation of these meetings will be kept by administration. | Ongoing |

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| <ul style="list-style-type: none"> ● Priority Initiative 3: <i>Students consistently receive constructive, targeted feedback as well as guidance on how to improve</i> | <p>Students consistently receive constructive, targeted feedback and guidance on the next steps for learning</p> | <p>Teachers will document meetings with students at the beginning and middle of each semester to give students feedback and guidance. i-Ready targeted and stretch growth measures may be used.</p> | <p>9/2019</p> |
| <p>Goal and Description: Professional Development & Structures for Collaboration</p> | | | |
| <p>If staff is consistently provided professional development pathways which enhance content knowledge, and staff pedagogy is enriched through collaboration with one another, then educators will be able to implement effective educational practices which will improve the learning and growth of all students.</p> | | | |
| <p>Objectives and Priorities</p> | <p>Outcome</p> | <p>Measurement</p> | <p>Timeline for Completion</p> |
| <p>Objective 1: Professional development includes high-quality, job-embedded professional development aligned with school and educator goals.</p> | <p>Teachers are given professional development opportunities which include high-quality, job-embedded professional development aligned with school and educator goals.</p> | <p>Folders for staff members will be on file which document all professional development during the course of the school year. Staff will meet with administration at least twice a year to determine together the next best steps for professional development.</p> | <p>Ongoing</p> |
| <p>Objective 2: Systems, structures, and protocols are in place and used to guide collaborative discussions to improve implementation of the curriculum and instructional practices.</p> | <p>Systems, structures, and protocols are in place to guide collaborative discussions to improve implementation of the curriculum and instructional practices.</p> | <p>Documentation of meetings and workshops with staff which focus on and promote positive climate for collaborative discussions.</p> | <p>Ongoing</p> |

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| <p>Objective 3: Professional development and structures for collaboration are evaluated for their effect on raising student achievement.</p> | <p>Evaluation of professional development and structures for collaboration in terms of their effect on raising student achievement.</p> | <p>Professional development and structures for collaboration will be evaluated at a special staff meeting each trimester after student achievement data has been collected. Written record will be kept of these meetings and any conclusions reached.</p> | <p>6/2019</p> |
| <p>Goal and Description: Social, Emotional, and Health Needs</p> | | | |
| <p>If the school supports effective, researched-based practices that promote a healthy school climate, builds an understanding of social, emotional, and physical health factors affecting learning, and works collaboratively with families and community services, then students will be able to use their knowledge and skills to maximize their learning potential.</p> | | | |
| <p>Objectives and Priorities</p> | <p>Outcome</p> | <p>Measurement</p> | <p>Timeline for Completion</p> |
| <p>Objective 1: Build an understanding of social, emotional and physical health as factors affecting learning.</p> | | | |
| <ul style="list-style-type: none"> <i>Priority Initiative 1: Identify effective, research-based practices that promote student health and develop a system of support</i> | <p>Effective, research-based practices which promote student health and develop a system of support will be identified.</p> | <p>These practices will be shared with all staff in an online Google document. In this way, practices may be gathered and shared as a collaborative team.</p> | <p>6/2019</p> |
| <ul style="list-style-type: none"> <i>Priority Initiative 2: Educate all staff regarding student social, emotional, and physical elements that impact learning</i> | <p>Effective education of all staff regarding student social, emotional, and physical elements that impact learning through multi activities.</p> | <p>Staff development to include professional speakers, staff meetings, workshops, and conferences to keep us current and share with all staff. A binder to include dates and speakers to be</p> | <p>Ongoing</p> |

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| | | maintained in the school office. | |
| Objective 2: Engage families and the community in a partnership to increase the school's capacity to address students' social and emotional health needs. | | | |
| <ul style="list-style-type: none"> Priority Initiative 1: Educate parents and the community regarding social, emotional and physical elements that impact learning through the use of developmentally appropriate dialogue | Educate families and the community regarding social, emotional, and physical elements that impact learning, including use of developmentally appropriate dialogue. | Arrange presentations twice a year on the theme of social, emotional, and physical elements that impact learning, including developmentally appropriate practice. These sessions will be available to families and the community, and documentation of the sessions will be kept by the administration. | Ongoing |
| <ul style="list-style-type: none"> Priority Initiatives 2: Maintain consistent protocols and communication across all grade levels | Consistent protocols and communication will be maintained across all grade levels in order to engage families in a partnership with the school regarding student social and emotional health needs. | All grade levels will use the same Personal and Social Growth Rubric to assess students in the areas of Community Building, Approaches to Learning, Responsibility/Organization, and Respect. | Ongoing |
| <ul style="list-style-type: none"> Priority Initiatives 3: Enlist local support agencies to provide wrap-around services | Local support agencies will be enlisted to | Documentation of contact with local agencies such as the Greater Nashua Mental | Ongoing |

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| | provide wrap-around services. | Health Center, the YWCA, Girls Club, local police and fire departments, social service agencies such as food pantries and 68 Hours of Hunger, pediatricians, and crisis resource and intervention teams. | |
| <ul style="list-style-type: none"> ● Priority Initiatives 4: <i>Improve multi-grade interaction</i> | Multi-Grade interaction will be improved. | Grades will work together on projects and social engagement through K-4 collaboratives, and middle school collaboratives. Documentation of multi-grade interaction will be kept, including initiatives such as Reading Buddies, collaborative music and dance, shared science, math, and ELA projects, among others. | Ongoing |
| <ul style="list-style-type: none"> ● Priority Initiatives 5: <i>Increase arts integration</i> | Arts integration will be increased. | Each grade will have arts integration classes in addition to art class. These integrated art sessions will tie art skills into ongoing classroom curriculum. | Ongoing |
| <ul style="list-style-type: none"> ● Priority Initiatives 6: <i>Increase community involvement</i> | The school will be more involved in the larger community | Through work on our PR and Community Relations Committee the school will increase the number of | Ongoing |

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| | | community projects and activities it is involved in. The school will actively seek out opportunities to have students perform publicly and display work. | |
| <ul style="list-style-type: none"> • Priority Initiatives 7: <i>Give more attention to financial stability and strategic financial planning</i> | Attention will be given to financial stability and strategic financial planning. | A five year financial plan is in place. Progress related to the plan will be reviewed quarterly. The finance committee will continue to meet and will inform the Board of Trustees. A strategic planning committee will meet regularly and assess the finances and strategize how to improve stability. | Ongoing |

Bullying Policy

The Gate City Charter School for the Arts believes all students have a right to a safe and secure school environment. Students should be protected from all forms of physical, emotional, and psychological bullying and cyberbullying. Bullying of a student by another student is strictly prohibited on school property, on school buses, and at school sponsored events and/or activities whether occurring on or off school property.

- I. Gate City Charter School's Bullying Policy is in accordance with RSA 193-F:3, defining Bullying as:

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes, but is not limited to, actions such as making threats, intimidation, spreading rumors, attacking someone physically, or verbally, causing emotional upset or creating hostility. Bullying can also be causing harm or damage to a student's property, and excluding someone from a group on purpose. Any of these actions can be done in the form of written, verbal, or electronic communication and interfere with a student's educational opportunities.

Cyberbullying is defined as any conduct defined as "bullying" in this policy through the use of electronic devices.

Electronic devices include, but are not limited to, telephones, cellular phones, computers, iPads, pagers, electronic mail, instant messaging, text messaging, and websites.

Gate City defines "perpetrator" as a student who engages in bullying or cyberbullying; "victim" as a student against whom bullying or cyberbullying has been perpetrated, regardless of enrollment at Gate City Charter School; "parent" as any reference in this policy to "parent" shall include parents or legal guardians.

This policy applies to students, school staff, school volunteers, and persons who have contact with students in connection with school classes, activities, and programs. Bullying and cyberbullying outside of school activities or off school premises is subject to this policy as set forth herein.

- II. Bullying or Cyberbullying of a Student Prohibited in accordance with RSA 193-F:4, II(a)

Gate City Charter School is committed to providing all students a safe and secure environment. Conduct constituting bullying and/or cyberbullying of a student will not be tolerated and is hereby prohibited. Gate City Charter School expects

students and/or staff to immediately report incidents of bullying to the Director. Any staff who witnesses such acts may take immediate steps to intervene when safe to do so. The incident will be investigated and the school shall respond accordingly to the situation to ensure the safety of the school community.

III. Retaliation or False Accusations prohibited in accordance with RSA 193-F:4, II (b)

False Reporting: 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 to be determined in accordance with applicable law, District policies, procedures and collective bargaining agreements.

Reprisal or Retaliation: Gate City Charter School will discipline and take appropriate action against any student, teacher, school administrator, or school volunteer, or other employee who retaliates against any person who make 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.

- A. The consequences and appropriate remedial action for a student, teacher, school administrator, or school volunteer who participates in reprisal or retaliation shall be determined by the Directors after consideration of the nature, severity and circumstances of the act, in accordance with the law and school policies.
- B. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.
- C. Any school staff 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.
- D. 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.

Process to Protect Students from Retaliation: If the alleged victim or any witness expresses to a Director or other staff member that he/she believes he or she may be retaliated against, the Director 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. Examples include, but are not limited to, minimizing contact, stern warnings to alleged

perpetrators, temporary removal of privileges or other means necessary to protect against possible retaliation.

IV. Disciplinary Consequences for Violation of this Policy in accordance with RSA 193-F:4, II(d)

The school and community have an obligation to promote mutual respect, tolerance, and acceptance. Students who exhibit indicated bullying behavior are in violation of this policy and are subject to disciplinary action up to and including suspension and potential expulsion.

In addition to imposing discipline, under such circumstances, the administration will seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution, and other similar measures.

V. Distribution and Notice of This Policy in accordance to RSA 193-F:4, II(e)

Staff and Volunteers: All staff will be provided with a copy of this policy annually. The administration may determine the method of providing the policy.

The Administration will ensure that required annual training of bullying and related school policies will be implemented under RSA 193-F:5.

Students: All students will be made aware of Gate City Charter School's Bullying Policy and disciplinary measures.

Parents: All parents will be provided with a copy of this policy annually. Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should:

1. Encourage their children to report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Cooperate fully with school personnel in identifying and resolving incidents.

VI. Procedure for Reporting Bullying in accordance to RSA 193-F:4, II (f)

At Gate City Charter School an administrator shall be responsible for receiving complaints of alleged violations of this policy.

Student Reporting

- A. Any student who believes they have been the victim of bullying shall report the alleged acts immediately to an Administrator or school staff.

- B. The Administrator may develop a system or method for receiving anonymous reports of bullying. Although students, parents, and volunteers may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be implemented.
- C. Upon receipt of a report of bullying, the Administrator shall begin an investigation consistent with the provisions of section X of this policy.

Staff Reporting

- A. An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.
- B. All school employees and volunteers shall encourage students to tell them about acts of bullying. For young students, staff member may provide direct assistance to the student.
- C. Any school employee or volunteer who witnesses, or has knowledge or belief that bullying may have occurred shall inform an administrator as soon as possible, but no later than the end of the school day.
- D. Upon receipt of a report of bullying, an Administrator shall begin an investigation consistent with the provisions of section X of this policy.

VII. Procedure for Internal Reporting Requirements in accordance with RSA 193-F:4, II(g)

In order to comply with the reporting requirement of RSA 193-F:6, the Administrator or Designee shall be responsible for completing all NH Department of Education Forms and reporting documents of substantiated incidents of bullying. These forms shall be completed within 10 school days of any substantiated incident. Upon completion of these forms the Administrator or Designee shall retain a copy for school records. The school is responsible for maintaining forms in a safe and secure location.

VIII. Notifying Parents of Alleged Bullying in accordance with RSA 193-F:4, II(h)

The Administrator shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. Consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

IX. Waiver of Notification Requirement in accordance with RSA 193-F: 4, II(i)

The Administrator may, within a 48 hour time period, grant a waiver from the requirement that the parents of the alleged victim and alleged perpetrator be notified of the filing of the report. A waiver may only be granted if the Administrator deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver shall be in writing.

