



New Hampshire State Board of Education  
Department of Education  
25 Hall Street | Concord, NH 03301

## Event Center

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

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

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

Thursday, January 11, 2024

### AGENDA

- I. **CALL TO ORDER ~ 10:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **RULEMAKING/LEGISLATIVE UPDATES (part I) ~ JULIE SHEA, NHED, Administrative Rules Coordinator**
  - A. **Conditional Approval Response ~ Approval of Nonpublic Schools (Ed 400)**
  - B. **Conditional Approval Response ~ Standards and Procedures for Suspension and Expulsion of Pupils (Ed 317)**
- IV. **PUBLIC COMMENT:** *The State Board of Education welcomes public commentary. In person commentary is limited to 3 minutes per person and clarifying questions may be asked, otherwise the Board does not provide feedback. All written commentary should be submitted to [Angela.Adams@doe.nh.gov](mailto:Angela.Adams@doe.nh.gov). All submitted commentary is provided to the board and when possible, included and posted with the monthly meeting materials located on the State Board of Education's meeting and minutes [webpage](#).*
- V. **SCHOOL ADMINISTRATIVE UNIT(S) SPOTLIGHT**
- VI. **HEARINGS:** *Please note that the hearings will be conducted in nonpublic session per RSA 91-A:3, II(c) matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.*
  - A. **Student/Gilford School District – SB-FY-24-09-002 (Nonpublic Session)**
- VII. **BUREAU OF EDUCATIONAL OPPORTUNITIES**
  - A. **Office of Charter Schools** ~ TAL BAYER, NHED, Administrator, Office of Public Charter Schools
    1. **Heartwood Chartered Public School ~ 1-year program review/audit**
    2. **Wellheart Chartered Public School ~ application**
  - B. **Office of Nonpublic Schools** ~ TIM CARNEY, NHED, Administrator, Educational Pathways
    1. **Commissioner's Nonpublic School Approval Designation Report ~ new grade level offered approval**

VIII. **RULEMAKING/LEGISLATIVE UPDATES (part II)** ~ JULIE SHEA, NHED, Administrative Rules Coordinator

- A. Form Revisions-Expedited Procedure ~ Bureau of Credentialing Forms (Ed 504.08)
- B. Proposed Interim Rule ~ Visual Arts Teacher (Ed 507.09)
- C. Initial Proposal ~ Emergency Authorization (Repeal) (Ed 504.04)
- D. Adopt ~ Approval of Nonpublic Schools (Ed 400)
- E. Adopt ~ Standards and Procedures for Suspension and Expulsion of Pupils (Ed 317)

IX. **COMMISSIONER'S UPDATE**

X. **OPEN BOARD DISCUSSIONS**

XI. **CONSENT AGENDA**

- A. Meeting Minutes of October 11, 2023 (**REMOVE from TABLE**)
- B. Meeting Minutes of November 9, 2023
- C. Meeting Minutes of December 14, 2023

XII. **NONPUBLIC SESSION**: *Per RSA 91-A:3, II(c) matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.*

XIII. **TABLE ITEMS**

- A. Initial Proposal ~ Minimum Standards (Ed 306)
- B. Initial Proposal ~ Visual Arts Teacher (Ed 507.09)
- C. Meeting Minutes of October 11, 2023

XIV. **ADJOURNMENT** ~ **3:00 PM**

Frank Edelblut  
Commissioner



Christine M. Brennan  
Deputy Commissioner

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

## EXECUTIVE SUMMARY

### Conditional Approval Response, Ed 317: Standards and Procedures for Suspension and Expulsion of Pupils

Submitted to the State Board of Education, January 11, 2024:

- A. ACTION NEEDED**  
A vote is needed by the State Board of Education to approve the conditional approval response to readopt with amendment Ed 317, relative to suspension and expulsion of pupils.
- B. RATIONALE FOR ACTION**  
JLCAR approved the conditional approval request at their meeting on December 21, 2023. The board has 7 days from their regularly scheduled meeting to send the conditional approval response.
- C. EFFECTS OF THIS ACTION**  
If the Board approves this conditional approval response, it will be submitted to the Office of Legislative Services (OLS) to be reviewed and accepted, and the board can then adopt the rules later in the meeting.
- D. POSSIBLE MOTION**  
I move that the State Board of Education approve the conditional approval response for Ed 317.

STATE OF NEW HAMPSHIRE



OFFICE OF LEGISLATIVE SERVICES

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

December 21, 2023

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

Re: Conditional Approval of Final Proposal 2023-128

Dear Board Members:

At its meeting on December 21, 2023, the Joint Legislative Committee on Administrative Rules (Committee) voted, pursuant to RSA 541-A:13, V(a), to conditionally approve Final Proposal 2023-128 of the Board of Education (Board) containing rule Ed 317 relative to the standards and procedures for suspension and expulsion of pupils. The Committee's approval was conditioned on amending Final Proposal 2023-128 as specified in the Board's amended conditional approval request which was dated December 13, 2023.

Pursuant to RSA 541-A:13, V(a), you are required to submit a written explanation detailing how the rules have been amended in accordance with the conditional approval within 7 days of the date of the next regularly scheduled meeting of the Board, which is January 11, 2024. In this instance, the 7<sup>th</sup> day following the next regularly scheduled meeting of the Board falls on Thursday, January 18, 2024. The explanation shall include a letter and a text of the entire final proposed rule, annotated to show the amendments.


The explanation shall be reviewed by the Office of Legislative Services to determine whether the rules have been amended in accordance with the conditional approval and RSA 541-A:13, V(a). If it is determined that the rules have not been amended in accordance with the conditional approval and RSA 541-A:13, V(a), the conditional approval will be deemed a Committee vote to make a preliminary objection as of the date of the conditional approval, and you must respond to the preliminary objection as specified in RSA 541-A:13, V(c).

Please be advised that you may not adopt the rules until the Office of Legislative Services sends written confirmation that your amendments are in accordance with the conditional approval and RSA 541-A:13, V(a).

Board of Education  
FP 2023-128  
December 21, 2023  
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If you have any questions concerning the provisions in RSA 541-A relative to conditional approvals, objections, responses, or adoptions, please contact me.

Sincerely,

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

Kim Reeve  
Committee Attorney

cc: Julie Shea, Administrative Rules Coordinator, DOE

**Readopt with amendment Ed 317, effective 6-15-13 (Document #10361-B), to read as follows:**

**PART Ed 317 STANDARDS AND PROCEDURES FOR SUSPENSION AND EXPULSION OF PUPILS  
INCLUDING PROCEDURES ASSURING DUE PROCESS**

Ed 317.01 Purpose.

(a) These rules provide the minimum requirements to assure due process and statewide uniformity in the enforcement of RSA 193:13 and RSA 193-D, relative to disciplinary action of pupils.

(b) These rules provide a standard that school boards or chartered public school board of trustees shall use in adopting and implementing local policy(ies) relative to pupil conduct and disciplinary procedures.

(c) Any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

Ed 317.02 Definitions.

(a) "Expulsion" means the denial of a pupil's attendance following a suspension at school for any of the reasons listed in RSA 193:13, I, II, and IV.

(b) "Firearm" means "firearm" as defined in section 921 of Title 18 of the US Code.

(c) "Dangerous weapons" means weapons under RSA 159.

(d) "Pupil" means a student in attendance at a school during the school day or during any school sponsored function.

(g) "Safe school zone" means "safe school zone" as defined in RSA 193-D:1, II.

(h) "School day" means the measurement of time used to determine the length of a pupil's suspension and includes all portions of a school instructional day under Ed 306.18 in addition to extracurricular activities occurring on or between those days included during a period of suspension or expulsion.

(i) "Superintendent" means the individual who provides services as described in RSA 194-C:4, or a representative designated in writing as authorized under RSA 193:13, I.

(j) "Suspension" means the denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, I, and II.

Ed 317.03 Policies and Procedures for Suspension and Expulsion.

(a) School boards and chartered public schools shall establish policies on school discipline as required by RSA 193:13, XI.

(b) Prior to the imposition of any suspension or expulsion, each school board or board of trustees of a chartered public school shall adopt a policy under RSA 189:15 which prescribes the matter that pupils and the parents or guardians of pupils shall receive written notice of the content of RSA 193:13 and any local district policy pertaining to pupils. At minimum, the school district or chartered public school shall make its policy available as outlined in RSA 193:13, XII.

(c) A school board or board of trustees that expels a pupil under RSA 193:13, II or IV, shall set forth in writing the act leading to the expulsion and the board's consideration of each of the factors for expulsion as set forth in RSA 193:13, III-a, and shall provide a procedure for review as allowed under RSA 193:13, III-b.

(d) If a pupil is subject to expulsion and a firearm is involved, the superintendent or chartered school director shall contact local law enforcement officials.

(e) If a pupil brings or possesses a firearm in a safe school zone without written authorization from the superintendent or chartered school director, the following shall apply:

(1) The superintendent or chartered public school director shall suspend the pupil for a period not to exceed 10 school days, pending a hearing by the school board or board of trustees; and

(2) The school board or board of trustees shall hold a hearing within 10 days to determine whether the pupil was in violation of RSA 193:13, IV and therefore is subject to expulsion.

Ed 317.04 Disciplinary Procedures.

(a) There shall be the following levels of discipline available to school officials enforcing RSA 193:13 relative to the suspension and expulsion of pupils:

(1) A short-term suspension pursuant to RSA 193:13, I (a) for a period not to exceed 10 school days;

(2) A long-term suspension pursuant to RSA 193:13, I (b)-(c) for more than 10 days;

(3) An expulsion by the school board or board of trustees for a period determined in writing by the school board or board of trustees under RSA 193:13, II; and

(4) An expulsion by the school board or board of trustees for a period of not less than 12 months under RSA 193:13, IV.

(b) The superintendent, chartered public school director, or their designee shall be authorized to impose a short-term suspension.

(c) Following a hearing, the school board, board of trustees, or their designee shall be authorized to extend the suspension of a pupil up to 10 additional consecutive days after the imposition of a short-term suspension as provided by RSA 193:13, I (b).