X. Investigative Procedures in accordance with RSA 193-F:4, II(j)

1. Upon receipt of a report of bullying, the Administrator shall, within 5 school days, initiate an investigation into the alleged act. If the Administrator is directly or personally involved with a complaint, or is closely related to a part to the complaint, then a Board member will conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator, and any witnesses. All interviews shall be conducted privately, separately, and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
3. If the alleged bullying was in whole or in part cyberbullying, the administrator may ask students and/or parents to provide Gate City Charter School with printed copies of emails, text messages, website pages, or other similar electronic communications.
4. A maximum of 10 school days shall be the limit for the completion of the investigative procedural steps.
5. Factors the Administrator or other investigator may consider during the course of the investigation including, but not limited to:
 - a. Description of incident, including the nature of the behavior;
 - b. How often the conduct occurred;
 - c. Whether there were past incidents or past continuing patterns of behavior;
 - d. The identity and number of individuals who participated in bullying behavior
 - e. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
 - f. The date, time, and method in which parents or legal guardians of all parties involved were contacted.
6. The Administrator shall complete the investigation within 10 school days of receiving the report. If the administrator needs more than 10 school days to complete the investigation, the Board of Trustees may grant an extension of up to 7 school days. In the event such extension is granted, the Board shall notify in writing all parents involved of the granting of the extension.
7. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying in a written final report to the Board of Trustees.

8. Students who are found to have violated this policy may face discipline in accordance with other applicable school policies, up to and including suspension or expulsion. Students facing discipline will be afforded all due process required by law.

XI. Response to Remediate Substantiated Instances of Bullying in accordance with RSA 193-F:4, II(k)

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, correct another occurrence of the problem, protect and to provide support to the victim, and take corrective action for documented systematic problems related to bullying.

Examples of Consequences may include, but are not limited to:

- Admonishment
- Temporary removal from classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to Administration
- In-school suspension
- Out-of-school suspension
- Expulsion

Examples of Remedial Measures may include, but are not limited to:

- Restitution
- Mediation
- Peer support group
- Corrective instruction
- Or other relevant learning experience
- Behavior assessment
- Student counseling
- Parent conferences

Gate City Charter School has an obligation to promote mutual respect, tolerance, and acceptance. We strive to cultivate acceptance and understanding in all students and staff in order to build the school's capacity to maintain a safe and

healthy learning environment. The school will work to provide materials in bullying prevention to the staff and students.

XII. Reporting of Substantiated Instances of Bullying in accordance with RSA 193-F:4, II(I)

The Administrator shall forward all substantiated reports of bullying to the Board of Trustees upon completion of the administrators investigation.

XIII. Communication with Parents Upon Completion of Investigation in accordance with RSA 193-F:4, II(m)

1. Within 2 school days of completing an investigation the administrator will notify the students involved in person of their findings and results of the investigation.
2. The administrator will notify the parents of the alleged victim and alleged perpetrator of the results of the investigation. The Administrator will also send a letter to the parents within 24 hours again notifying them of the results of the investigation.
3. If the parents request, the Administrator shall schedule a meeting with them to further explain their findings and reasons for their actions.
4. In accordance with the Family Educational Rights and Privacy Act and other laws concerning students privacy, the district will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

XIV. Appeal

The procedures under RSA 193:13, Ed 317, and School policies establish the due process and appeal rights for students disciplined for acts of bullying. The Board of Trustees or Designee will inform parents of any appeal rights they may have to the New Hampshire State Board of Education.

XV. School Officials in accordance with RSA 193-F:4, II(n)

The Board of Trustees is responsible for ensuring that this policy is implemented.

XVI. Capture of Audio Recordings on School Buses

According to RSA 570-A:2, notice is hereby given that the 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. An administrator shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

XVII. Use of Video or Audio Recording in Student Discipline Matters

Gate City Charter School for the Arts reserves the right to use audio and/or video recording devices on school property (including school buses) to ensure the health, safety, and welfare of all staff, students, and visitors. Placement and location of such devices will be established in accordance with the provisions of policy EEAA. In the event an audio or video recording is used as part of a student's discipline proceeding, such video may become part of a student's education record.

The Board of Trustees is authorized to contact Gate City Charter School's attorney for a full legal opinion in the event of such an occurrence.

Legal References:

RSA 193-F:3, Pupil Safety and Violence Prevention Act

RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed

NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment

[What arts integration looks like in different grades and in different courses](#)

| | |
|--------------------------------|--|
| <p>Art</p> | <p>In art, objectives include mastery of art forms including sculpture, drawing, painting, printmaking; the use of elements of art and principles of design; and implementation of National Core Art Standards of creation, connecting, presenting, and responding. Progress in art forms and the principles and elements of art are measured formatively through initial sketches and through different processes associated with the current art project. Work is measured summatively for the attainment of objectives in the completed art project. Work is graded within a few days of completion and uploaded to a digital portfolio (Artsonia) for individual and group mastery of objectives. If it appears that the group as a whole has not yet mastered a material, supplemental lessons will be worked in.</p> |
| <p>Arts Integration</p> | <p>Over the past two years there has been increased emphasis on arts integration as a form of curriculum and method of instruction. Each grade has art, music, and creative movement classes. In addition to these classes, each grade has "Arts Integration Blocks" where the arts are infused into ongoing classroom curriculum, and ongoing classroom curriculum is infused into the arts! Classroom teachers and art specialists collaborate closely to align curriculum and to create meaningful connections and learning experiences for students. (It is important to note that the arts reach students in many ways, some of which are not measurable.)</p> |
| <p>Music</p> | <p>In music, objectives include mastery of structure of music including pitch, rhythm, dynamics, form, and timbre, demonstrate skills in the musical actions of performing, creating, analyzing, and listening, learn and become exposed to music from different cultures and genres, and analyze how music was influenced and has been used as an agent of social change throughout history. Students will learn this through performing on a variety of instruments, singing, creative movement, and project based learning through lessons that are aligned with the National Core Arts Standards. Progress in units will be measured through project based assessments, student portfolios, playing assessments and ensemble performances. Rubrics are used for project assessment complete with comments as well as step by step instruction on what is required for each project. Projects and other forms of assessment align with units that are covered within the trimesters. Work is graded within a few days and both audio and student work is collected to create a portfolio for individual and group mastery of objectives. If it appears that the group as a whole has not yet mastered a material, supplemental lessons will be worked in.</p> |

| Grade | Integrated Assignment and Description: | Core Curriculum Standards Met | National Art Standards Met |
|-------|--|---|---|
| K | <p>Urban and Rural Worlds: This integrated arts project provided an opportunity for students to visually express their knowledge of</p> | <p>SS:GE:2:4.1: Explore the distribution of a population, e.g., city or farm.</p> | <p>VA:Cr2.1.Ka: Through experimentation, build skills in various media and approaches to art-making.</p> |

the contrast between urban and rural areas in the world. Students built on fine motor and drawing skills while tracing an object in the room. They drew both organic and geometric objects to represent towns and cities.

Role-playing in urban, suburban, and rural settings

Students were given visuals and verbal explanations of different types of neighborhoods. They were then challenged to apply their knowledge by drawing a picture of either an urban, suburban, or rural neighborhood and having a teacher guess which one they drew based on the details in their drawings. Later, they took turns using puppets and got to decide in which neighborhood the puppet lived. They had to describe where they lived without giving it away, while the audience guessed urban, suburban, or rural in a 20-questions-like format. This allowed students to demonstrate understanding of cultural and geographical diversity while also stepping outside of themselves and recognizing that there are many types of people in many different types of places. Lastly, students were asked to draw a picture of THEIR neighborhood and compare it to those of others in the class.

<https://www.artsonia.com/museum/gallery.asp?project=1721638>



SS:HI:2:5.2: Identify the concept of diversity.

K-ESS3-1 Earth and Human Activity

LS4-1 Biological Evolution: Unity and Diversity

VA:Cr2.3.Ka: Create art that represents natural and constructed environments.

VA:Re.7.2.Ka: Describe what an image represents.

VA:Cn11.1.Ka: Identify a purpose of an artwork.

MU: Cr1.125b: Generate musical patterns and ideas within the context of a given tonality and meter

MU: Cr2.1.2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent

MU: Cr3.2.2b: Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience

MU: Pr4.3.2a: Demonstrate understanding of expressive qualities and how creators use them to convey expressive intent

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| | <p>Animals: In this music integrated arts project, students are given the opportunity to explore animals that live in different habitats and the animal behaviors and characteristics through visual art, singing, and creative movement. Students will rewrite the song tale, "Over in the Meadow" for a different habitat and the animals that live in that environment. Students will illustrate a picture of the animal performing an action, and create a movement to represent the animal. Once completed, the new song and drawing will be turned into a book and students will perform their movement while singing the song.</p> | | |
| <p>1</p> | <p>Jan Brett Illustrations: After reading "The Mitten" by Jan Brett, students develop a composition using a template inspired by the illustrations of Jan Brett. Students include a past or present scene from the story on one side, and In the main window, students create a landscape scene from the story including a horizon line and the use of perspective through the use of scale. A writing sample completed during their homeroom is attached to with the art composition to a background that is colored with patterns and illustrations from the story.</p> <p>Students will listen to the story The Mitten by Jan Brett. Students will pay close attention to the details in the illustrations. Students will observe that the side pictures are a story within a story and will help them predict what is going to happen next.</p> <p>After story is complete, students identify the animals within the story and draw each animal. Each animal</p> | <p><u>CCSS.ELA-LITERACY.RL.1.2</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><u>CCSS.ELA-LITERACY.RL.1.7</u> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><u>CCSS.ELA-LITERACY.SL.1.2</u> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> | <p>VA:Cr1.2.1a: Use observation and investigation in preparation for making a work of art.</p> <p>VA:Cr2.1.1a: Explore uses of materials and tools to create works of art or design.</p> <p>VA:Pr5.1.1a: Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.</p> <p>VA:Re.7.2.1a: Compare images that represent the same subject.</p> <p>VA:Cn11.1.1a: Understand that people from different places and times have made art for a variety of reasons.</p> |

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| | <p>will become a puppet to help them retell and act out the story. Children will retell a story with a partner using their created puppets.</p> <p>Habitats:</p> <p>Students will create their own version of the song “Going on a Bear Hunt” Students will choose different habitats and an animal that they are looking for. In groups, they will draw a background to illustrate the different parts of the habitat they are encountering on their hunt. They will create homemade instruments to perform the sounds made while going through the habitat. They will then present the song with the instruments.</p> | | <p>MU: Cr1.125b: Generate musical patterns and ideas within the context of a given tonality and meter</p> <p>MU: Cr2.1.2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent</p> <p>MU: Cr3.2.2b: Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience</p> |
| <p>2</p> | <p>World Bears inspired by NH or Arctic Habitats:</p> <p>In connection with stem habitats introduced and studied in their homeroom, students were introduced to bears from around the world. Students selected a bear to create from a wire armature, foil, paper, and paper mache. Students will paint their bears to resemble the species of bear that they are creating.</p> | <p>CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text</p> <p>CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) can contribute to and clarify a text.</p> | <p>VA:Cr2.2.2a: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p>VA:Cr2.3.2a: Repurpose objects to make something new.</p> <p>VA:Pr5.1.2a: Distinguish between different materials or artistic techniques for preparing artwork for presentation.</p> <p>VA:Re.7.1.2a: Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.</p> <p>MU: Cr1.1.2a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose</p> <p>MU: Cr2.1.2a: Demonstrate and explain personal reasons for</p> |



Stuffed Animal Sound Stories

After reading the Mo Willems story, "Knuffle Bunny," students will write their own story about their favorite stuffed animal. After completing the story, students will create a sound story to go along with a reading of their tale. Students will use a variety of instruments to represent the sounds their stuffed animal encounters in its tale.

CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.MATH.CONTENT.2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.

CCSS.MATH.PRACTICE.MP4 Model with mathematics.

CCSS.MATH.PRACTICE.MP5 Use appropriate tools strategically.

selecting patterns and ideas for music that represent expressive intent

MU: Cr3.2.2b: Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience

2nd grade has been working on learning non-fiction reading and writing. We focused our reading work on learning how to read non-fiction texts and exploring the different text features within these books. Non-fiction text features are an integral part of gathering information from these types of books. Learning how to read, understand and create them in a variety of ways is extremely important to understanding non-fiction. From the drawing of graphs to pictures with labels, all of these features provide important information. Therefore, during reading, we worked with finding the main idea and supporting details through both the written words and the text features. We then created visual learning maps to illustrate this information. We also read and discussed this information during our guided reading groups. In conjunction with our reading work, we worked on writing individual non-fiction books with the student's being the "expert" on the subject of their choice. We practiced using text features to enhance our books as well as how to write these types of books. In Math, we created graphs and measured other mathematical text features often found within non-fiction. For Social Studies, we discussed the importance of protecting wildlife. We created a chart of shared learning based on endangered and extinct animals and how important it is to protect and care for our environment. We brainstormed ways that we could change our behavior to better improve our environment and how that would

SS:CV:2:4.1 Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school.

SS:CV:2.4.2 Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.

2-LS4-1 Biological Evolution: Unity and Diversity Make observations of plants and animals to compare the diversity of life in different habitats.

K-2-ETS1-2 Engineering Design Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

D-2-ETS1-3 Engineering and Design Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

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| | <p>help the creatures in our world. In Science, we studied hibernation and the animals that hibernate as well as the adaptations many animals use to survive the winter. Our STEM challenge was to create animal habitats. Student worked to utilize different materials to create the best habitat possible for their animals. They then presented these creations to other classes. During their presentation, they explained how they created their habitat and how it would protect their animals for the winter. The unit culminated with a research book. Students were given various Arctic animals and they conducted research and took notes on their animals. They did this research via both technology and books. Then they took their note pages and turned the facts they had compiled into non-fiction books. They used the text features they had been working with to enhance their books. Additionally, several students independently added other text features designed to enhance their work. The students also created a poster individually designed to highlight their research book and Arctic animal.</p> | | |
| <p>3</p> | <p>Fibonacci Spirals: Students develop an understanding of the relationship between geometry and art with the introduction to Fibonacci and his contributions to mathematics and art. Students learn how to create the Fibonacci spiral using a grid and application of the Fibonacci sequence. After an observing a</p> | <p>CCSS.MATH.PRACTICE.MP2: Reason abstractly and quantitatively.</p> <p>CCSS.MATH.PRACTICE.MP4: Model with mathematics.</p> <p>CCSS.MATH.PRACTICE.MP6:</p> | <p>VA:Cr1.1.8a: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>VA:Cr3.1.8a: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> <p>VA:Re.7.1.8a: Explain how a person's aesthetic choices are</p> |

variety of objects from nature that include the Fibonacci spiral, students create an oil pastel composition inspired by nature with repetition through the use of many spirals.

<https://www.artsonia.com/museum/gallery.asp?project=1704488>



Native American Found Instruments:

When learning about Native American culture, students discover that Native Americans used the natural resources around them to survive, including musical instruments. To reinforce this concept of using natural resources, students will use materials found outside to create their own instruments and will perform a drum circle using the new instruments.

Attend to precision.

CCSS.MATH.PRACTICE.MP7: Look for and make use of structure.

SS:WH:3:1 Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales

SS:3H1 Describe early American Indian cultures and their development in North America.

influenced by culture and environment and impact the visual image that one conveys to others.

MU: Cr1.1.5a:Improvise rhythmic, melodic, and harmonic ideas, and explain connection to the specific purpose and context.

MU: Cr2.1.5a: Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context

MU: Pr4.2.5c: Explain how context informs performances

MU: Re7.1.5a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts

MU: Re7.2.5a: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context

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| <p>4</p> | <p>NH Bird Collagraph: To reinforce student learning about habitats in New Hampshire, students select a NH bird of their choice and create that bird and its habitat through the process of printmaking. The class learns how printmaking is valuable as an artform. Collagraphs are assembled using a variety of materials. Upon completion, they will be coated and printed using ink, wet paper, and a spoon.</p> <p>Immigration Project: To reinforce student learning about US immigration, students will select an immigrant culture and create a poster and choose music to reflect that culture's values, styles, food, music, artwork, and reasons for immigrating to America. Throughout the project, they will be listening to music and performing dances that coincide with each culture. When completed, students will have an Immigration Fair to display and share their knowledge. Students will sculpt the Statue of Liberty after learning about its origin and meaning.</p> | <p>4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. [Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.]</p> <p>4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p> <p>HSS 4.16: Identify major immigrant groups that live in the United States and where they now live in large numbers</p> <p>SS:CV:4:3.1: Explain that the world is divided into different countries with their own governments and that all governments are not the same.</p> <p>SS:HI:4:3.3: Explore how groups have enhanced the art, music and literature of our nation, e.g., Latinos or Franco Americans.</p> | <p>VA:Cr2.1.4a: Explore and invent art-making techniques and approaches.</p> <p>VA:Cr2.2.4a: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>VA:Re.7.1.4a: Compare responses to a work of art before and after working in similar media.</p> <p>MU: Re7.2.5a: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context</p> <p>MU: Re7.1.5a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts</p> <p>MU: Pr4.2.5c: Explain how context informs performances</p> |
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5

Alebrijes:

Students read *Esperanza Rising* in ELA and learned about Mexico in Social Studies. To build on their knowledge of Oaxaca Mexico, they will learn about and create sculptural alebrijes with influence from the Mexican tradition. They will design an magical creature from a combination of animals on paper and will build their creature from a wire armature, crumpled paper, paper mache, and paint.

Multiplication Music Video:

Students learned about the multiplication rules in math class. As a way to creatively review multiplication rules and to learn how to compose a song and recording, students created a multiplication music video. They had to use the elements of music as well as to use their imaginations to show their understanding of both multiplication and composition.

US SS GE 6 2.2 Describe how places and regions preserve culture

US SS HI 6.3.1 Examine how the art, music and literature of our nation has been enhanced by groups, e.g. immigrants...

Math 5.NF.B.4

VA:Cr2.2.5a: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

VA:Cr3.1.5a: Create artist statements using art vocabulary to describe personal choices in art-making.

VA:Re.7.2.5a: Identify and analyze cultural associations suggested by visual imagery.

MU: Cr1.1.5b: Generate musical ideas within specific related tonalities, meters, and simple chord changes

MU: Cr2.1.5a: Demonstrate selected and developed musical ideas for improvisation, arrangements, or compositions to express intent, and explain connection to purpose or context

MU: Cr3.1.5a: Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria



and feedback, and explain rationale for changes

MU: Pr4.2.5a: Demonstrate understanding of the structure and the elements of music in music selected for performance

6

Chinese Ink Nature Paintings:

To complement the study of tradition in China, students are in the process of learning about and painting in traditional Chinese ink painting methods to create landscapes.

Olympians Project:

The Olympian Revolutions Arts-Integrated Science Project is a combination of Science, Social Studies, Music, and Movement class content. Built from the study of Classical Myths and mythology in Social Studies and the study of the Solar System in Science, students explored the music of the planets by listening to Holst “Planets” and composing original pieces for each planet. Students also reflected on the personalities of the mythic namesakes of the planets of our solar system and choreographed movements related to these personalities with partners.

D2.Geo.10.6.8 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

SS HI 6.5.1 Explain the impact ethnic and religious groups have had on the development of the United States...

SS HI 6.5.4 Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese....

SS HI 6.3.1 Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants...

SS. WH 6.3.1 Differentiate the spread of world religions

CC 6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CC 6 SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCRA SL.5 Make strategic use of digital media and visual

VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

VA:Pr6.1.6a: Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

VA:Re.7.1.6a: Identify and interpret works of art or design that reveal how people live around the world and what they value.

VA:Cn11.1.6a: Analyze how art reflects changing times, traditions, resources, and cultural uses.

MU: Cr.1.1.8a: Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms that convey expressive intent.

MU: Cr. 2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent

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| <p>7</p> | <p>Sculptural African Animal Masks: In conjunction with reading <i>A Long Walk to Water</i> students will create sculptural masks inspired by African Mythology / Folktales. Students will compare various tales for similarities and differences. They will construct masks using plaster strips, mask molds, cardboard, and acrylic paint. Student knowledge of geometry will assist them in the process of transforming cardboard into three dimensional shapes with form.</p>  <p>https://www.artsonia.com/museum/gallery.asp?project=1700079</p> <p>Troubadour News Songs: Students learned about medieval times and in music, the importance of troubadours before written word. Students will create troubadour songs describing a news article. The songs must be in the form of a poem and describe the main points in the news article that is being used.</p> | <p>CCRA SL 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCRA R 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>SS GE 8.2.3 Describe how culture, technology, and experience affect perception of places and regions...</p> <p>SS WH 8.3.1 Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time.</p> | <p>VA:Cr2.1.7a: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.</p> <p>VA:Pr5.1.7a: Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> <p>MU: Cr.1.1.8a: Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms that convey expressive intent.</p> <p>MU: Cr. 2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent</p> <p>MU: Cr2.1.8b: Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences</p> |
| <p>8</p> | <p>Vietnamese/Chinese Silk Painting: In conjunction with reading <i>Inside Out and Back Again</i>, students will study the traditional art of</p> | <p>SS WH 8.3.1 Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of</p> | <p>VA:Cr1.1.8a: Document early stages of the creative process visually and/or verbally in traditional or new media.</p> |

Vietnam. They will compare Vietnamese silk painting to fiber arts from other cultures. To reinforce appreciation and learning of the Vietnamese culture, students will be introduced to traditional Vietnamese and Chinese silk painting including the history of silk paintings, the process of creating silk from silkworms, and the use of ink and dyes on silk. Students will use traditional materials while practicing silk painting a natural scene of interest to them.

<https://www.artsonia.com/museum/gallery.asp?project=1727751>



Poetry with Found Music

After defining what a non-traditional instrument is, students will use poems created in ELA and non-traditional musical instruments found throughout the school to create a poem with a backdrop. Students will discover the rhythmic beat to the poems and compose a rhythmic background to recite poems to in the style of STOMP.

a particular time.

D2 GEO 6.6.8 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

D2 GEO 5.6.8 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

8 RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCRA SL 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

8 SL 5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims

VA:Pr5.1.8a: Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

VA:Re.7.1.8a: Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

VA:Cn10.1.8a: Make art collaboratively to reflect on and reinforce positive aspects of group identity.

MU: Cr.1.1.8a: Generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms that convey expressive intent.

MU: Cr. 2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent

MU: Cr2.1.8b: Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences

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| | | <p>and evidence, and add interest.</p> <p>8 L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCRA L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | |
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GCCSA Renewal Application Modifications

| Application Page # | Request | Modification |
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| 1. Bullying | | |
| 39 | <p>Please provide the school’s bullying report for the past 3 years with a description about how the school reports on bullying incidents. This needs to be reported in annual reports and renewal reports. Please also provide the school’s bullying procedures and identify what the school has done to put in a place a system to follow for incidents of bullying.</p> | <p>Any findings from previous administration prior to 2018-2019 were submitted to the Department of Education to this Director’s knowledge. To this Director’s knowledge, in 2017-2018 school year there is one on-going investigation of an alleged bullying incident. Per the Board of Trustees’ knowledge of alleged incident, the Board mandated that new Administration review and create several documents for the 2018-2019 school year. They are as follows: updated definition of Bullying and Bullying Policy (which are attached), and a specific student curriculum for bullying prevention. A Bullying Task Force was created and includes school administration, school staff, parents, students, as well as the community Resource Officer from Merrimack, NH Police Department.</p> <p>The new Director of Student Supports worked alongside the School Counselor to create an updated Bullying Policy to align with the RSA. Our Board of Trustee’s recently approved the Bullying Policy in February’s Board meeting. In the updated Bullying Policy from 2019, it outlines timelines for investigating bullying, how the school reports bullying, and what should take place if alleged bullying is found to be true. The Bullying Task Force has reviewed several curriculums and has determined that there is one most appropriate as it focuses on individual grade levels. TIGER theatre from Plymouth State integrated arts into a presentation with audience participation. This presentation actively increased the awareness of empathy, resilience, standing up for your friends, and how to respond.</p> |
| 2. Answer the following questions more specifically with evidence: | | |
| 8 | <p>Measurable Goals and Objectives - In the goals and objectives, provide a description of how you will measure progress towards attaining goals. How will you know when you reached attainment of the goal? The measurement component is essential for evaluating progress. Include a timeline for evaluating progress and attainment.</p> | <p>See attached Strategic Plan: Measurable Goals and Objectives</p> |