(d) If the school board or board of trustees has satisfied the requirements of Ed 317.03(a) and has complied with the local policy developed pursuant to Ed 317.03, a pupil appealing a local decision to the state board shall not be allowed to claim lack of knowledge of the state law requiring expulsion for bringing or possessing a firearm or other dangerous weapon as defined in these rules.

(e) Due process for a short-term suspension shall include, at a minimum, the following procedures:

(1) The superintendent, chartered public school director, or designee shall schedule a meeting with the pupil and inform the pupil of the meeting's purpose, including the possibility of a short-term suspension;

(2) Oral or written notice of the charges and an explanation of the evidence against the pupil, which may be provided at or before this meeting;

(3) An opportunity for the pupil to present his or her side of the story; and

(4) A written statement to the pupil and at least one of the pupil's parents or guardian explaining any disciplinary action taken against the pupil.

(f) Due process in disciplinary proceedings for the long-term suspension of a pupil shall include the following:

- (1) A hearing held in accordance with the procedures set forth in (j) below;
- (2) Written communication to the pupil and at least one of the pupil's parents or guardian, delivered in person or by mail to the pupil's last known address, prior to the hearing, of the charges and an explanation of the evidence against the pupil;
- (3) A written decision which includes the factual basis for the conclusion that the pupil should be suspended;
- (4) If the hearing was conducted by the school board's designee, the decision may be appealed to the local school board under RSA 193:13, I; and
- (5) If the hearing was conducted by the school board, the decision may be appealed to the state board.

(g) In an expulsion by the school board or board of trustees, due process shall include the procedures outlined in (f) above, and the following minimal requirements:

- (1) A formal hearing shall be held before any expulsion in accordance with the procedures set forth in (j) below;
- (2) Such hearing may be held either before or after the short-term or long-term suspension has expired and pending the expulsion hearing;
- (3) If the hearing is held after the expiration of a short-term or long-term suspension, the pupil shall be entitled to return to school after the short-term suspension has expired and pending the expulsion hearing, unless the pupil is still serving a long-term suspension;
- (4) The school board or board of trustees shall provide written notice to the pupil and at least one of the pupil's parents or guardian, delivered in person or by mail to the pupil's last known address, of the date, time, and place for a hearing before the school board; and
- (5) The notice shall include:
  - a. A statement of the charges and the nature of the evidence against the pupil;
  - b. The superintendent's or chartered public school director's recommendation for school board or board of trustees' action and a description of the process used by the superintendent or chartered public school director to reach a recommendation; and
  - c. Be delivered to the pupil and at least one of the pupil's parents or guardian at least 5 days prior to the hearing.

(h) The decision of the school board or board of trustees shall:

- (1) Be based on a dispassionate and fair consideration of substantial evidence that the accused pupil committed the act for which expulsion is imposed and that such acts are a proper reason for expulsion; and
- (2) State whether the pupil is expelled and the length of the expulsion.



- (i) If the decision is to expel the pupil, the decision shall make explicit the following:
- (1) The factual basis for the decision including the specific statutory reference prohibiting that act as listed in RSA 193:13, II;
  - (2) The board's consideration of each of the factors for expulsion as set forth in RSA 193:13, III;
  - (3) That the expulsion runs until the school board or board of trustees later reviews it and restore the pupil's permission to attend school;
  - (4) Any action the pupil may take to be restored by the school board; and
  - (5) That the pupil has the right to appeal the decision to the state board.
- (j) The following procedures shall apply to hearings on long-term suspensions and expulsions:
- (1) The pupil, together with a parent or guardian may waive the right to a hearing and admit to the charges made by the superintendent or chartered public school director;
  - (2) If the pupil is 18 years of age or older, the concurrence of a parent or guardian shall be unnecessary unless the pupil is subject to a guardianship which would prevent the pupil from waiving the right to a hearing;
  - (3) Formal rules of evidence shall not be applicable, however, school officials shall present evidence in support of the charge(s) and the accused pupil or the parent or guardian shall have an opportunity to present any defense or reply;
  - (4) The hearing shall be either public or private and the choice shall be that of the pupil or parent or guardian;
  - (5) During the hearing, the pupil, parent, guardian, or counsel representing the pupil, shall have the right to examine any and all witnesses; and
  - (6) A continuance of a hearing on the request of a parent or pupil over the age of 18, without the consent of the superintendent or chartered public school director, shall be conditioned on the pupil's continued exclusion from attendance.
- (k) Notwithstanding (a) – (f) above, pupils whose presence poses a continuing danger to person or property, or an ongoing threat of disrupting the academic process, may be immediately removed from school at the discretion of the superintendent, chartered public school director, or their designee. In such cases, the necessary due process outlined in (e) above shall follow as soon as practicable.
- (l) Notwithstanding any other deadline in Ed 200, all appeals to the state board from school board decisions under (f) and (g) shall be filed within 20 calendar days of receipt of the written decision of the school board or board of trustees and shall be in accordance with RSA 541-A and Ed 200.

Ed 317.05 Reporting Procedures for Acts of Theft, Violence, or Destruction.

- (a) Pursuant to RSA 193-D:4, each public, chartered public, or nonpublic school employee who witnesses or has information from the victim of an act of theft, destruction, or violence in a safe school zone shall provide a written report to the principal. The principal shall file the report with local law enforcement within 48 hours of the incident.
- (b) The report shall contain the following information:

- (1) School name;
- (2) School address;
- (3) School telephone number;
- (4) Name of school principal;
- (5) Date of incident involving an act of theft, destruction, or violence, or the possession of a firearm;
- (6) Time of incident in (5) above;
- (7) Location of incident in (5) above;
- (8) Alleged offense;
- (9) Description of incident;
- (10) Name of suspect, if known;
- (11) Grade in school of suspect, if applicable;
- (12) Address of suspect, if known;
- (13) Name of victim or witness;
- (14) Grade in school of victim or witness, if applicable;
- (15) Address of victim or witness, if known;
- (16) Name of employee reporting incident;
- (17) Date report was completed by employee; and
- (18) Date report was filed with local law enforcement authority by school principal.

(c) When reporting the crime to the appropriate authorities, a public, chartered public, or nonpublic school shall ensure that copies of the relevant portions of the special education and disciplinary records of the child are made available in a manner that protects the child's privacy.

(d) Each school board for a public school, board of trustees for a chartered public school, or the governing body of a nonpublic school, shall develop a policy to address violations of RSA 193-D to include the possible sanctions and penalties for said violations.

Ed 317.06 Reporting Procedures for Acts of Violence Against School Employees, Volunteers, or Visitors.

(a) Each public, chartered public, or nonpublic school employee who witnesses an act of violence against school employees, volunteers, or visitors shall provide a written report to the principal within 48 hours of the incident.

(b) The principal shall provide the report required by (a) above to the department within 10 school days of receipt of the initial report from the school employee.

(c) The report shall contain the following information:

- (1) School name;
- (2) School address;
- (3) School telephone number;
- (4) Name of school principal or director;
- (5) Date of incident involving an act of violence against school employees, volunteers, or visitors;
- (6) Time of incident in (5) above;
- (7) Location of incident in (5) above;
- (8) Alleged act of violence against school employee, volunteer, or visitor;
- (9) Description of incident;
- (10) Name of suspect;
- (11) Grade in school of suspect, if applicable;
- (12) Address of suspect, if known;
- (13) Name of victim(s);
- (14) Address of victim(s), if known;
- (15) Name of employee reporting the incident; and
- (16) Date report was completed by the employee.

(c) Each school board for a public school, board of trustees of a chartered public school, or the governing body of a nonpublic school, shall develop a policy to address violations of RSA 193-D to include the possible sanctions and penalties for said violations.

Ed 317.07 Reporting Procedures for School Safety Data Collection.

(a) Public schools shall complete and file the information required under the Gun Free School Act of 1994, found in the School Safety Data Collection Survey, with the commissioner on or before June 30 of each year. The superintendent or chartered public school director shall certify the School Safety Data Collection online through the ESS portal at <https://my.doe.nh.gov/myNHDOE/Login/Login.asp> <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>.

(b) The following information shall be collected through the ESS portal:

- (1) Name of school district;
- (2) School name;
- (3) Pupil's grade in school;
- (4) Type of firearm:
  - a. Handgun;

- b. Rifle or shotgun; or
  - c. Other firearm; and
  - d. Whether there was more than one type of weapon or firearm;
- (5) Number of expulsions modified to less than 12 months;
- (6) Number of modifications of expulsions for pupils who are not identified as a child with a disability;
- (7) Number of expulsions which resulted in a referral to an alternative school or program;
- (8) Name of reporting official; and
- (9) Signature and date.

**APPENDIX**

<b>Rule</b>	<b>State Statute or Federal Regulation Implemented</b>
Ed 317.01	RSA 193-D; RSA 193:13
Ed 317.01(c)	34 CFR 300.530 - 34 CFR 300.536
Ed 317.02	RSA 193-D
Ed 317.03	RSA 189:15; RSA 193:13
Ed 317.04	RSA 193:13, I; RSA 193:13, IV
Ed 317.05-Ed 317.06	RSA 193-D:4; RSA 193-D:7, I;
Ed 317.07	20 U.S. Code § 7961; RSA 193-D:4



Frank Edelblut  
Commissioner

Christine M. Brennan  
Deputy Commissioner

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

## EXECUTIVE SUMMARY

### Conditional Approval Response: Ed 400 Approval of Nonpublic Schools

Submitted to the State Board of Education, January 11, 2024:

**A. ACTION NEEDED**

A vote is needed by the State Board of Education to approve the conditional response for Ed 400, relative to approval of nonpublic schools.

**B. RATIONALE FOR ACTION**

JLCAR approved the conditional approval request at their meeting on December 21, 2023. The board has 7 days from their regularly scheduled meeting to send a conditional approval response.

**C. EFFECTS OF THIS ACTION**

If the Board votes to approve the conditional approval response, it will be submitted to the Office of Legislative Services (OLS) and accepted so the board can then adopt the rules later in the meeting.