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| <p>10</p> | <p>Next Generation Science Standards: written in the renewal application: "As the state approaches adoption" – but the state adopted these science standards over 2 years ago</p> | <p>Our application should have stated that we adopted the Next Generation Science Standards (NGSS) in 2017, and that we have been using these standards to give our students a consistent science education in the four domains: physical science; life science; earth and space science; and engineering, technology and science application. We value the three-dimensional learning strategy of NGSS which includes high leverage content, science practice skills engaging inquiry and problem-solving, and cross-cutting concepts which align science with other contents areas such as reading, writing, mathematics, and the arts. We are actively seeking ongoing professional development opportunities for our teachers in the area of science, and we are currently increasing our science curriculum and materials with \$5,000 in grant money.</p> <p>Our students in grades 5 and 8 take the NH Statewide Assessment System (NH SAS) for science. All GCCSA students have both summative and formative assessments in their respective science classes, based on science competencies.</p> |
| <p>11</p> | <p>Programmatic Goals: Would like to understand what arts integration looks like in different grades and in different courses.</p> | <p>Over the past two years there has been increased emphasis on arts integration as a method of instruction. Each grade has art classes, which address mastery of art forms such as sculpture, drawing, painting, printmaking; the use of elements of art and principles of design; and implementation of National Core Art Standards of creation, connecting, presenting, and responding. Each grade also has music classes and creative movement.</p> <p>In addition to these art, music, and creative movement classes, each grade has "Arts Integration Blocks" where the arts are infused into ongoing classroom curriculum, and ongoing classroom curriculum is infused into the arts! Classroom teachers and art specialists collaborate closely to align curriculum and to create meaningful connections and learning experiences for students. (It is important to note that the arts reach students in many ways, some of which are not measurable.)</p> <p>Attached are examples of arts integration in different grades.</p> |

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Organizational Goals. Here are some examples of the discussion items that could be included in organizational goals:

- How you will retain a highly qualified staff.
- How you will increase parent involvement and community partnerships
- How you will maintain/improve parent/stakeholder satisfaction, relations and communications.
- How you will ensure long-term fiscal responsibility. (include fundraising)
- Provide safe schools: see #1 above

- How will you retain a highly qualified staff ?

Gate City Charter School for the Arts is committed to retaining our staff. There are several reasons staff may leave a position. Some of those reasons the school has little or no way of preventing ie;retirement, child, illness, moving, etc. Factors that are in control of the organization include job satisfaction, opportunities for growth, feeling appreciated and valued, feeling heard, and salary and benefits.

Job satisfaction occurs when a teacher or employee feels that they are successful and happy in their role.Gate City Charter School for the Arts supports its teacher, their needs and their ideas. We help them develop programs and projects that they can be excited about. One example of this is the enrichment module that will be school-wide by the end of the year. This teacher developed program has allowed for a school wide, multiage enrichment program.

Another way to retain staff is to make sure they have the opportunity to learn, develop and grow professionally. Our teachers participate in several learning opportunities throughout the year. Many are requested and scheduled by our teachers.

Salary and benefits are perhaps the biggest reason for teacher turnover. We are currently looking at how we can manage as a school to offer medical benefits within our budget. Every year when the budget is created, much time and attention is spent on teacher salaries and the school gives as much as it can to the staff. That being said, it is still not enough. More funding needs to come into the schools. Ideally, this funding would come from the state. This would allow administrators to focus their time and energy where it belongs, on the students, staff, and school management. Until funding is more equitable, the schools will continue to need to develop fundraising opportunities to strengthen fiscal stability which would allow for higher pay and benefits.

- How will you maintain improve parent /stakeholder satisfactions, relations communications

Overall parent satisfaction is key to the success of the school. Part of satisfaction comes from parents knowing and understanding what a great school we are. To help with this, the Directors will be returning to a monthly newsletter. This will be filled with updates and news about the past month as well as upcoming events. We are also working with a parent and staff to develop a more user friendly website. This will allow for parents to more easily have access to forms and information. Our administration and staff responds immediately to parent questions, concerns, and feedback. Lastly, we would like to implement quarterly surveys to get feedback and learn what areas need improvement.

- Provide safe schools

The school has been working hard at improving school safety both physical and social emotional safety. In terms of physical safety, we had the New Hampshire Department of Homeland Security come in and perform an inspection. We are working through the report and trying to implement recommended improvements. These include development of a safety committee, walkie, talkies to all teachers, cameras at entry points, and an improved public announcement system. We have 95%of our faculty and staff are first aid and CPR trained. We have had three safety trainings since September with faculty including an active shooter training.

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| <p>13</p> | <p>Share Best Practices – need to develop a plan for this. Going to the Best Practices conference is receiving information, not sharing, unless you are presenting.</p> | <p>The school recognizes the need to share best practices. We frequently share our successes through social media and/or press releases. We are always available to discuss our programs with families, the larger community, and businesses. We have three Celebrations of Learning each year, showcasing our student work for the families and the community.</p> <p>It would be ideal if charter school administrators and teachers could meet quarterly to share ideas and practices. It is the goal of our administration to begin to help facilitate this happening in the charter school community.</p> <p>Most recently, our Director of Curriculum and Instruction, Betty C. Mulrey, Ed.D, was invited to serve on a panel at Plymouth State University during their 24th Annual Integrated Arts Conference in January 2019. Betty also gave a presentation to conference attendees on social problem solving using "third-party puppetry" and the arts, for use in schools and for families.</p> <p>Additionally, one of our teaching faculty members, Mary Ellen Wessels, M.Ed, presented a session at the Best Practices conference held at Founders Academy in March 2019. Mary Ellen gave an Arts Integrated Overview showing how the arts can be integrated into curriculum and instruction, including how to enhance teaching and learning with music, theater, dance, and the visual arts. She also presented examples of how to map the National Core Arts Standards to standards in other subject areas. In addition to her presentation at Founders Academy, Mary Ellen took an extensive Visual Teaching Strategies (VTS) workshop and then presented key elements of this workshop to our school staff last fall.</p> |
| <p>19</p> | <p>When was the switch made to the new math program? When do you anticipate that you'll</p> | <p>EnVisionMATH was launched school-wide in fall 2018. This math program "combines problem-based learning and visual learning to deepen students' conceptual understanding." Teachers use EnVisionMATH assessments to gauge</p> |

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| | have data from this program to demonstrate that it is a more effective program? | student learning and to drive future curriculum. This math assessment data is supplemented by student i-Ready math data, which provides information as to how much students have learned, and what they should learn next. i-Ready also suggests appropriate groupings for students. Spring 2019 will give us data to ascertain student growth from the fall, and to drive future curriculum. Our middle school plans to pilot the online program Mathspace this spring, as an additional way to meet the needs of diverse learners. |
| 20 | No data or analysis included for attainment of skills in this Academic Attainment section. How is proficiency in all subject areas determined? | Proficiency is determined with these assessments: Reading/ELA assessments: Fountas & Pinnell, i-Ready reading, Reading A-Z, Foundations, Wit & Wisdom, Experiential learning, ELL assessment, classroom formative and summative assessment Math assessments: EnVisionMATH, i-Ready math, Prodigy math, classroom formative and summative assessment. Our middle school plans to pilot the online program Mathspace this spring as a way to meet needs of diverse learners. Science: Classroom formal and summative assessments based on NGSS standards Social Studies: Classroom formal and summative assessments based on National Council for the Social Studies standards Art: National Core Arts standards, classroom formative and summative assessment Music: National Music standards, National Core Arts standards, classroom formative and summative assessment |
| 20 | The school's Accountability Plan should have mention of measurable student achievement goals in all academic areas. For example, 90% of 4 th grade students will be proficient in math by the end of the school year. | We have a goal of 90% proficiency in all grades. However, we also recognize the diversity of our students, and the fact that a number of students come to us below grade level. Therefore, we are also using a student growth model based on i-Ready. This student growth model uses 1. <u>Differentiation</u> (based on each student's grade and initial placement on the i-Ready diagnostic, 2. <u>A Path to Proficiency</u> (i-Ready gives us data as to how much each student needs to grow in order to reach proficiency and charts a realistic path for them to get there), and 3. <u>Two growth measures for every student: Typical Growth and Stretch Growth</u> . Typical Growth is the average growth of students at each grade and placement level. This allows us to see how a student is growing compared to average student growth at the same grade and placement level. Stretch Growth is the growth recommended to put below-grade students on a path to proficiency and on-grade students on a path to advanced proficiency levels. (Students who are farther behind have larger growth benchmarks to catch up on, and may take longer to do this. Students who are already proficient have aspirational benchmarks to advance or maintain above-grade proficiency. Stretch Growth benchmarks are designed to be ambitious |

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| | | <p>yet achievable. We wish that each student reaches Typical Growth as a minimum but ultimately meets their Stretch Growth. <i>(information from "Using i-Ready Diagnostic as a Student Growth Measure.")</i></p> <p>See attached "Strategic Plan - Measurable Goals and Objectives"</p> |
| 27 | Comparison between school's goals and actual results. Goal setting needs to be measurable. | <p>See attached "Strategic Plan - Measurable Goals and Objectives"</p> |
| 27 | Measurable Goals and Objectives and a timeline for implementation/completion | <p>See attached "Strategic Plan - Measurable Goals and Objectives"</p> |
| 35 | Little financial discussion or budget discussion. Provide a financial plan/discussion to demonstrate sustainability for the next 5 years. | <p>For the past few years the school has benefitted from a contracted grant writer. She has brought in thousands of dollars into the organization. We will continue to use her as a resource. We are also looking at collaborating with other schools to seek out larger grants.</p> <p>The school is looking at developing a few annual fundraisers that will bring in at least ten thousand dollars each. One of these would likely be a Gala auction. It is possible that the second would be a large-scale community event or an auction. The school has also been attempting to get on the list to become a recipient of casino revenue.</p> <p>Lastly, we hope to engage more local businesses and large corporations to become sponsors of our school.</p> <p>Gate City Charter School for the Arts has several goals and objectives for the next few years, these include:</p> <ul style="list-style-type: none"> • Capital Campaign The school understands that in order to grow and prosper, it needs to decrease the amount of facility costs. Owning a building rather than paying commercial property rental rates and property taxes will reduce monthly overhead costs significantly. The school will create a committee to begin to seek out gifts and sponsorships for our capital campaign. The committee would ideally raise ten to fifteen thousand a year for the next four years. This would allow us to explore purchasing a building in 2023. |

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| | | <p>Grants</p> <p>The school currently contracts with a grant writer. It is our goal to be able to increase the amount allocated to working with this grant writer and also look for more strategic partnerships to help the organization have more access to funding. We would like to be able to raise 15-20,000 a year through grants.</p> |
| 36 | More description needed. Please use other measures of sustainability, not just enrollment and staff turnover. | <p>Gate City Charter School for the Arts will continue to be sustainable. Its sustainability will be dependant on the following factors:</p> <ul style="list-style-type: none"> • Sustained and increased funding from the state. We have created a budget dependent on continued per pupil payments. We have increase the amount 2% a year, on the advisement of the charter office. • Increased fundraising has been included in our budget planning, growing incrementally each year. • The school also has a goal of more actively seeking grants through grants written by administration and by contracted grantwriters. • Healthy enrollment will be a major contributing factor to sustainability. We have budgeted conservatively, with budget numbers based on 174 over the next several year. • We will continue our trend with conservative spending and fiscal accountability and ensure that our quarterly reports are available for public viewing. • Teacher and staff retainment are huge contributing factors to sustainability. As a school on a limited budget, teacher retainment has been a challenge that the organization is aware of and working to improve. |
| 37 | No data, not recorded in a formal manner and little analysis to explain sustainability. | <p>As evidenced in our binder that was submitted to the charter office. Our school has always maintained a healthy financial status. The school has zero debt and healthy enrollment. Fundraising and outside sources of income are an area that needs to be improved upon. Our budgets are created and based off of “worst-case scenarios.” Income projections are alway on the conservative side. A preliminary five year budget plan has been developed and will be used as a general resource as we budget for each year.</p> |