**D. POSSIBLE MOTION**

I move that the State Board of Education approve the conditional approval response for Ed 400, Approval of nonpublic schools.

STATE OF NEW HAMPSHIRE



OFFICE OF LEGISLATIVE SERVICES

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

December 21, 2023

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

Re: Conditional Approval of Final Proposal 2023-124

Dear Board Members:

At its meeting on December 21, 2023, the Joint Legislative Committee on Administrative Rules (Committee) voted, pursuant to RSA 541-A:13, V(a), to conditionally approve Final Proposal 2023-124 of the Board of Education (Board) containing rule Ed 400 relative to the approval of nonpublic schools. The Committee's approval was conditioned on amending Final Proposal 2023-124 as specified in the Board's amended conditional approval request which was filed on December 18, 2023.

Pursuant to RSA 541-A:13, V(a), you are required to submit a written explanation detailing how the rules have been amended in accordance with the conditional approval within 7 days of the date of the next regularly scheduled meeting of the Board, which is January 11, 2024. In this instance, the 7<sup>th</sup> day following the next regularly scheduled meeting of the Board falls on Thursday, January 18, 2024. The explanation shall include a letter and a text of the entire final proposed rule, annotated to show the amendments.

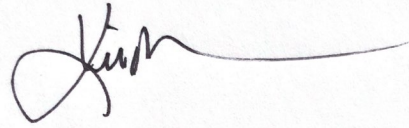
The explanation shall be reviewed by the Office of Legislative Services to determine whether the rules have been amended in accordance with the conditional approval and RSA 541-A:13, V(a). If it is determined that the rules have not been amended in accordance with the conditional approval and RSA 541-A:13, V(a), the conditional approval will be deemed a Committee vote to make a preliminary objection as of the date of the conditional approval, and you must respond to the preliminary objection as specified in RSA 541-A:13, V(c).

Please be advised that you may not adopt the rules until the Office of Legislative Services sends written confirmation that your amendments are in accordance with the conditional approval and RSA 541-A:13, V(a).

Board of Education  
FP 2023-124  
December 21, 2023  
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If you have any questions concerning the provisions in RSA 541-A relative to conditional approvals, objections, responses, or adoptions, please contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Kim", with a long horizontal flourish extending to the right. The signature is set against a light gray rectangular background.

Kim Reeve  
Committee Attorney

cc: Julie Shea, Administrative Rules Coordinator, DOE

CHAPTER Ed 400 APPROVAL OF NONPUBLIC SCHOOLS

PART Ed 401 DEFINITIONS AND SCOPE

**Readopt with amendment Ed 401.01 - Ed 401.02, effective 6-15-13 (Document #10360), to read as follows:**

Ed 401.01 Definitions.

(a) "Accrediting agency" means a business or other organization that evaluates schools against a set of criteria determined by the business or other organization.

(b) "Chartered public school" means "chartered public school" as defined by RSA 194-B:1, IV.

(c) "Education program" means a program consisting of subject matter and related learning experiences for the instruction of pupils on a regular or systematic basis, usually for a predetermined length of time which constitutes part of a school's total education curriculum, or serves as the education component of a facility, agency, or institution whose primary purpose does not qualify it as a school.

(d) "Nonpublic school advisory council (NSAC)" means the nonpublic school advisory council established by the state board as set forth in Ed 408.

(e) "Nonpublic school" means a school established by an individual or group other than the state, subdivision of the state, or federal government and whose operation, or any portion thereof, rests with those officials who have not been publicly elected or appointed. The term includes "private school," but does not include a public academy as defined by RSA 194:23(II).

(f) "Public school" means a school which is established and operated by a school district, maintained primarily by public funds, and administered by a school board whose members are elected as provided under the laws of the state of New Hampshire.

(g) "School" means an educational institution whose primary purpose is the development of individual potential by means of a systematic method of instruction of a defined type comprising:

(1) A single grade or more than one grade group or other identifiable grouping;

(2) A teacher or more than one teacher(s) who guides and supervises the learning experience of pupils; and

(3) An education program leading to the awarding of a diploma or appropriate certificate upon completion of the requirements of the program.

Ed 401.02 Types of Approval.

(a) In order to be an approved nonpublic school, a nonpublic school shall contain some combination of grades K through 12 and comply with the requirements of one of the approval categories in (e) below.

(b) A nonpublic school, which has satisfactorily completed the requirements for status of attendance as set forth in Ed 403, shall be approved for attendance for a period of 5 years.

(c) A nonpublic school which meets all requirements for status of attendance and program as set forth in Ed 404 shall be approved for status of attendance and program for a period of 5 years.



(d) Schools that consist only of kindergarten, pre-school levels, or both shall not be eligible for approval as non-public schools.

(e) The following school approval categories shall apply to the administration of Ed 400 and be recommended to the state board for one of the following:

(1) "Approved," which means that a school meets and continues to meet all requirements of Ed 403 or Ed 404;

(2) "Preliminary approved," which means that a school meets the requirements of (h) and (i) below in addition to Ed 403 or Ed 404;

(3) "Conditionally approved," which means that a school meets the requirements of (j) and (k) below in addition to Ed 403 or Ed 404;

(4) "Delay in full compliance," which means that a school has received a recommendation in accordance with (n) below; or

(5) "Denied approval," which means a school that has failed to meet the requirements of Ed 403 or Ed 404 and failed to be approved after 3 years of being conditionally approved.

(f) If one or more facilities are to be used for educational purposes, the facilities shall be approved or conditionally approved to operate in accordance with Ed 320 prior to student occupancy.

(g) Approval shall be terminated by the state board upon receipt of 2 consecutive annual enrollment reports, as outlined in Ed 402.01, in which the school reports zero students enrolled.

(h) A nonpublic school, which has not been previously approved, shall be granted preliminary approval during its first year of operation when the following conditions have been met:

(1) If one or more facilities are used for educational purposes, the facilities have been approved or conditionally approved to operate in accordance with Ed 320 prior to student occupancy; and

(2) There are standards not required by statute or Ed 320 which the school is unable to meet prior to opening and which do not prevent the school from adequately meeting the needs of its students.

(i) In no circumstances shall preliminary approval extend beyond one school year.

(j) A nonpublic school which does not meet all of the applicable requirements of Ed 403 or Ed 404 shall be recommended for being conditionally approved for a period of one year provided that:

(1) The school was previously approved and is seeking continued approval pursuant to Ed 403.04 or Ed 404.04;

(2) All identified deficiencies and a timetable for their correction are incorporated into the approval designation; and

(3) All facilities used by students for educational purposes are approved or conditionally approved to operate in accordance with Ed 320.

(k) In no case shall a school be recommended for being conditionally approved for more than 3 consecutive school years.

(l) A conditionally approved school which fails to meet the requirements of an approved school pursuant to Ed 403.01 within 3 consecutive school years shall be recommended for denied approval.

(m) A nonpublic school recommended for denied approval shall have 10 days to make a request to the commissioner for a grievance hearing before the NSAC grievance committee, in accordance with the provisions of Ed 408.07.

(n) A nonpublic school shall be considered for a delay in full compliance for up to one year upon receipt of a written recommendation for such delay from the NSAC following a vote of the council.

(o) The decision from the NSAC shall include:

- (1) Identifying requirements not met;
- (2) Reasons why the school is unable to meet each unmet requirement;
- (3) An expected date of compliance for each requirement; and
- (4) An explanation of the unique conditions which justify the delay in meeting all state requirements.

(p) The state board shall hold a rehearing in accordance with Ed 213.02 for one or more of the following conditions:

- (1) Additional information has been received which indicates that the school is not eligible for program approval status;
- (2) The information submitted by the school as required in Ed 403 or Ed 404 is determined by the state board to be inaccurate or false; or
- (3) The NSAC grievance committee misapplied a statute or administrative rule in making its recommendation.

(q) The applicant shall not advertise or offer services as a school without approval from the state board.

**Readopt with amendment Ed 401.03, effective 6-15-13 (Document #10360), as amended effective 4-9-20 (Document #13024, Emergency), which expired 10-6-20, to read as follows:**

Ed 401.03 School Year.

(a) Each nonpublic school shall maintain a school year consisting of the following number of hours of instructional time:

- (1) In kindergarten, at least 450 hours;
- (2) In grades one through 6, at least 945 hours; and
- (3) In grades 7 through 12, at least 990 hours.

(b) Each school shall have in its school year an additional 30 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances, and shall use these additional hours to reschedule lost instructional time before requesting a reduction of the amount of instructional time as outlined in (h) below.

(c) A school may have a shortened day when an emergency condition exists which might adversely affect the health and safety of students, provided that the number of hours of instructional time originally planned for the day shall be credited to the number of hours of instructional time in the school year, if:

- (1) On that day, the school would normally have had at least 5.25 hours of instructional time; and

(2) The school remained open for at least 3.5 hours of instructional time.

(d) There shall be no requirement to reschedule instructional time for kindergarten if morning or afternoon kindergarten sessions are canceled due to delayed opening or early release for students in grade one or higher.

(e) A school may conduct instruction remotely. The school shall create a plan that includes procedures for participation by all students. Academic work shall be equivalent in effort and rigor to typical classroom work, and include an assessment of all student work for the day.

(f) Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time. Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

(g) The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students.

(h) Pursuant to RSA 189:2, the required minimum hours of instruction shall be reduced upon written request of the school and a determination by the commissioner, as authorized by the state board, that extraordinary circumstances exist that would place an unreasonable burden on the school or students.

**Readopt with amendment and renumber Ed 403.03, effective 2-16-19 (Document #12726), as Ed 402.01, cited and to read as follows:**

#### PART 402 REQUIRED ANNUAL REPORTS

Ed 402.01 Annual Reports.

(a) Each nonpublic school shall report enrollment by grade as of October 1 of the reporting year on a deadline established by the department.

(b) Each nonpublic school shall complete and submit “Nonpublic Restraint and Seclusion Data Collection,” *revised November 2023*. The form shall be completed online at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx> by June 30 of each year.