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| <p>33</p> | <p>How is data used to inform instruction and curriculum decisions?</p> | <p>Student i-Ready reading and math assessment provides specific information as to how much students have learned, and what they should learn next. These assessments also provide proposed groupings for students. Fountas & Pinnell data help determine which students need Title support. ELL test data helps determine which students may need ELL services, and at which level (e.g., emerging, developing, etc.) Data from NH state testing is also used to inform curriculum.</p> |
| <p>32</p> | <p>Updates on student achievement data if the accountability report was written last year</p> | <p>Student achievement data from new use of i-Ready reading and math assessment, first and second trimester of school year 2018-2019:</p> <p>Reading:</p> <ul style="list-style-type: none"> Kindergarten: Fall 28% proficient, winter 78% proficient First Grade: Fall 0% proficient, winter 24% proficient Second Grade: 47% proficient, winter 58% proficient Third Grade: Fall 70% proficient, winter 90% proficient Fourth Grade: Fall 29% proficient, winter 47% proficient Fifth Grade: Fall 47% proficient, winter 35% proficient Sixth Grade: Fall 59% proficient, winter 53% proficient Seventh Grade: Fall 93% proficient, winter 87% proficient Eighth Grade: Fall 73% proficient, winter 67% proficient <p>Math:</p> <ul style="list-style-type: none"> Kindergarten: Fall 31% proficient, winter 54% proficient First Grade: Fall 18% proficient, winter 47% proficient Second Grade: Fall 21% proficient, winter 42% proficient Third Grade: Fall 10% proficient, winter 35% proficient Fourth Grade: Fall 24% proficient, winter 24% proficient Fifth Grade: Fall 17% proficient, winter 33% proficient Sixth Grade: Fall 37% proficient, winter 53% proficient Seventh Grade: Fall 44% proficient, winter 39% proficient Eighth Grade: Fall 47% proficient, winter 47% proficient <p>For most of our students, this year is the first time they have taken i-Ready assessments, and some may need more time to learn how to take this type of test.</p> |

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| 33 | e) Personal goal need to be formal with tracking to determine progress. | i-Ready provides specific learning goals for each student in the areas of reading and math as well as proposed groupings of students based on diagnostic results. i-Ready also generates two growth measures (typical and stretch) for every student in reading and in math. (These growth measures are based on longitudinal analysis of national data.) In this way, our student personal growth can be consistently measured and tracked. Teachers also supplement i-Ready data with a variety of other formative and summative assessments. |
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| 3. Financial Planning and Budget | | |
| 35 | Include fundraising in financial planning and the budget. | Grants, small and large scale fundraising have been included in the budget. |
| 37 | Financial plan over 5 years to keep school sustainable | A five year budget has been created based on sustained enrollment, a 2% increase in aid from the state annually, and incremental, realistic fundraising goals. |
| 4. Other Questions | | |
| 33 | How is data used to inform instruction and curriculum decisions? | Student i-Ready reading and math assessment provides specific information as to how much students have learned, and what they should learn next. These assessments also provide proposed groupings for students. Fountas & Pinnell data help determine which students need Title support. ELL test data helps determine which students may need ELL services, and at which level (e.g., emerging, developing, etc.) Data from NH state testing is also used to inform curriculum. |
| 32 | Updates on student achievement data if the accountability report was written last year | <p>Student achievement data from new use of i-Ready reading and math assessment, first and second trimester of school year 2018-2019:</p> <p>Reading:</p> <ul style="list-style-type: none"> Kindergarten: Fall 28% proficient, winter 78% proficient First Grade: Fall 0% proficient, winter 24% proficient Second Grade: 47% proficient, winter 58% proficient Third Grade: Fall 70% proficient, winter 90% proficient Fourth Grade: Fall 29% proficient, winter 47% proficient Fifth Grade: Fall 47% proficient, winter 35% proficient Sixth Grade: Fall 59% proficient, winter 53% proficient Seventh Grade: Fall 93% proficient, winter 87% proficient Eighth Grade: Fall 73% proficient, winter 67% proficient |

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| | | <p>Math:</p> <p>Kindergarten: Fall 31% proficient, winter 54% proficient First Grade: Fall 18% proficient, winter 47% proficient Second Grade: Fall 21% proficient, winter 42% proficient Third Grade: Fall 10% proficient, winter 35% proficient Fourth Grade: Fall 24% proficient, winter 24% proficient Fifth Grade: Fall 17% proficient, winter 33% proficient Sixth Grade: Fall 37% proficient, winter 53% proficient Seventh Grade: Fall 44% proficient, winter 39% proficient Eighth Grade: Fall 47% proficient, winter 47% proficient</p> <p>For most of our students, this year is the first time they have taken i-Ready assessments, and some may need more time to learn how to take this type of test.</p> |
| <p>32</p> | <p>e) Personal goal need to be formal with tracking to determine progress.</p> | <p>i-Ready provides specific learning goals for each student in the areas of reading and math as well as proposed groupings of students based on diagnostic results. i-Ready also generates two growth measures (typical and stretch) for every student in reading and in math. (These growth measures are based on longitudinal analysis of national data.) In this way, our student personal growth can be consistently measured and tracked. Teachers also supplement i-Ready data with a variety of other formative and summative assessments.</p> |

LEARN EVERYWHERE PROGRAM

Changes to Ed 1400

Recommendations by stakeholder group

- **Ed 1401.01 – Purpose**
 - Added “referred to as learn everywhere programs” and throughout the document changed “alternative programs for granting credit leading to graduation” to “learn everywhere programs”

- **Ed 1401.02 – Scope**
 - (a) – Added “consistent with these rules” to define “educational program”
 - (b) through (d) – Added groups who the rules apply to as well as a statement that learn everywhere programs can also be used by student’s with IEPs regardless of whether the program will result in the student earning credit.

- **Ed 1402 – Definitions**
 - Added multiple definitions for clarity throughout the rules.

- **Ed 1403.01 – Initial Application Requirements**
 - (b)(2)b. – Amended wording for special education accommodations breaking section 504 of the Rehabilitation Act and IEPs pursuant to IDEA into two distinct and separate sections.
 - (b)(5) – Added an insurance section and indemnification statement.

- **Ed 1403.02 – Review by Department of Application for State Board Approval**
 - (a) – Added a new section regarding forming a learn everywhere program approval committee to include a representative from the extended learning opportunity network and NH licensed educators in the content area enumerated on the application.

- **Ed 1403.03 – State Board Approval**
 - (4) – Added “the consequence for failure to comply with the conditional approval requirements” as part of a conditional approval notification from the State Board

- **Ed 1403.04 – Renewal of an Alternative Program for High School Graduation Credit**
 - (a) and throughout the document – Changed “license” to “approval”
 - (d) – Added this section to refer to the new on-site monitoring section in Ed 1407.01 requiring the conditions of that section to be met before a renewal is granted.

- **Ed 1406**
 - Added this section at the request of stakeholders in order to spell out a process for coordinating a student’s IEP and services.

- **Ed 1407.01 – Program Completion Certificates (renumbered)**
 - (a) – Added language in this paragraph stating that a completion certificate will not be granted to a student without submission of a learn everywhere program evaluation to the department.
 - (c)(4) – Added two certificate types to clarify a pass/fail competency-based system for granting credit, or in cases with student’s with IEPs, growth toward goals.

- **Ed 1407.02 – Issuing Credit for Graduation (renumbered)**
 - (a) – Changed the minimum total number of credits from 50 percent to 1/3.
 - (b) – Clearly state that credit will be granted in the area enumerated on the certificate and that it will not negatively affect a student’s grade point average.

- **Ed 1408.01 – Monitoring**
 - This is a new section added based on feedback from 3/18/19 describing on-site monitoring by the department.

Adopt Ed 1400 to read as follows:

CHAPTER Ed 1400 LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION
CREDIT

PART Ed 1401 PURPOSE AND SCOPE

Ed 1401.01 Purpose. Parts Ed 1401 through **Part Ed** 1407 provide rules of ~~practice and~~ procedure to ensure uniform application of RSA 193-E:2-a, V(b) relative to the approval of alternative programs for granting credit leading to graduation, ***referred to as learn everywhere programs***. The commissioner shall develop and implement this program in conjunction with the state board of education.

Ed 1401.02 Scope.

(a) These rules shall apply to any for-profit or non-profit entity ~~or any individual(s)~~ that offers an educational program, ***consistent with these rules***, that meets the minimum standards for approval to grant credit leading to graduation.

(b) ***These rules shall apply to students, emancipated minors, or students with disabilities whose individualized education program (IEP) team has determined it appropriate.***

(c) ***Approved learn everywhere programs shall result in certificates that lead to high school graduation credit or that assist a student in making progress towards one or more of the student's annual goals or appropriate measurable postsecondary goals in the student's IEP, regardless of whether the program will result in the student earning credit.***

(d) ***These rules shall apply to all local education agencies (LEAs).***

PART Ed 1402 DEFINITIONS

Ed 1402.01 Definitions.

(a) "Commissioner" means the commissioner of the department of education.

(b) ***"Competency" means the expected content, concepts, and skills to be mastered in a course.***

(b) "Department" means the department of education.

(c) ***"Individualized education program (IEP)" means "individualized education program" as defined in 34 CFR 300.22 and which meets the requirements in Ed 1109.***

(d) ***"Learn everywhere program" means a state board approved alternative program for granting credit leading to graduation.***

(e) ***"Local education agency (LEA)" means "local education agency" as defined in 34 CFR 300.28.***

(f) ***"OAPL" means the office of academics and professional learning at the department of education.***

(eg) “Program” means a sequence of instruction over a period of time, which meets the requirements *competencies* of a subject or subjects listed in Ed 306.27(t) resulting in a granting of credit leading to high school graduation.

(h) “School” means a New Hampshire public high school, public academy, or chartered public school that includes high school students.

(i) “State board” means the New Hampshire state board of education.

PART Ed 1403 PROGRAM APPROVAL

Ed 1403.01 Initial Application Requirements.

(a) An applicant, *as defined in Ed 1401.02(a)*, seeking state board approval for an alternative program shall complete and ~~file~~ *submit* the “Application for ~~Establishing an Alternative Program for High School Graduation Credit~~ *Learn Everywhere Program*” form, ~~June 2018~~ *March 2019 edition*, to the department for review, and include:

- (1) The sponsoring organization’s purpose, mission statement, or both;
- (2) The name and contact information of the individual responsible for oversight and administration of the program for which approval is sought;
- (3) A description of demonstrated qualifications to instruct and a statement assuring that the instructor meets those requirements, which shall not be construed to imply that instructors require a New Hampshire educator license; *and*
- (4) A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction *or student contact* by a person who has been charged pending disposition for, or convicted of any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11; ~~and~~

(b) In addition to the application requirements outlined in 1403.01(~~ba~~), an applicant shall also submit:

- (1) In the area of instructional program:
 - a. Identification of the *education, program, or opportunity* from Ed 306.31 through Ed 306.48 for which students completing the ~~course subject~~ *learn everywhere program* ~~will~~ *shall* receive high school credit(s);
 - b. An outline of each program for which approval is sought, which includes goals and a description of expected student outcomes;
 - c. A plan for recording student progress in meeting expected student outcomes; ~~and~~

d. A description of how students will be assessed to determine that they have met the program requirements *competencies*; and

e. ~~A description of the system for awarding grades to students, including, but not limited to:~~

~~—— i1. Pass or fail; or~~

~~—— ii. Letter grade system; and~~

~~—— iii2. Competency-based number system 4-1;~~

(2) In the area of admission:

a. A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law; and

b. A policy that describes how the program will coordinate with the local education agency (LEA) for students with an education plan pursuant to section 504 of the ~~Rehabilitation Act~~, *to include facilitating accommodations if necessary*;

c. *A policy that describes how the program will coordinate with the LEA for students with an individualized education plan program (IEP) pursuant to the Individuals with Disabilities Education Act (2004), or both, for matters pertaining to include, but not be limited to coordinating:*

1. any Required special education programs;

2. Support services, or both, including methods of compliance with all federal and state laws pertaining to children with disabilities; and

3. Least restrictive environment;

~~*d. A policy describing methods of compliance with all federal and state laws pertaining to children with disabilities;*~~

(3) In the area of minimum standards:

a. A description of how the program meets the minimum standards for graduation credit for the program as referenced in Ed 306.31 through Ed 306.48; and

b. Number of credits the program will fulfill; and

c. A competency-based grading policy; and

(4) In the area of facilities:

- a. A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program; and
- b. If applicable, a statement affirming that the facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to the following, noting that the participation in this program shall not construe additional facility requirements not otherwise required by state or federal law:

- ⚭ 1. Fire safety; and

- ⚭ 2. Barrier-free access under Abfd 300, *code for barrier-free design*, and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008;

(5) In the area of insurance:

- a. *Proof of insurance for protection of children in care and in amounts as recommended by the program’s insurance provider, which provider shall be licensed to do business in the state of New Hampshire and which the department shall be an additional named insured so as to receive notice of policy changes or cancellations;*

- b. *A policy for signature of parents or legal guardians of students, or emancipated minors, referred by an LEA to an approved Learn Everywhere program, which states “I (the parent/legal guardian of _____ / _____, an emancipated student,) covenant and agree at all times to indemnify and hold harmless the (school district), 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 state approved Learn Everywhere program, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.”*

Ed 1403.02 Review by Department of Application for State Board Approval.

(a) The department shall form a learn everywhere program approval committee comprised of the following members appointed by the commissioner or designee:

(1) From the department:

- a. *The administrator of the office of academics and professional learning (OAPL), or designee, who shall serve as chair of the committee;*

- b. *Department representatives with content area expertise, curriculum competency expertise, or both as appointed by the administrator of OAPL;*

(2) Additional members, whose reasonable availability shall not interfere with the timely review of the application pursuant to RSA 541-A:29:

- a. *A representative from the extended learning opportunity network; and*

b. No less than 1 and no more than 2 New Hampshire state board licensed educators licensed in the content area enumerated on the application, where at least one shall be currently teaching in that content area in a school, as defined in Ed 1402.01(h).

(~~ab~~) Pursuant to RSA 541-A:29, the department shall review the application submitted for state board approval within 30 business days of receiving the application to verify completeness and:

- (1) If the application is incomplete, shall notify the applicant by email of the requirements for completion; and
- (2) If the application is complete, shall notify the applicant by email that the application is received and complete.

(~~bc~~) The department shall provide support to the ~~program~~ ***application process*** ~~where available and needed;~~

(~~ed~~) The ~~department~~ ***learn everywhere program approval committee shall convene and*** shall evaluate the completed application for review by the board using the following criteria:

- (1) The purpose or mission statements express a clear and focused purpose for the program that supports student learning;
- (2) The description of the facilities includes sufficient detail to indicate that priorities will focus on a facility that is appropriate for the activities and students to be served;
- (3) The program outline being proposed aligns with the selected Ed 306.27(t) program area outlined in Ed 306.31 through Ed 306.48;
- (4) There are educational goals and methods for assessment that will be used to measure student progress toward meeting program goals;
- (5) An adequate description is provided for staff member qualifications;
- (~~76~~) Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment; and
- (~~67~~) A policy is in place to meet individual student needs and to ensure that the program meets the requirements of Ed 1403.01(b)(2)b.

(~~de~~) Pursuant to RSA 541-A:29, within 60 days of the notification of a completed application, the department shall notify the applicant in writing of the date and time of the meeting where the application will be discussed and voted on by the state board.

(~~ef~~) The ~~department~~ ***administrator of OAPL shall submit the evaluation report to the commissioner who*** shall submit ~~an evaluation report~~ ***such report and a recommendation*** to the state board along with the application materials for review.

Ed 1403.03 State Board Approval.

(a) The review of applications shall be an item on the agenda of a regularly-scheduled state board meeting.

(b) The state board shall approve, conditionally approve, or deny the application and notify the applicant in writing of its decision.

(c) The state board shall approve the application, after reviewing the application and the department's evaluation under Ed 1403.02, if it determines the application is in compliance with Ed 1403.01.

(d) If the application is not in compliance with the standards referenced in (c), the application shall be conditionally approved if the state board determines that the remaining issues can be readily addressed within a timeframe specified by the state board, not longer than 90 days from notification, or it shall be denied.

(e) If the state board:

~~(1)~~ Conditionally approves an application, the state board shall include in the notification:

~~a.(1)~~ A written explanation of the reasons for conditional approval;

~~b.(2)~~ The conditions the applicant shall meet for final approval; ~~and~~

~~e.(3)~~ The deadline for submission of the conditional approval response that shall be met for final approval; *and*

(4) The consequence for failure to comply with the conditional approval requirements.

~~(2)~~***(f) If the state board denies an application, the state board shall include in the notification:***

~~a.(1)~~ A written explanation of the reasons for the denial;

~~b.(2)~~ The areas deemed deficient by the state board; and

~~e.(3)~~ An explanation that the applicant may reapply for approval at any time.

~~(g)~~ When the state board receives the conditional approval response from the applicant, the state board shall review the response at the next regularly scheduled state board meeting for discussion and vote and shall notify the applicant in writing of either a final approval, conditional approval, or a denial of the application.

~~(h)~~ The applicant may appeal a denial or conditional approval by the state board in accordance with Ed 213.

Ed 1403.04 Renewal of an Alternative Program for High School Graduation Credit.

(a) 90 days prior to the expiration of a provisional ~~license~~ **approval** or a full ~~license~~**approval**, an applicant seeking ~~license~~ renewal of a **learn everywhere** program **approval** for high school graduation credit shall complete and submit the “~~Renewal Application for an Alternative Program for High School Graduation Credit~~ **Learn Everywhere Program**” form, ~~August~~ **March** 2018**9**, as specified in Appendix H, to the department along with *the following*:

(1) A statement signed by the sponsor entity or individual(s) stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or

(2) A statement signed by the sponsor entity or individual(s) stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.

(b) Upon receipt of a renewal application, the department shall follow the review procedures as outlined in Ed 1403.02.

(c) The state board shall consider renewal applications following the procedures outlined in Ed 1403.03.

(d) The state board shall not issue a renewal of a one-year provisional approval without reviewing all evaluations received pursuant to 1407.01.

Ed 1403.045 Changes to Application Information. Any changes to any of the information enumerated in Ed 1403.01 shall be submitted in writing to the department for review and shall be submitted to the state board following the procedures enumerated in Ed 1403.03.

PART Ed 1404 ~~ISSUANCE OF LICENSES~~, **PROGRAM APPROVAL**, REVOCATION, AND WITHDRAWAL

Ed 1404.01 ~~Issuance of Licenses~~ **State Board Approval**.

(a) If the state board approves:

~~(1) An~~ initial application or a conditional approval of an initial application for establishing an alternative program for high school graduation credit, the state board shall issue a 1-year provisional ~~license~~**approval**, which can be renewed following the procedures outlined in Ed 1403.04; ~~and~~.

~~(2)~~**(b) If the state board approves** Aa renewal application or a conditional approval of a renewal application for an alternative program for high school graduation credit, the state board shall issue a 5-year ~~license~~**approval**, which ~~can~~ **may** be renewed every 5 years following the procedures outlined in Ed 1403.04.

~~(bc)~~ If the state board conditionally approves an ~~initial~~ or renewal application for ~~establishing an alternative program for high school graduation credit~~ **a learn everywhere program**, the state board shall issue a conditional ~~license~~**approval**, not to exceed 180 days, with a specific deadline for conditions to be met.

(ed) A list of approved ~~alternative programs for high school graduation credit~~ *learn everywhere programs and their approval status* shall be maintained on the department's website.

PART Ed 1405 REPORTING REQUIREMENTS

Ed 1405.01 Alternative Program for High School Graduation Credit Reporting Requirements.

—(a) Each approved program shall annually, in September, submit to the state board an ~~annual~~ report which shall include, at a minimum, the following:

(1)(a) A brief statement explaining how the program is meeting the goals of its mission statement; and

(2)(b) Number of students enrolled in the program and the number of students awarded certificates leading to high school credits for the previous school year.

PART Ed 1406 STUDENT ENROLLMENT REQUIREMENTS

Ed 1406.01 Responsibility of the LEA.

(a) *If a child with an IEP notifies the school of his or her intent to participate in a learn everywhere program, the LEA shall:*

(1) *Follow the procedures for “monitoring and annual review of IEPs” enumerated in Ed 1109.06(b) to schedule an IEP team meeting;*

(2) *If requested by the child's parent or member of the IEP team, invite a representative from the learn everywhere program to attend the IEP team meeting; and*

(3) *Determine if the program is appropriate for the student.*

(b) *If the IEP team determines that the learn everywhere program is appropriate for the student, the IEP team shall:*

(1) *Determine what, if any, special education, related services, supplementary aids and services, accommodations, and modifications the student needs to participate in the program; and*

(2) *Be responsible for providing the student with the special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the student needs pursuant to (1) above.*

(c) *The IEP team may determine that participation in the learn everywhere program is not appropriate for the student for reasons including, but not limited to:*

(1) *Not result in the student earning a high school credit;*

(2) Not assist the student in making progress towards one or more of the student’s annual goals or appropriate measurable postsecondary goals in the student’s IEP, regardless of whether the program will result in the student earning a high school credit;

(3) Would not provide the student with a free appropriate public education (FAPE); or

(4) Not be safe for the student, even if the student were provided with special education, related services, accommodations, and other supports and services.

(e) If a student’s parent disagrees with the determination of the IEP team regarding the student’s placement in a learn everywhere program, the parent may follow the procedures outlined in Ed 1121 through Ed 1123 regarding complaints, alternative resolutions, and due process hearings.

PART Ed 14067 PROGRAM COMPLETION CERTIFICATES AND ISSUING CREDIT

Ed 14067.01 Program Completion Certificates.

(a) Within 30 days of a student’s successful completion of a program *and submission of a learn everywhere program evaluation to OAPL*, a completion certificate shall be issued to the student.

(b) Certificates shall be signed by the person designated in Ed 1403.01(ba)(2) and the instructor(s) of the program.

(c) Certificates shall contain course identification and credit information, including, but not limited to:

(1) Course title;

(2) Course minimum standard alignment as indicated in Ed 1403.01(b)(3);

(3) Number of credits awarded ~~and the grade attained;~~ *and*

(4) *Either:*

a. “Mastery” to indicate completion of the program having met or substantially met all competencies which results in a granting of credit; or

b. “Pass” to indicate the program was completed at a level that shows growth toward one or more of a student’s annual or appropriate measurable post-secondary goals in accordance with an IEP.

Ed 14067.02 Issuing Credit for Graduation.

(a) Schools shall accept at least 1/3, and may accept as much as 100 percent if approved by the superintendent, of the total number of credits required for high school graduation, if requested by a student pursuant to (c) below.

~~(a) Certificates shall be used to grant credit for graduation.~~

(b) Approved New Hampshire schools shall grant students with valid completion certificates from approved learn everywhere programs high school credit leading to graduation in the area enumerated on the certificate. Credits earned from learn everywhere programs shall appear on high school transcripts but shall not negatively affect the student's grade point average.

(bc) The student shall submit the completion certificate to the high school where they wish to be granted credit, or they shall not receive credit.

~~*(c) Approved New Hampshire schools shall grant students with valid completion certificates high school credit leading to graduation in the area enumerated.*~~

(d) Program completion certificates earned by students while not enrolled in a school, as defined in Ed 1402.01(h), shall only be granted credit if approved by the school superintendent.

PART 1408 DEPARTMENT MONITORING OF APPROVED LEARN EVERYWHERE PROGRAMS

Ed 1408.01 Monitoring.

(a) To determine if all standards are met as specified in the application and approval and as specified in Ed 1403.01 each approved learn everywhere program shall be reviewed and have an on-site monitoring visit conducted by OAPL as follows:

(1) One on-site visit during the one-year provisional approval; and

(2) At the discretion of the department any time during any approval period.

(b) OAPL shall issue a written report of findings to the monitored program indicating compliance or noncompliance with statutes and rules relative to all programmatic components of the approved learn everywhere program to the commissioner.

(c) The commissioner shall submit the report of findings to the state board no later than 30 days after receiving the report.

(d) If the state board determines from the report that the program is not being implemented as approved, the department shall initiate an investigation as outlined in Ed 1409.

PART Ed 14079 COMPLAINTS, REVOCATION, AND WITHDRAWAL

Ed 14079.01 Complaints and Investigations.