**Readopt with amendment Ed 403.01, effective 6-15-13 (Document #10360), cited and to read as follows:**

#### PART Ed 403 APPROVAL OF NONPUBLIC SCHOOLS FOR ATTENDANCE PURPOSES

Ed 403.01 Application for Initial Approval Status for Attendance Purposes.

(a) A nonpublic school seeking initial approval for attendance purposes shall submit the following written materials to the department no less than 120 days prior to the proposed date of opening:

- (1) The specific education purpose(s) and objectives to be served by the nonpublic school;
- (2) A statement as to how the school shall evaluate the achievement of its stated educational purpose(s) and objectives;
- (3) The school program's philosophic or religious traditions;
- (4) Academic competencies and personal characteristics the program is designed to develop;

- (5) The characteristics of the student body to be served by this program, including the criteria for student selection and admission to the school;
- (6) The relationship between the school program and the community;
- (7) Program of studies or other document(s) that explain academic content, assessment processes, and promotion requirements for each grade level and high school diploma requirements, if applicable;
- (8) A description of all courses, activities, and offerings included as part of the school's education program as defined by the school, including a list and descriptions of the courses offered for credit;
- (9) A description of the school's supporting services as outlined in RSA 189:49, including but not limited to:
  - a. Health, including a process for verification of child vaccinations required by RSA 141-C:20-a;
  - b. Advising and counseling system, relative to educational, personal, and career;
  - c. Library and media services;
  - d. Food and health services;
  - e. Referral services; and
  - f. Transportation services, including:
    1. To and from school;
    2. Field trips; and
    3. Extracurricular activities;
- (10) A statement indicating how the school complies with each of the statutory requirements of nonpublic schools, pursuant to:
  - a. RSA 126-U, relative to limiting the use of child restraint practices;
  - b. RSA 141-C:20-a, relative to immunization;
  - c. RSA 189:11, relative to instruction in national and state history, government, and civics;
  - d. RSA 189:17, relative to flags;
  - e. RSA 189:19, relative to the requirement of the use of English language;
  - f. RSA 189:20, relative to teaching foreign language;
  - g. RSA 189:21, relative to language of devotional exercises in private schools;
  - h. RSA 189:64, relative to emergency response plans;
  - i. RSA 193:31-a, relative to dual enrollment; and
  - j. RSA 198:20-a, relative to payment of governmental moneys;

- (11) Administrative responsibilities and authority documented in an organizational chart;
  - (12) Description of content and policy for storage, security, and disposition of student records to include items listed in Ed 407;
  - (13) First year budget indicating anticipated expenses and revenue, which clearly demonstrates the availability of resources to support the program;
  - (14) Documentation indicating whether the school is incorporated as a nonprofit institution and whether it has federal tax-exempt status;
  - (15) Proof of registration with the New Hampshire secretary of state as required in RSA 349; and
  - (16) A copy of the school's grievance policy including, but not limited to, procedures to address complaints concerning:
    - a. Bullying;
    - b. Teacher misconduct;
    - c. Tuition refund when a student leaves the school; and
    - d. The use of child restraint practices as outlined in RSA 126-U.
- (b) All applicants shall also indicate:
- (1) The educational level(s) to be included in the school's enrollment such as elementary, middle/junior high, or high school, and, if the school is to be ungraded, the applicant shall indicate the approximate age range of the pupils to be enrolled;
  - (2) The name, telephone number, and mailing address of the person authorized to represent the interests of the nonpublic school;
  - (3) The location and a description of those facilities to be used for school purposes and any off-campus facilities used for the program, if such information is available; and
  - (4) If one or more facilities are to be used by students for educational purposes, a statement that the school shall submit an application to operate the facility in accordance with Ed 320 no later than 90 days prior to the desired opening date of the school facility.

**Readopt with amendment and renumber Ed 403.02, effective 6-15-13 (Document #10360), as Ed 403.02 through Ed 403.04, to read as follows:**

Ed 403.02 Procedures for Evaluation and Determination of the Status of a School for Attendance Purposes.

- (a) Upon receipt of the required written materials and reports from schools seeking approval, the department shall review the materials *received* and ~~make a recommendation to~~ *advise* the commissioner *whether the schools satisfy the criteria outlined in Ed 403.01.*
- (b) Incomplete applications shall be returned to the nonpublic school for completion.
- (c) The commissioner shall make a recommendation to the state board based on whether the criteria outlined in Ed 403.01 has been met.

(d) The state board, after reviewing the recommendation(s) from the commissioner, shall within 45 business days of receipt of such recommendation(s), take any one of the actions described in Ed 401.02(e).

(e) A nonpublic school recommended for denied approval shall have 10 business days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee in accordance with the provisions of Ed 408.07.

Ed 403.03 Procedures for the Request of a Status Change.

(a) In the event of a change to the nonpublic schools' grade levels, the school shall submit a status change request in the form of a letter to the department 60 days prior to the change.

(b) Any change(s) shall be subject to review by the state board at the next regularly scheduled state board meeting.

(c) The school shall implement said change(s) only after receiving approval from the state board.

(d) In the event of a change to the school facility's location, the school shall submit an application to operate the facility in accordance with Ed 320 not later than 90 days prior to the desired opening date of the school facility.

(e) The facility referenced in (d) above shall be approved or conditionally approved to operate, in accordance with Ed 320, prior to student occupancy.

(f) A nonpublic school whose requested change is recommended for denied approval shall have 10 business days to make a request to the commissioner for a grievance hearing before the NSAC grievance committee in accordance with the provisions of Ed 408.07.

Ed 403.04 Application for Continued Approval Status for Attendance Purposes.

(a) At the conclusion of an approval period, an approved nonpublic school seeking continuation of its approval status for attendance purposes shall submit written materials to the department no less than 90 days prior to the expiration of the current approval, to include:

- (1) Change(s) to any of the information listed in Ed 403.01 that have occurred since the initial approval or the submittal of the last report;
- (2) Evidence of ongoing registration with the secretary of state;
- (3) A school calendar to include first and last day of school, holidays, time off, and 30-hour overage in event of emergency or inclement weather;
- (4) A statement that all facilities used by students for educational purposes are approved to operate or conditionally approved to operate in accordance with Ed 320; and
- (5) Citation(s) of any new construction or renovations completed since the initial approval or the submittal of the last report.

(b) The state board shall review the information in (a) above and follow the procedures outlined in Ed 403.02 to evaluate and determine the approval status of the school.

**Readopt with amendment Ed 404, effective 6-15-13 (Document #10360), to read as follows:**

PART Ed 404 APPROVAL OF NONPUBLIC SCHOOLS FOR PROGRAM PURPOSES

Ed 404.01 Application for Initial Approval Status for Program Purposes.

(a) Program approval shall be deemed recognition by the state board that a school's curriculum, staffing, administration, governance, and facilities meet the standards determined by an approved third-party accrediting agency as described in Ed 405.01 for the appropriate delivery of education.

(b) In addition to the requirements outlined in Ed 403.01, a nonpublic school seeking initial program approval status shall submit no less than 120 days prior to the proposed date of opening,<sup>222</sup> evidence of approval from an authorized agency that has been recognized by the NSAC and state board in accordance with Ed 405.01 or through the alternate method for program approval status in accordance with Ed 405.02.

Ed 404.02 Procedures for Evaluation and Determination of the Status of a School for Program Purposes.

(a) Upon receipt of the required written materials and reports from schools seeking initial approval status, the department shall review the materials *received* and ~~make a recommendation to~~ *advise* the commissioner *whether the schools satisfy the criteria outlined in Ed 404.01(b)*.

(b) Incomplete applications shall be returned to the nonpublic school for completion.

(c) The commissioner shall make a recommendation to the state board based on whether the criteria outlined in Ed 404.01(b) has been met.

(d) The state board, after reviewing the recommendation(s) from the commissioner, shall within 45 business days of receipt of such recommendation(s), take any one of the actions described in Ed 401.02(e).

(e) A nonpublic school recommended for denied approval shall have 10 business days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee in accordance with the provisions of Ed 408.07.

Ed 404.03 Procedures for the Request of a Status Change.

(a) In the event of a change to the nonpublic schools' grade levels, the school shall submit a status change request in the form of a letter to the department 60 days prior to the change.

(b) Any change(s) shall be subject to review by the state board at the next regularly scheduled state board meeting.

(c) The school shall implement said change(s) only after receiving approval from the state board.

(d) In the event of a change to the school facility's location, the school shall submit an application to operate the facility in accordance with Ed 320 not later than 90 days prior to the desired opening date of the school facility.

(e) The facility referenced in (d) above shall be approved or conditionally approved to operate, in accordance with Ed 320, prior to student occupancy.

(f) A nonpublic school whose requested change is recommended for denied approval shall have 10 business days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee in accordance with the provisions of Ed 408.07.

Ed 404.04 Application for Continued Approval Status for Program Purposes.

(a) At the conclusion of an approval period, an approved nonpublic school seeking continuation of its approval status for attendance purposes shall submit written materials to the department no less than 90 days prior to the expiration of the current approval, to include:

- (1) Change(s) to any of the information listed in Ed 404.01 that have occurred since the initial approval or the submittal of the last report;
- (2) Evidence of ongoing registration with the secretary of state;
- (3) A school calendar to include first and last day of school, holidays, time off, and 30-hour overage in event of emergency or inclement weather;
- (4) A statement that all facilities used by students for educational purposes are approved to operate or conditionally approved to operate in accordance with Ed 320; and
- (5) Citation(s) of any new construction or renovations completed since the initial approval or the submittal of the last report.

(b) The nonpublic school shall submit evidence of continued approval from an authorized agency that has been recognized by the NSAC and the state board in accordance with Ed 405.01, or through the alternative method for program approval status as in accordance with Ed 405.02.

(c) The department shall review the information in (a) and (b) above and follow the procedures in Ed 404.02 to evaluate and determine the approval status of the school.