(a) Complaints shall be submitted in writing to the department under one or more of the following circumstances:

(1) The program commits a material violation of any of the conditions, standards, or procedures set forth in its application;

(2) The program or sponsor organization knowingly employs a person in violation of violates Ed 1403.01(ba)(64);

- (3) The program or sponsor organization fails to disclose or violates its disclosed criminal history records check policy;
- (4) The program or sponsor organization makes a material misrepresentation in its application;
- (5) The program or sponsor organization becomes insolvent; or
- (6) The program is found to be in violation of any law that undermines the purpose of the program.

(b) All complaints shall be investigated, and, upon receipt of the complaint, the department shall notify the program and sponsor organization within 15 days of receipt of the complaint that an investigation has been opened.

(~~dc~~) After completion of an investigation, the department shall present its findings to the state board of education at the next regularly scheduled state board meeting.

(~~ed~~) If the board determines that the program or sponsor organization has not met one or more of the circumstances enumerated in *Ed* 1407.01(a) the program or sponsor organization shall be notified in writing within 10 days of the board’s finding.

Ed 1407.02 Suspension, Revocation, and Withdrawal.

(a) The department may immediately suspend a *program license approval* if the department finds that public health, safety, or welfare requires emergency action and incorporates a finding to that effect, pursuant to RSA 541-A:30, III.

(b) The state board shall revoke a *program license approval* prior to the expiration of its term if the board determines that the program meets any of the circumstances outlined in Ed 1407.01(a), and shall notify the program or sponsor organization in writing within 10 days of the board’s determination.

(c) The state board may place a program on probationary status for up to one year if the board determines that the complaint can be addressed with the implementation of a remedial plan, after which, if the plan is unsuccessful, the *license program approval* shall be revoked.

(d) A program or sponsor organization may appeal the board’s decision pursuant to Ed 213.

Appendix I

| Rule | Statute |
|---------|---------------------|
| Ed 1400 | RSA 193-E:2-a, V(b) |

#LearnEverywhere

(and all the time!)

“We in public education are embarking upon an exciting journey of change. The change will require a new delivery system, a system which involves all segments of our community and its citizens.

Educational change will be the result of uniting, nurturing, and cultivating a learning community that will allow and encourage innovation and risk. It must be a community that supports the evolution of ideas and concepts and creates an environment that allows for the citizens of the community to play an active role.

The learning community will draw upon all of its human resources to serve as teachers, facilitators. The time has come to break down the barriers that prevent the sharing of knowledge, experience, and thought – barriers such as the number of hours required for learning, the limited number of hours within the day, the specific location, and who can certify that learning has taken place.

Education can no longer be limited by years, walls, clocks. We must create a learning environment that is continuous, accessible, and flexible. The change in education will require a shift in the traditional delivery system ...

Change will require constant, consistent, and persistent involvement of the entire community. Members must recognize their roles and responsibilities within the community. If we are willing to listen and learn from one another, we can change our delivery system, and if we can change our delivery system, we will change education.”

Thomas Brennan

1993 Principal of the Year, Manchester Superintendent until 2013

Tom wrote these words in 1993 while he was principal of the Conant High School in Jaffrey

They are included as the forward to the 2007 State Board of Education Vision Document

Moving from High Schools to Learning Communities

#LearnEverywhere

- 2005: ED 306.04(k)(6)
 - “Harness all available community resources, including but not limited to organizations, businesses, talented individuals, natural resources and technology, to engage each student”
- 2011: State Board Commissioned Report supports all students having ELO opportunity
- 2011: SBOE vision statement
 - “harness community resources ... flexible, innovative learning environment that promotes engagement”
- 2012: 2Revolutions Video in support of Learning By Design
- 2014: Vision 2.0
- 2019: LearnEverywhere

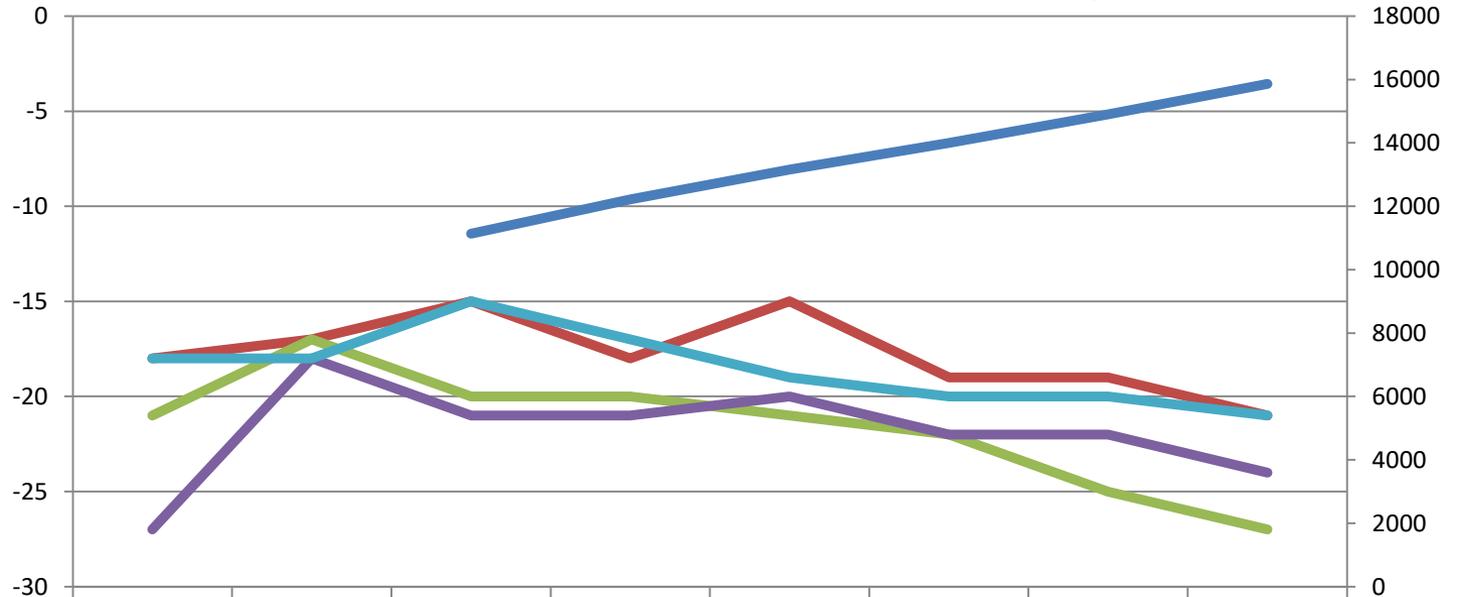
Our Moral Imperative

Disparity is Real.

Disparity is Growing

Equity Gap in NH

F&R Student Achievement GAP and Cost Per Pupil



| | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 | 2017 |
|----------------|------|------|--------|--------|--------|--------|--------|--------|
| Math4 | -18 | -17 | -15 | -18 | -15 | -19 | -19 | -21 |
| Math8 | -21 | -17 | -20 | -20 | -21 | -22 | -25 | -27 |
| Reading4 | -27 | -18 | -21 | -21 | -20 | -22 | -22 | -24 |
| Reading 8 | -18 | -18 | -15 | -17 | -19 | -20 | -20 | -21 |
| Cost per Pupil | | | 11,135 | 12,213 | 13,159 | 14,001 | 14,901 | 15,865 |

Equity Gap Not Just in NH

THE UNWAVERING SES ACHIEVEMENT GAP:
TRENDS IN U.S. STUDENT PERFORMANCE

Eric A. Hanushek
Paul E. Peterson
Laura M. Talpey
Ludger Woessmann

Working Paper 25648
<http://www.nber.org/papers/w25648>



Pixabay

NATIONAL & WORLD AFFAIRS

Student achievement gap same after nearly 50 years, study says



NATIONAL BUREAU OF ECONOMIC RESEARCH
1050 Massachusetts Avenue
Cambridge, MA 02138
March 2019

Achievement Gap Between Rich and Poor Public School Students Unchanged Over 50 Years

Spending four times more in real dollars per pupil doesn't compensate for low-quality teaching.

Ronald Bailey | Apr. 8, 2019 2:50 pm



Half a century of trying hasn't closed one of schooling's most vexing achievement gaps. According to a new paper, the gap in educational achievement between public school students in the bottom 10th socioeconomic status (SES) percentile and those in the top 90th SES percentile has remained essentially unchanged over the last 50 years.

"In terms of learning, students at the 10th SES percentile remain some three to four years behind those in the 90th percentile," report a team of researchers led by the Stanford economist Eric Hanushek in their disheartening new National Bureau of Economic Research



Equity Gap Not Just in NH



Opinions

Can we fix the schools? (Maybe not.)

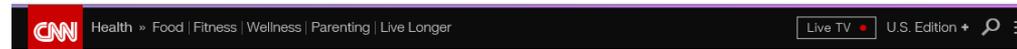


(iStock)



By **Robert J. Samuelson**
Columnist
April 7 at 7:02 PM

The researchers note that these disappointing results occurred despite the fact that "overall school funding increased dramatically on a per pupil basis, quadrupling in real dollars between 1960 and 2015." In addition, pupil-teacher ratios **declined** from 22.3 in 1970 to 16.1 in 2014.



Number of children going to ER with suicidal thoughts, attempts doubles, study finds

By Dr. Edith Bracho-Sanchez, CNN

Updated 11:37 AM ET, Mon April 8, 2019



More from CNN



Mother of girl who died after school fight says she'd complained...



The Achievement Gap Fails to Close

Half century of testing shows persistent divide between haves and have-nots

By *Eric A. Hanushek, Paul E. Peterson, Laura M. Talpey and Ludger Woessmann*

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HARVARD Kennedy School

Program on Education Policy and Governance

EducationNext Visualization of Education Reform



Current State of ELOs

| Category | Credit Granted | | | Total |
|--------------------------------|----------------|------------|-------------|-------------|
| | Blank | No | Yes | |
| 2/5Day Exploration | | 158 | 75 | 233 |
| Athletics | 19 | | 185 | 204 |
| Capstone | | | 119 | 119 |
| Choir/Band | 18 | | 150 | 168 |
| Community Service - No Partner | | 244 | 12 | 256 |
| Community Service Partner | | | 1 | 1 |
| Credit Recovery | 65 | | 1 | 66 |
| CTE | | 1 | 19 | 20 |
| Drivers Ed | | | 46 | 46 |
| Early College | 191 | | 136 | 327 |
| ELO No Partner | 61 | | 94 | 155 |
| ELO Partner | 20 | 154 | 1239 | 1413 |
| Honors Course | 40 | | | 40 |
| IMPACCT | | | 28 | 28 |
| Independent Study | 7 | 20 | 1061 | 1088 |
| Online Class | 368 | 14 | 1194 | 1576 |
| Other - No Data | 875 | | 3 | 878 |
| Robotics | 11 | | 28 | 39 |
| Student Teaching | 2 | 91 | 306 | 399 |
| Travel | | | 165 | 165 |
| VELO | 89 | | | 89 |
| Grand Total | 1766 | 682 | 4862 | 7310 |

- 1819 duplicate SASIDs
- 60 HS reported varying levels of ELOs

Current State of ELOs

Incomplete Reporting

| | | | | |
|------|--------------------------------|----------------------------|--------------------------------|----------|
| 3663 | Merrimack Valley High School | Independent Senior Project | Personalized Independent Study | Elective |
| 3664 | Merrimack Valley High School | Algebra I | Online courses | Math |
| 3665 | Monadnock Regional High School | | | |
| 3666 | Monadnock Regional High School | | | |
| 3667 | Monadnock Regional High School | | | |
| 3668 | Monadnock Regional High School | | | |
| 3669 | Monadnock Regional High School | | | |
| 3670 | Monadnock Regional High School | | | |
| 3671 | Monadnock Regional High School | | | |
| 3672 | Monadnock Regional High School | | | |
| 3673 | Monadnock Regional High School | | | |
| 3674 | Monadnock Regional High School | | | |
| 3675 | Monadnock Regional High School | | | |