**Readopt with amendment Ed 405.01, effective 2-16-19 (Document #12726), cited and to read as follows:**

PART Ed 405 APPROVAL OF A RECOGNIZED AGENCY FOR PROGRAM APPROVAL AND  
ALTERNATE METHOD FOR PROGRAM APPROVAL

Ed 405.01 Identification of Recognized Agencies for Program Approval.

(a) Accrediting agencies that want to be considered for recognition shall be identified in one of the following ways:

- (1) An agency may directly request recognition;
- (2) A school seeking program approval may request recognition of an agency; or
- (3) A member of the NSAC may request recognition of an agency.

(b) Applicants seeking approval from the state board as an agency recognized by the state board for program approval shall apply for recognition to the state board by submitting a letter of intent and the following:

- (1) A brief history of the agency;
- (2) A statement as to the scope of operations and indicating whether it is a regional, national, or state agency;
- (3) A definition of the purpose, character, and scope of its activities as described in its charter or by-laws and written standards for accreditation or recognition;
- (4) The agency's organization including:
  - a. Its governance and administrative structures;
  - b. A description of its ownership and control; and
  - c. The type of legal organization, including but not limited to tax-exempt or proprietary;



(5) Financial information including:

- a. Fee structure;
- b. Current operating statement; and
- c. Most recent independent certified opinion audit;

(6) A description of procedures used in the evaluation of schools by the agency, including documentation that a school shall be required to provide, which shall include a visit to verify the written documentation, and who participates in school visitations;

(7) Definitions of levels of recognition or accreditation status and written procedures for providing due process in granting, denying, continuing, or revoking accredited or recognized status; and

(8) Frequency of evaluation of schools for continued accreditation or recognition.

(c) Agencies seeking program approval shall have a process for reviewing nonpublic school programs which, at a minimum, evaluates the adequacy for ensuring the well-being of students enrolled based on the following criteria:

- (1) School mission statement and educational philosophy;
- (2) Governance;
- (3) School facilities;
- (4) School health and safety programs;
- (5) Curriculum;
- (6) Staff qualifications;
- (7) Admissions process;
- (8) Graduation requirements for high schools only;
- (9) Process for assessing student performance;
- (10) Financial management;
- (11) Student support services;
- (12) Co-curricular activities;
- (13) Parent involvement; and
- (14) School and community relations.

(d) The NSAC shall review applications for program approval. If the NSAC finds that the application meets the requirements of (b) and (c) above, it shall recommend the agency to the state board for recognition.

(e) The board shall review the NSAC recommendation and take one of the following actions:

- (1) Upon finding that the application meets the requirements of (b) and (c) above, the board shall identify the applicant as a recognized agency for program approval; or
- (2) Disapprove the application if, in the opinion of a majority of board members, one or more of the following conditions exist:
  - a. Additional information has been received which indicates that the applicant is not eligible to be a recognized agency for program approval;
  - b. The information submitted by the applicant as required in (b) and (c) above is determined by the state board to be incomplete, inaccurate, or false; or
  - c. The NSAC misapplied a statute or administrative rule in making its recommendation.
- (f) The department shall publish the list of recognized agencies for program approval at least annually.
- (g) An agency may, at any time, submit written notification to the department that it does not wish to be recognized.
- (h) Upon receipt of such a request the department shall:
  - (1) Remove the agency's name from the list of recognized agencies; and
  - (2) Notify all schools that have previously been granted program approval through accreditation by the withdrawing agency.
- (i) Program approval status for any school previously accredited by an agency whose name has been withdrawn from the list of recognized accrediting agencies shall remain in effect until the date of expiration of the most recent approval by the state board.
- (j) The NSAC shall review those agencies previously recognized for program approval every 10 years and make one of the following approval recommendations to the board:
  - (1) Full approval for a period of 10 years, if the NSAC finds that the agency meets the requirements of (b) and (c) above;
  - (2) Conditional approval for a period of 2 to 3 years when deficiencies are found that are not serious enough to warrant non-approval, but are serious enough to warrant attention and review; or
  - (3) Non-approval.
- (k) The board shall review the NSAC recommendation and take one of the actions enumerated in Ed 405.01(~~j~~).
- (l) Previously recognized agencies shall be reviewed by the NSAC prior to the expiration of the most recent approval when information becomes known to the NSAC which indicates:
  - (1) The agency might no longer be meeting the requirements of (c) above; or
  - (2) The agency has acted in an unfair or unlawful manner in conducting accreditations.
- (m) Agencies that have been recognized for program approval may request to be removed from the list of recognized agencies.

**Readopt with amendment Ed 405.02, effective 6-15-13 (Document #10360), to read as follows:**

Ed 405.02 Alternative Method for Program Approval Status.

(a) In the event that a nonpublic school is unable to receive accreditation or approval from a recognized program approval agency, the school may submit a written request for program approval status to the NSAC for review and recommendation to the state board.

(b) In making such a request, the school shall:

- (1) Describe its attempts to seek accreditation from a recognized program approval agency; and
- (2) Explain why it has been unable to achieve accreditation by a recognized program approval agency.

(c) The nonpublic school's request shall include:

- (1) A narrative explanation of all items listed in Ed 405.01(b); and
- (2) Any additional information that the school wishes to have considered by the NSAC.

(d) If, after reviewing and evaluating the request, the NSAC finds that the non-public school has made a reasonable effort to seek accreditation and warrants further review, the NSAC shall appoint an approval review team which shall conduct an evaluation of the school equivalent to those conducted by recognized program approval agencies.

(e) The review team shall consist of not less than 3 and not more than 7 members, and at least one of whom shall be an employee of a nonpublic school that is currently approved for program by the state board.

(f) The review team shall:

- (1) Physically visit the nonpublic school and evaluate all items listed in Ed 405.01(c);
- (2) Submit a written report to the NSAC within 45 working days of appointment; and
- (3) Recommend approval of the request if it finds that the school meets the criteria in Ed 405.01(c).

(g) The department shall reimburse review team members for travel expenses associated with conducting the review visit if funds are available. Review team members shall be reimbursed for travel expenses at the same rate as state employees.

(h) Within 45 working days of receipt of the report from the review team, the NSAC shall take one of the following actions based on the review team's recommendations:

- (1) Recommend the school for program approval status to the state board if, in the opinion of the majority of NSCA members, the school meets the criteria in Ed 405.01(c);
- (2) Recommend to the state board that the school be denied approval for program approval status if additional information has been received which, in the opinion of the majority of NSAC members, indicates that the school does not meet the criteria in Ed 405.01(c); or
- (3) Return the application to the review team if the information in the review team's report is determined to be incomplete or if it is determined that the review team did not follow the procedures required by (e) or (f) above.

(i) The NSAC shall notify the nonpublic school of its findings within 10 working days.

(j) If the NSAC recommends denied approval of the request for program approval status, the nonpublic school may, within 10 business days of notification of the recommendation for denied approval, request a hearing before the state board to submit evidence in support of its request for status pursuant to Ed 200.

(k) The state board shall hold a rehearing in accordance with Ed 213.02 for one or more of the following conditions:

- (1) Additional information has been received which indicates that the school is not eligible for program approval status;
- (2) The information submitted by the school as required in Ed 405 is determined by the state board to be inaccurate or false; or
- (3) The NSAC misapplied a statute or administrative rule in making its recommendation.

**Readopt with amendment and renumber Ed 402.01, effective 6-15-13 (Document #10360), as Ed 406.01, cited and to read as follows:**

PART Ed 406 NONPUBLIC SCHOOLS ELIGIBLE FOR SERVICES

Ed 406.01 State and Federal Program Eligibility. Nonpublic schools shall be eligible to participate in state and federally funded programs, including but not limited to:

- (a) Child benefit services;
- (b) Dual enrollment programs;
- (c) Driver education reimbursement;
- (d) Child nutrition programs;
- (e) Federal education programs; and
- (f) Vocational rehabilitation.

**Readopt with amendment Ed 407, effective 2-16-19 (Document #12726), to read as follows:**

PART Ed 407 RETENTION OF STUDENT RECORDS

Ed 407.01 Student Records.

- (a) Each nonpublic school shall permanently maintain individual student records that include:
  - (1) Pupil registers for each year that the school was approved to operate, as required by RSA 189:27-a, that include, at minimum, the following information:
    - a. Name;
    - b. Date of birth; and
    - c. Town of legal residence;
  - (2) Transcripts of academic performance for each year that a student attended the school; and
  - (3) Record of award of high school diploma, including the date of award.

(b) In the event of a school closing or termination of operations, the school shall notify the department no less than 90 days prior to the closing date and provide the following:

- (1) Permanent location of student records, as ~~described~~<sup>defined</sup> in (a) above, which shall be:
  - a. Submitted in a format determined by the school if the school chooses to deposit the records to the local school district or other third-party agency; or
  - b. Electronically, if the school chooses to deposit the records with the department;
- (2) Reason(s) for closure; and
- (3) The name and contact information of 2 school representatives who the department may contact after school closure.

**Readopt with amendment and renumber Ed 406, effective 6-15-13 (Document #10360), as Ed 408 to read as follows:**

PART Ed 408 ESTABLISHMENT OF THE NONPUBLIC SCHOOL ADVISORY COUNCIL

Ed 408.01 Duties of the Nonpublic School Advisory Council.

(a) The NSAC shall carry out those duties assigned to it by the state board. The council shall work with nonpublic schools to encourage and develop nonpublic schooling in New Hampshire.

(b) Assigned areas of responsibility shall include, but not be limited to the following:

- (1) Developing and maintaining effective communications between nonpublic schools and those state and local agencies involved in the approval process;
- (2) Offering consultant assistance in the implementation of the school approval requirements;
- (3) Recommending to the commissioner and state board desired changes in the rules for the approval of nonpublic schools;
- (4) Explaining the availability of nonpublic school services in the state; and
- (5) Investigating grievances submitted under the provisions of Ed 401.02(m), Ed 403.02(e), Ed 403.03(f), Ed 404.02(e), and Ed 404.03(f), and making appropriate recommendations to the commissioner.