Pinkerton as Exemplar

| | | | | | | | |
|------|-------------------|---------------------------------|---|-------|-------------------------------|---------------|------------------|
| 5763 | Pinkerton Academy | Engineering / Cable Systems Rec | Engineering Design & Development | 22800 | Copper2Glass | Construction | ELO Partner |
| 5764 | Pinkerton Academy | WBL | Welding | 21200 | Danco Plumbing | Construction | ELO Partner |
| 5765 | Pinkerton Academy | Animal Trainer | J/S-Animal Trainer | 11250 | Graceful Image Farm | | ELO Partner |
| 5766 | Pinkerton Academy | Music Teacher | J/S-Music Teacher | | Chester Academy | | Student Teaching |
| 5767 | Pinkerton Academy | Teacher | J/S-Teacher | | Rochester Middle School | | Student Teaching |
| 5768 | Pinkerton Academy | Clinical Rotation-LNA | Students rotate to health clinical sites as | 23500 | Aurora Senior Living Center | Nursing/Rehab | ELO Partner |
| 5769 | Pinkerton Academy | Clinical Rotation-LNA | Students rotate to health clinical sites as | 23500 | Warde Rehab & Nursing Center | Nursing/Rehab | ELO Partner |
| 5770 | Pinkerton Academy | WBL | Welding | 21200 | Toupin Riggan | Construction | ELO Partner |
| 5771 | Pinkerton Academy | WBL - Food Preparation | Students engaged in PT work related to their program of studies | | Papa Ginos | Restaurant | ELO Partner |
| 5772 | Pinkerton Academy | WBL - Life Skills | Cafeteria | | Pinkerton Academy Library | Culinary | ELO Partner |
| 5773 | Pinkerton Academy | Nurse | J/S-Nurse | 23500 | Parkland Medical Center | | ELO Partner |
| 5774 | Pinkerton Academy | Cooperative Education -WBL | Electrician | 22700 | Longchamps Electric | Construction | ELO Partner |
| 5775 | Pinkerton Academy | Cooperative Education -WBL | Electrician | 22700 | Gemini Electric | Construction | ELO Partner |
| 5776 | Pinkerton Academy | Teacher | J/S-Teacher | | South Range Elementary School | | Student Teaching |
| 5777 | Pinkerton Academy | Technician | J/S-Technician | 24200 | Tires Too | | ELO Partner |
| 5778 | Pinkerton Academy | Entertainment Marketing | Movie Entertainment Administration/staffing | | AMC | Hospitality | ELO Partner |

Current State of ELOs

2 Day Career Exploration

| | |
|-------------------|-------------------|
| Winterim | 2DAYEXPLORATION |
| Community Service | Community Service |
| Winterim | 2DAYEXPLORATION |
| Apprentice | Cashier |
| Winterim | 2DAYEXPLORATION |
| Community Service | Community Service |
| Winterim | 2DAYEXPLORATION |

Honors Class

| | |
|------------------------------|-----------|
| ELO Computer Programming | Computers |
| ELO Honors Algebra II | Math |
| ELO Statistics & Probability | Math |
| ELO Accounting III | Business |
| ELO Honors Algebra II | Math |
| ELO Honors Algebra II | Math |
| ELO Honors Algebra II | Math |
| ELO Crafts | Art |
| ELO Honors Algebra II | Math |

Senior Capstone Projects

| | | | |
|----------|---------------------------------------|------------------------|----------|
| Capstone | Redoing My Bedroom | Graduation Requirement | In House |
| Capstone | Cerakote Yeti Cups | Graduation Requirement | In House |
| Capstone | Garden Full of Donations | Graduation Requirement | In House |
| Capstone | Tree Fort | Graduation Requirement | In House |
| Capstone | FUNdraising | Graduation Requirement | In House |
| Capstone | body building | Graduation Requirement | In House |
| Capstone | Pitching Clinic | Graduation Requirement | In House |
| Capstone | Learning to Make and Ride a Longboard | Graduation Requirement | In House |
| Capstone | Outdoor Wooden Furniture | Graduation Requirement | In House |
| Capstone | Reading with a Meaning | Graduation Requirement | In House |

Support for ELO

- 2013: Beyond the Classroom support website
- 2016: ELO Program Design Handbook (updated from 2007 version)
- 2018: NGA Program Grant to ELO Educator Network

The screenshot shows the homepage of the ELO: Beyond Classroom website. The header features the title "ELO: Beyond Classroom" in a stylized font, with a search bar on the right. A purple navigation bar contains links for Home, Introduction, Students, Programs, Create an ELO, Examples, Tools/Resources, and Free Online Training. The main content area is divided into three columns: "What is an ELO?", "Real-Life Examples", and "News and Notes".

ELO: Beyond Classroom

Search...

Home Introduction Students Programs Create an ELO Examples Tools/Resources Free Online Training

You are here: Home

What is an ELO?

An Extended Learning Opportunity (ELO) is a credit-bearing learning experience that takes place outside the traditional classroom.

An excellent 15-minute overview of the ELO experience through the voices of students, teachers and community partners:



ELOs are:

- driven by a student's authentic interests
- flexible in time and place
- a collaboration between the community and the educational system
- credit bearing

Real-Life Examples

Visit our library of [ELO examples](#) to learn more about ELOs created for and by students in New Hampshire.



→ Read more about ELOs

→ Take a free short online course

News and Notes

Mar 7, 2019 The next ELO Network (ELON) meeting is Tuesday, March 12, 9am-noon in room 100 at the Walker Building in Concord. [ELO meeting agenda](#)



Feb 11, 2019 Check out our new [introductory online course](#) to learn what an ELO is, who you need on your team, and a design process to create a high quality ELO. During the course you'll create an ELO for a fictional student who loves yoga.

Feb 5, 2019 Congratulations to Amy Yeakel from Newfound Regional High School who has been chosen by the NH ELO Network as the 2018 ELO Coordinator of the Year!

Jan 24, 2019 April 2019 is New Hampshire Hospitality Month. Students of all ages are invited to tour local industry sites such as hotels,

Every Student Can Succeed

- Students bring success back into school:
 - Grace Griffin, Superstar

<https://www.youtube.com/watch?v=OwNKvXu1piM&t=3s>

#LearnEverywhere

- We have listened to the varied voices
 - Voices of concern
 - Voices of support
 - All of the voices matter

What #LearnEverywhere

- **Ed 1401.01 – Purpose**
 - Added “referred to as learn everywhere programs” and throughout the document changed “alternative programs for granting credit leading to graduation” to “learn everywhere programs”
- **Ed 1401.02 – Scope**
 - (a) – Added “consistent with these rules” to define “educational program”
 - (b) through (d) – Added groups who the rules apply to as well as a statement that learn everywhere programs can also be used by student’s with IEPs regardless of whether the program will result in the student earning credit.
- **Ed 1402 – Definitions**
 - Added multiple definitions for clarity throughout the rules.
- **Ed 1403.01 – Initial Application Requirements**
 - (b)(2)b. – Amended wording for special education accommodations breaking section 504 of the Rehabilitation Act and IEPs pursuant to IDEA into two distinct and separate sections.
 - (b)(5) – Added an insurance section and indemnification statement.
- **Ed 1403.02 – Review by Department of Application for State Board Approval**
 - (a) – Added a new section regarding forming a learn everywhere program approval committee to include a representative from the extended learning opportunity network and NH licensed educators in the content area enumerated on the application.

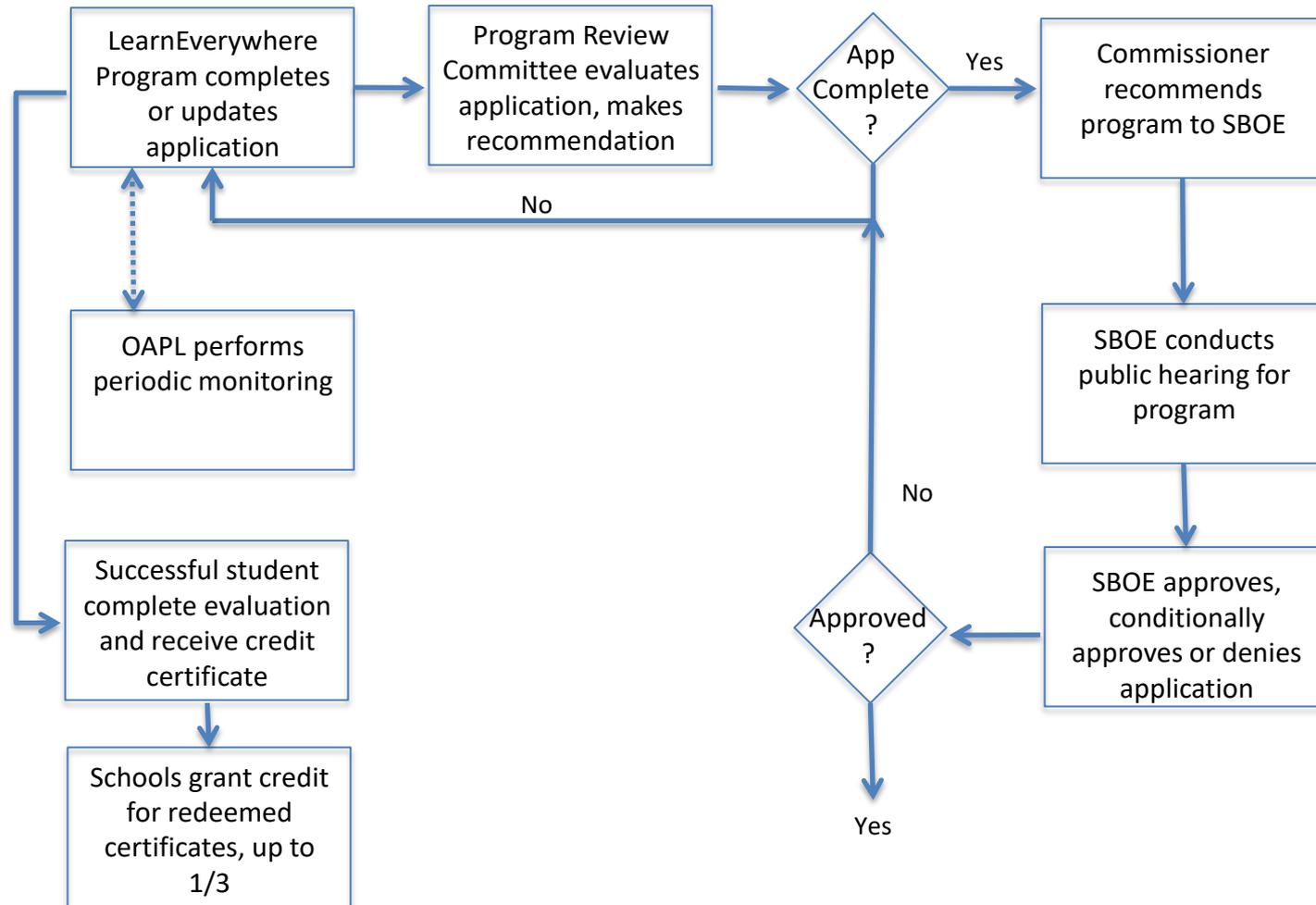
#LearnEverywhere

- **Ed 1403.03 – State Board Approval**
 - (4) Added “the consequence for failure to comply with the conditional approval requirements” as part of a conditional approval notification from the State Board
- **Ed 1403.04 – Renewal of an Alternative Program for High School Graduation Credit**
 - (a) and throughout the document – Changed “license” to “approval”
 - (d) Added this section to refer to the new on-site monitoring section in Ed 1407.01 requiring the conditions of that section to be met before a renewal is granted.
- **Ed 1406**
 - Added this section at the request of stakeholders in order to spell out a process for coordinating a student’s IEP and services.
- **Ed 1407.01 – Program Completion Certificates (renumbered)**
 - (a) Added language in this paragraph stating that a completion certificate will not be granted to a student without submission of a learn everywhere program evaluation to the department.
 - (c)(4) Added two certificate types to clarify a pass/fail competency-based system for granting credit, or in cases with student’s with IEPs, growth toward goals.

What #LearnEverywhere

- **Ed 1407.02 – Issuing Credit for Graduation (renumbered)**
 - (a) – Changed the minimum total number of credits from 50 percent to 1/3.
 - (b) – Clearly state that credit will be granted in the area enumerated on the certificate and that it will not negatively affect a student’s grade point average.
- **Ed 1408.01 – Monitoring**
 - This is a new section added based on feedback from 3/18/19 describing on-site monitoring by the department.

Overview



A History of Innovation



<https://www.education.nh.gov/innovations/challenges-video.htm>