(c) The department shall reimburse NSAC members for travel expenses associated with attending meetings if funds are available. NSAC members shall be reimbursed for travel expenses at the same rate as state employees.

Ed 408.02 Membership Selection. Membership on the NSAC shall consist of the following:

(a) Ten members representing New Hampshire's nonpublic schools appointed by the commissioner upon nomination of the NSAC;

(b) The commissioner shall appoint one public school or chartered public school administrator;

(c) The commissioner may appoint other individuals interested in nonpublic school education but not affiliated with a nonpublic school or state agency; and

(d) The commissioner of health and human services shall appoint one member representing children, youth, and families.

Ed 408.03 Rotation of Membership and Term of Appointment.

(a) The term of appointment shall be 3 years.

(b) Terms of appointment as provided in this section shall end on June 30 of the year in which the term is completed.

(c) The conduct of business shall not depend upon the maintenance of full council membership.

(d) The term of appointment of members who are absent for 3 consecutive meetings may be reduced in length or terminated by the commissioner.

(e) In the event of vacancies, the commissioner shall appoint replacements at the time such vacancies occur.

Ed 408.04 Records of the Advisory Council. The records and minutes of the NSAC shall be filed and maintained in the department.

Ed 408.05 Funding and Support of Council Activities. The members of the NSAC shall serve without compensation. Subject to available funds, the state board shall financially support the activities of the council to cover expenses including but not limited to mileage and cost associated with holding a statewide conference. The chairperson of the council shall present budget requests to the state board biennially.

Ed 408.06 Grievance Committee.

(a) The grievance committee shall be a subcommittee of the NSAC appointed by the chairperson, consisting of at least 5 and no more than 9 members, a majority of whom shall be representatives of nonpublic schools. One member of the grievance committee shall be appointed by the chairperson to preside at grievance conferences.

(b) The grievance committee shall hear all grievances referred to it by the commissioner pursuant to the provisions of Ed 401.02(m), Ed 403.02(e), Ed 403.03(f), Ed 404.02(e), and Ed 404.03(f).

(c) The grievance committee shall:

(1) Keep a written account of its investigations; and

(2) Submit such an account, together with its findings, to the commissioner within 30 days of the commissioner's referral.

Ed 408.07 Request for Grievance Conference for the Denied Approval of a Nonpublic School. Any nonpublic school may request a grievance conference and have such request acknowledged as follows:

(a) Such request shall be in writing to the commissioner;

(b) The request shall state in detail the reasons for the request for a grievance conference and name the parties involved;

(c) The commissioner shall notify the requestor within 5 days in writing that:

(1) A grievance conference has been scheduled in accordance with Ed 408.08; or

(2) Additional information is required to clarify the issues;

(d) The requestor shall have 10 days from receipt of the commissioner's request for additional information to respond with the requested information; and

(e) The commissioner shall, upon receipt of the requested information, schedule a grievance conference in accordance with Ed 408.08.

Ed 408.08 Grievance Conference for the Denied Approval of a Nonpublic School.

(a) Upon receipt of a request pursuant to Ed 401.02(m), Ed 403.02(e), Ed 403.03(f), Ed 404.02(e), and Ed 404.03(f), or concerning an action taken under these rules, the commissioner shall notify the chairperson of the NSAC of the request for a grievance conference, and the grievance conference shall then proceed in accordance with this section.

(b) Within 5 days of the commissioner's notification of a request for a grievance conference, the chairperson shall schedule the conference with the parties to the grievance.

(c) At the conference, each party shall be prepared to consider:

- (1) The simplification of the issues and an agreement of facts;
- (2) Possibility of settlement; and
- (3) Such other matters as may aid in disposition of the action.

(d) Parties to a grievance may be represented at the conference by counsel.

(e) At the grievance conference, the grievance committee shall interview the parties to the grievance to attempt to reach a settlement on the facts of the grievance.

(f) The grievance committee shall present its findings on unresolved grievances or report on the proposed settlement reached by the parties to the commissioner within 10 days of the conference.

(g) Any settlement reached at a grievance conference shall be subject to review by the commissioner and shall not be implemented unless it is ***to ensure that the settlement is*** consistent with these rules and with applicable statutes. ***Any settlement that is not consistent with these rules and applicable statutes shall not be implemented.***

(h) The findings shall list the pertinent facts found by the committee.

(i) The commissioner shall notify the parties of the issues agreed to, what issues remain unresolved, or both.

(j) The notice shall state the parties have 10 business days from receipt of the committee's findings on unresolved issues to request a hearing pursuant to the provisions of Ed 200.

**Readopt with amendment and renumber Ed 408, eff 6-15-13 (Document #10360), as Ed 409 to read as follows:**

PART Ed 409 GRIEVANCE PROCEDURES

Ed 409.01 Definitions.

(a) "Abuse" means causing:

- (1) Intentional physical injury to a student;

(2) Physical injury to a student by other than accidental means; or

(3) Psychological injury to a student so that the student exhibits symptoms of emotional problems generally recognized to result from consistent mistreatment or neglect.

(b) “Approved nonpublic school” means a nonpublic school that has been approved by the state board in accordance with Ed 401.02.

(c) “Day” means calendar day.

(d) “Governing body” means an approved nonpublic school’s board of directors, board of trustees, or executive board or person with responsibility to supervise and control the school.

(e) “Grievance” means a complaint based on:

(1) A pattern of failure to respond to accusations of abuse or neglect of any student(s) by a teacher or administrator employed by an approved nonpublic school or by a volunteer serving at such school; or

(2) A pattern of failure to respond to accusations of harassment of any student(s) by a teacher or administrator employed by an approved nonpublic school or by a volunteer serving at such school.

(f) “Neglect” means the failure to provide care or control necessary for a student’s physical, mental, or emotional health in the school setting, when it is established that the student’s health has suffered or is very likely to suffer serious impairment.

(g) “Parent” means:

(1) Natural or adoptive parent;

(2) Legal custodian or guardian; or

(3) Surrogate parent.

Ed 409.02 Grievance Procedures; Request for Administrative Due Process Hearing.

(a) A parent of a child attending an approved nonpublic school with a grievance against the school shall request a meeting with the governing body of the school to resolve the issue.

(b) The parent may request a due process hearing as provided in Ed 409.03, only after all timely internal school grievance processes are exhausted under (a) above, and the parent and the governing body are not able to resolve the issue.

(c) A request for an administrative due process hearing shall be mailed or hand delivered to:

New Hampshire Department of Education  
Office of Legislation and Hearings  
101 Pleasant Street  
Concord NH 03301-3860

Ed 409.03 Scheduling of Administrative Due Process Hearings; Pleadings; Order of Notice.

(a) If a parent requests an administrative due process hearing under Ed 409.02, the department shall schedule and hold a hearing in accordance with Ed 200, unless otherwise provided in Ed 409.03 – Ed 409.09.



(b) Within 10 business days of the receipt of the request for a hearing, the hearing officer shall begin the hearing process by issuing an order of notice in accordance with Ed 209.02.

Ed 409.04 Continuance and Rescheduling of the Hearing; Consequences of Default.

(a) Upon good cause shown, including but not limited to illness, accident, or death of a family member, the hearing officer shall continue the hearing and reschedule it for a date later than that shown in the order of notice but in no case shall the continuance be granted for more than 15 days. Notice of the continuance shall be made in writing to all parties except that if the continuance is granted less than 3 days before the scheduled hearing date, notice shall be made by telephone followed by notice in writing.

(b) Any party who has been served notice in accordance with Ed 409, who fails to appear and who fails to obtain a continuance from the hearing officer prior to the scheduled time of the hearing, shall have a decision rendered against that party if the interests of justice will be served by such action.

Ed 409.05 Proposed Written Decision of Hearing Officer. The hearing officer shall render a proposed written decision at least 10 calendar days subsequent to a hearing. The proposed written decision shall list the pertinent facts found by the hearing officer in accordance with Ed 210.01 and Ed 212.01. A copy of the proposed written decision shall be mailed by certified mail, return receipt requested, to all parties named in the order of notice.

Ed 409.06 Appeal of State Board Decision. Any party aggrieved by the decision may appeal the decision of the state board to a court of competent jurisdiction within 30 days of the decision. Pending appeal, the nonpublic school shall continue to operate.

Ed 409.07 Revocation and Probation.

(a) A written petition to the state board to revoke a nonpublic school's approval status may be made by the parent of any pupil currently attending that school, alleging that the school refused to implement a decision of the state board, after conclusion of a due process hearing under Ed 409.

(b) After 30 days' notice has been provided to all affected parties, the state board shall revoke a nonpublic school's approval prior to the expiration of its term if the board determines, after a hearing, that the school has refused to implement a decision of the state board as provided in (a) above.

(c) Before revoking a nonpublic school's approval, the state board shall consult with the nonpublic school's governing board on the development and implementation of a corrective action plan.

(d) The state board shall place a nonpublic school on probationary status for up to one year to allow the implementation of a corrective action plan. If the board determines after the expiration of the probationary status that the plan was not successfully implemented, the board shall revoke its approval of the nonpublic school.

(e) Nothing contained in this section shall prevent the state board from immediately suspending a nonpublic school approval status in circumstances posing an immediate or ongoing danger to life or safety, provided that the state board shall commence a hearing on the suspension within 10 days of issuing the suspension order.

Ed 409.08 Appeal of Decision of State Board. Any party aggrieved by a decision of the state board may appeal the decision to a court of competent jurisdiction within 30 days of the decision. Pending appeal, the nonpublic school shall continue to operate.

Ed 409.09 Public Notice of Revocation of Approval. If the state board revokes approval of a nonpublic school, it shall provide public notice of such revocation by the following means:

- (a) Posting of the notice of revocation on the website of the department;
- (b) Causing a notice of the revocation to be published in a newspaper of general circulation in the area in which the nonpublic school is located; and
- (c) Requiring the nonpublic school to send a copy of the notice of revocation to all the parents of students attending the school.

**APPENDIX**

<b>RULE</b>	<b>STATUTE IMPLEMENTED</b>
Ed 401.01	RSA 21-N:9, II(o); RSA 186:11, XXIX
Ed 401.02	RSA 21-N:9, II(f); RSA 21-N:9, II(o); RSA 186:11, XXIX; RSA 186:11, XXIX-a
Ed 401.03	RSA 21-N:9, II(o); RSA 186:11, XXIX; RSA 189:1
Ed 402.01	RSA 126-U:8, I(a); RSA 189:1; RSA 189:28, I-b; RSA 194:31
Ed 403.01	RSA 186:6
Ed 403.01(a)(9)a.	RSA 141-C:20-a; 189:9; RSA 189:49
Ed 403.01(a)(10)	RSA 126-U; RSA 141-C:20-a; RSA 189:27-a; RSA 189:19; RSA 189:20; RSA 189:21; RSA 189:28; RSA 189:64; RSA 193:31; and RSA 198:20-a
Ed 403.02-Ed 403.04	RSA 21-N:9, II(o); RSA 186:11, XXIX
Ed 404.01-Ed 404.04	RSA 21-N:9, II(o); RSA 186:11, XXIX
Ed 405.01-Ed 405.02	RSA 21-N:9, II(f); RSA 21-N:9, II(o); RSA 186:11, XXIX
Ed 406.01	RSA 186:11, XXIX
Ed 407.01	RSA 189:27-a
Ed 408.01-Ed 408.08	RSA 21-N:9, II(f)
Ed 409.01-Ed 409.07	RSA 21-N:9, II(f); RSA 186:11, XXIX-a

Chartered Public School  
First Year Audit Instructions

RSA 194-B:10, III requires all chartered public schools to undergo a first-year program audit to ensure compliance with the school's application, contract, and applicable law. The audit will review aspects of the school's finances, operations, educational program(s) and academic progress. The process, which is detailed below, involves submission of materials, an on-site visit, and an appearance at the State Board of Education Meeting.

### **Questionnaire & Documentation Submission**

On the attached pages, you will find a questionnaire to complete along with a list of items to submit. For items to submit, you may attach an electronic copy or provide instructions as to where to find these items if they are on your website. The NHED charter team will review the information provided electronically and via your website prior to the site meeting.

### **On-Site Visit**

NHED team members will visit your school to review aspects of the questionnaire, your facility and systems. This meeting will last approximately 2-3 hours and a link is provided below that allows you to choose a day and time for this visit that works for you and your team. In advance of the site visit, we may also review the following items: DOE 25 and Budget submitted to the Office of School Finance, Enrollment Reports and other i4see data, the school's website, any formal complaints filed with NHED, your charter and any amendments since approval, the Annual Progress Report submitted to the Charter School Office, grant project status (if applicable) and the Office of Federal Compliance Risk Rating/Assurance Status (if applicable).

### **State Board Meeting**

NHED will review the information provided against a rubric to determine the level of compliance (meets, partially meets, needs improvement). This information will be provided to the school and State Board in advance of the scheduled meeting so that you may prepare for that meeting. NHED will provide support leading up to the meeting, so you are prepared.

Revised September 23,  
2022

**New Hampshire Department of Education** Office of Charter Schools

**Chartered Public School  
First Year Audit Questionnaire & Documentation Request**

**School Name:** Heartwood Public Charter School

**Name and Title of Person Completing Audit  
Report:**

Alayna Signorello, Head of School

Bethany Bond, Assistant Head of School

Sherri Gregory, Learning Coordinator

**Date:** October 13, 2023

*Please complete and return this questionnaire along with the items requested below by the date provided on the cover page. Return these materials electronically by emailing [doe.nhcsp@doe.nh.gov](mailto:doe.nhcsp@doe.nh.gov).*

**Part I: Questionnaire**

**Section A: Academic Progress**

**1. Did your students participate in an assessment of Math, ELA, and Science (as appropriate) for your grade levels?**

Yes

**2. What system did you use?**

NHSAS

**3. Overall, how did your students perform against state averages?**

(Please provide specific information)

PLEASE NOTE: Heartwood data below represents the following enrollment: Grade 3: 8 students; Grade 4: 12 students; Grade 5: 4 students

2023 SAS Math Proficiency		
Grade	State % Proficient	Heartwood % Proficient
3	46	50
4	50	17
5	39	0

2023 SAS ELA Proficiency		
Grade	State % Proficient	Heartwood % Proficient
3	46	50
4	50	42
5	54	75

2023 SAS Science Proficiency		
Grade	State % Proficient	Heartwood % Proficient
5	37	100

**Better** ~ Heartwood performed better in ELA in grades 3 and 5 than the State; Heartwood performed better in Science in grade 5 than the State

**Below** ~ Heartwood performed lower in ELA in grade 4 than the State; Heartwood performed lower in Math in grades 3-5 than the State

**4. How does the performance compare to goals set in your charter, accountability plan, CSP grant performance measures or other goal documentation?**

We completed our Program Measures for the CSP grant based on our first year assessment data. Next year we will analyze our year two data and compare them to the goals set forth in our Program Measures.

**5. If you completed assessments in Year 1, how is your team using the data from these assessments?**

Teachers are using data from assessments completed in Year 1 to group students and identify students who need additional academic support. We are also keeping track of assessment performance to evaluate our choice of curricula. For example, as we decide whether to implement a different math curriculum in the next two years, we plan to look for patterns in our students' math assessment performance.

**Section B: Programmatic Progress**

**6. Where are you on the learning goals and objectives outlined in your charter and accountability plan? (please provide specific details)**

The following goals and objectives are established in our Accountability Plan, which was written to reflect our approved Charter. Below I have summarized our progress toward Programmatic and Academic goals and objectives due to be completed or monitored in the 2022-2023 or 2023-2024 school year. For objectives on which we have not yet started work, please see our Accountability Plan.

**Programmatic Goals**

- 1. Heartwood will hire and retain highly skilled teachers and staff members.**
  - a. Objective 1: Arrange at least two professional development opportunities per year that teachers rate as effective and meaningful.**
    - i. In the 2023-2024 school year, Heartwood staff began the year with a workshop focused on community cohesion and team building, facilitated by Stacey Doll of Rooted By Stacey. Stacey specializes in team building and organizational development through a permaculture lens. Staff also attended the Upper Valley Teaching Place conference in October, which brings together nature-based and place-based educators from Vermont and New Hampshire for hands-on workshops. On November 8, 2023 the Head of School sent out a survey to staff to collect data on the value of these two professional development opportunities. We are **on track** with this objective.
  - b. Objective 2: Retain an average of 80% of Heartwood's employees from year to year, over 5 years.**
    - i. From 2022-2023 to 2023-2024, Heartwood retained 73% of its staff. We are **behind** with this objective.
  - c. Objective 3: Offer teacher salaries competitive with local public schools.**
    - i. In the 2023-2024 school year, Heartwood increased teacher salaries by \$4,360 over the 2022-2023 school year. We currently offer teachers a salary of \$44,560. The Board will re-evaluate the competitiveness of staff salaries in January of each year, to be approved at each March Board

meeting. We are **on track** with this objective.

**2. Heartwood will develop unique and effective Nature and Place-based Education programming.**

**a. Objective 1: Develop a Nature and Place-based curriculum scope for science and social studies that will be consistent from year to year and uniquely suited to Heartwood.**

- i. A team composed of the Head of School, Learning Coordinator, and teachers met 6 times during July and August, 2023 to plan curriculum. The head of school researched the curricula of charter and independent schools with similar missions, and considered Heartwood's own mission and vision. The Head of School created a table representing topics to be covered from Kindergarten through 8th grade at Heartwood. Teachers worked to create curriculum plans for their respective grade levels, taking NGSS standards and NH Social Studies Competencies into account as well. We are **on track** with this objective.

**b. Objective 2: Heartwood will engage with community and business partnerships at least 5 times annually.**

- i. In the 2023-2024 school year, Heartwood engaged with Taproot Farm and Environmental Education Center (Lancaster & Jefferson, NH), Stable Connections (Guildhall, VT), the Marc A. Hurzerler M.D. Library (Jefferson, NH), the Jefferson, NH Fire Department, The Fairbanks Museum (St. Johnsbury, VT), Ethan Allen Homestead (Burlington, VT), Squam Lakes Natural Science Center (Holderness, NH), and the Appalachian Mountain Club (Gorham, NH). We are **ahead of expectations** with this objective.

**c. Objective 3: Heartwood will integrate visual art, music, foreign language, and gardening into curriculum at all grade levels.**

- i. In the 2022-2023 school year, all Heartwood students had Art class once per week. In 2023-2024, students still have Art once per week, but our art teacher works 2 days per week in order to be able to support teachers with integrating art into the rest of the curriculum. Starting in September 2023, all grade levels have begun to use *The School Garden Curriculum* by Kaci Rae Christopher, which aligns with the NGSS standards. As of November 2023, we are in the process of hiring a music teacher to teach our K-3 students once per week. We are **on track** with this objective.

**3. Heartwood will create a thriving school community and culture.**

**a. Objective 1: Establish community-wide traditions and routines.**

- i. In the 202-2023 school year, Heartwood hosted our first annual Winter Solstice Gathering, where students displayed hand-made lanterns, served cookies that they made, recited a poem, and enjoyed a fire with their

families. We also had our first annual End of the Year Picnic at the Jefferson Community Center. We are in the planning process for a Spring Concert. We are **on track** with this goal.

**b. Objective 2: Heartwood staff will be proficient in the Cooperative Problem Solving Model developed by Dr. Ross Greene.**

- i. We have reached out to Dr. Greene and colleagues to begin the planning process for this training. The timeline for this objective is to have the training planned by June 2024 and the training completed by September 2024. We are **on track** with this objective.

### Academic Goals

**1. Heartwood students' proficiency in math and ELA improves each year**

**a. Objective 1: 30% of Heartwood students are proficient in Math by June 2025.**

- i. Our 2023 SAS data showed that 13% of Heartwood students in grades 3-5 were proficient in math. Based on this, our goal for 2024 is for 25% of students to be proficient. Our January 2024 Competency Checklists will provide a check-in towards this goal.

**b. Objective 2: 63% of Heartwood Students are proficient in ELA by June 2025.**

- i. Our 2023 SAS data showed that 50% of Heartwood students were proficient in ELA. Based on this, our goal for 2024 is for 58% of students to be proficient. Our January 2024 Competency Checklists will provide a check-in towards this goal.

**2. Each Heartwood student will have an individual Learning Plan**

**a. Objective 1: Students use individual daily work plans by September 2023**

- i. Students currently use work plans to prioritize their work for the day. We are **on track** for this objective.

**3. Heartwood's classrooms are positive, peaceful environments where students' social-emotional needs are supported**

**a. Objectives 1&2: Research and select an evidence-based SEL program by January 2024, Implement an evidence-based SEL program school-wide September-June 2024.**

- i. In October 2023, a teacher researched available SEL programs and chose one to present to Administration. The Head of School, Assistant Head of School, and Learning Coordinator reviewed the program, and it was introduced to all teachers. We adopted the *MindUp: Brain-Focused Strategies for Learning– and Living* school-wide in November 2023. We are **ahead of expectations** with these objectives.

**7. Where are you on the development of your curriculum and instruction methods?**

(please provide specific details)



Ahead of Expectations

**On-track**- Over the course of Year 1, we decided to move away from the thematic, spiraling science and social studies curriculum we had originally planned to use. We decided instead to develop a place-based and nature-based curriculum scope for science and social studies that would be uniquely suited to Heartwood, and consistent from year to year. In the summer between our year one and year two, the Head of School and Teachers worked together to create a scope and sequence for this curriculum, which we are developing further throughout this year and next summer.

Behind

**8. Have you established a method to evaluate the effectiveness of the curriculum and instruction methods? Yes/No**

**Explain the method or when you plan to establish a method for evaluation:**

For our 3-6th graders, we utilize SAS data to inform instructions and curriculum decisions. In grades K-2, we assess foundational reading skills with DIBELS and math with Bridges. We are currently researching alternative methods of assessment that will provide more robust and consistent data.

Teachers use student work portfolios to assess student progress toward NH State competencies, using competency checklists.

**9. Overall, how are students settling in, finding success with the program?**

Overall, our students are settling in well. We have heard from many students and families that Heartwood is the first school in which they have felt happy and successful. In particular, we have noticed a marked decrease in challenging behaviors from the beginning of year one to year two. Some of our students who struggled with behavior and social dynamics at the start of last year are now role models for new students in their classes.

**10. What % of students have an IEP?**

7/45 = 16% of students had an IEP in the 2022/23 school year

**Overall, how well are you meeting those plans?** (please provide specific details, explain areas not met or improvements you need to make:)

Fully

**Mostly** ~ Although Heartwood has an effective working relationship with the resident districts it was a challenge to find related service providers for one of our students as the parent did not

want the child to receive services at the resident school (the resident school was unable to provide related service personnel available to travel to Heartwood). Please note: Teleservices for the related services in the IEP were not an option for this child as minimal screen time was allowed due to eye disorders. Improvement ~ The related services in the IEP have been **Fully** implemented for this individual for this current school year.

Partially

**11. What approximate % of students have a 504: Overall, how well are you meeting those plans?** 2/45 = >1% of students have a 504 Plan

**Fully** ~ Classroom accommodations were adhered to and counseling services were provided

Mostly

Partially

**Explain areas not met or improvements you need to make:**

**12. What approximate % of students have an additional support plan: Overall, how well are you meeting those plans?** 1/45 = >1% have an additional support plan

**Fully** ~ Although Heartwood did not have financial means to employ an Interventionist the Learning Coordinator was able to support the individual that had an academic support plan.

Mostly

Partially

**Explain areas not met or improvements you need to make:**

### **Section C: Financial Status**

**13. Did you engage an external resource to perform a financial audit?**

Yes, we work with Veroff CPA of Laconia, NH to perform financial audits.

**14. Do you have established Procurement Procedures?**

Yes

**15. Have your internal cash management and approval procedures been reviewed for adequate checks and balances and internal controls?**

**Yes/ No If yes, by whom:**

Our charter school has reviewed its internal cash management and approval procedures for adequate checks and balances and internal controls. The policies were written by our Board of Trustees, reviewed by Bethany Bond and Alayna Signorello in March 2023, and approved and adopted by our Board of Trustees in April 2023.

**16. What fundraising events did you hold in the last year?**

**Provide a quantity of events and types.**

This year our Fundraising Committee worked to hold 6 fundraising events. Our pinnacle fundraiser each year is the “Heartwood Hoedown”, a family friendly ticketed traditional barn dance, featuring local music, food and drink, door prizes, a silent audition, and more. Our second annual event this year grossed about \$8000. We also worked with Fedco Seeds from Maine to organize a seed fundraiser, took part in the 2023 NH Gives Initiative, hosted a donation campaign, conducted a merchandise fundraiser, and had a Spring Online Auction. Our gross fundraising earnings this year were about \$18,000, just under our \$20,000 goal.

**17. Overall, how successful were your fundraising efforts in raising the expected funds?**

Just below - we reached 90% of our annual fundraising goals.

**18. Overall, how was your enrollment for the year?**

Our 2022/23 enrollment goal was a total of 52 students, 80% of our total first year enrollment capacity of 66 students. We ended up enrolling 45 students, putting us **13.5% Below** our enrollment goals.

Our current enrollment for the 2023/24 school year is 67 students, and we have 26 students on our waitlist. Based on factors such as classroom size, curriculum development and implementation, and teacher roles we decided to cap our leading (6th) grade class at 6 students at this time. We have always envisioned keeping this leading grade small to ensure things are working well, especially while they are with our Teaching Head-of-School. Because of space limitations, we also set the third grade to a cap at 6 students—next year this grade will return to the standard 12 student class size. We also combined grades K/1 into one class for optimal staffing and to ensure that students are in the best possible classroom environment. Providing the best experience for students and families is the clearest path to full sustainability and success, and we aim to grow at a responsible rate.

At 100% enrollment with no class caps we would have 84 students. Our enrollment goals were 80% of full enrollment, which would be 67 students, which we have met. This puts us on-target

for our previous goal. Our newly determined maximum enrollment with capping 2 classes is 72 students. Using these numbers, we are 92% enrolled, which is above our current target of 80% enrollment. Therefore, in our second year of operation we are **At or Above Target**.

**19. Were your adequacy payments in the amounts and timeframes that you expected?**

**Yes/No**

**Briefly discuss your experience managing this process:**

Even though our reporting was done correctly, our initial three 30% adequacy payments mistakenly included our handful of out-of-state (tuitioned) students. Being new to this and using these figures to make other calculations, we assumed our final payment would be larger than it was. We have learned a lot in our first year in operation and have a much more firm understanding of this process the second time around (and have also already verified that our first payment from the state this year was correct).

**20. Discuss any major changes or challenges with your budget.**

While the increase in funding for charter schools from the NH Department of Education has helped our budget immensely, there is often a timing misalignment with our adequacy aid payments and our ongoing operating expenses that can be challenging to manage. To overcome this, we have partnered with a non-profit community lender to secure a line of credit as well as NH-HEFA for a working capital loan so that we are better positioned to efficiently manage our financial obligations.

**Section D: Organizational Progress**

**21. Discuss the makeup of your board including the number of members and their backgrounds.**

Heartwood is governed by a dedicated Board of Trustees composed at this time of 8 local parents, educators, professionals, and business owners. We have attached a list of these members and their backgrounds.

**22. Did your board undergo any training?**

**Yes/No**

**If so, please discuss:**

To date the Board has done some (though minimal) training, and are currently working with the NH Charter School Foundation in preparation for extensive training to take place over the next

year. This proposed training will provide our Board of Trustees, leadership team, and our faculty and staff the tools necessary to maintain a positive relationship with a strong understanding of best practices and the legal requirements for New Hampshire Public Charter Schools. It aims to strengthen our knowledge and understanding of:

- Non-profit & Public boards-how to navigate the roles and responsibilities for both
- Understanding the required RSAs for New Hampshire Public Charter Schools
- 91-A & Non-public meetings-When Why and Who to Invite
- Recent updates and requirements for non-profit & public boards
- New Board Member Training-Onboarding and what to include

It includes ten training sessions as well as follow-up sessions with the NH Charter School Foundation.

### **23. Discuss roles and responsibilities designated to the board.**

Heartwood Public Charter School's Board of Trustees meets monthly during the school year to discuss School operations, hear reports, and take action as per its governance functions.

The roles and responsibilities designated to the Board of Trustees include:

- Oversight of Heartwood Public Charter School's Mission and objectives.
- Reviewing and maintaining bylaws, and establishing policies and plans consistent with the Mission.
- Hiring of the Head of School
- Establishing and overseeing Board Committees
- Approval and oversight of annual budget and fundraising programs
- Accountability for the financial well being of the School, including capital assets, operating budgets, fundraising, and endowments.
- Establishing a professional salary and compensation program
- Reviewing and approving significant contracts (e.g., for facilities and benefit programs)
- Keeping full and accurate records of its meetings, committees, and policies.
- ensure that all of its Trustees are actively involved in the work of the Board of Trustees and its committees.
- Developing itself through ongoing education, new Head of School orientation, and leadership succession planning.
- Assuring compliance with applicable laws and regulations and minimizing exposure to legal action.

### **24. Have you developed a process for evaluating board and school leader performance?**

Yes/**No**

We are in the process of developing this.

**If yes, was an evaluation performed since opening?**

Yes/No

**If Yes, Please describe.**

**25. Discuss your staffing levels. Are you fully staffed? Are there any key positions you still need to fill?**

Heartwood is fortunate to have an absolutely incredible staff. We are currently fully staffed, with the exception of hiring a sixth grade teacher, a role which is currently filled by our Teaching Head of School.

**26. Provide an overview of your teaching staff:**

In the 2023-2024 school year, Heartwood has 6 Lead Teachers and two Assistant Teachers. The Head of School began the year filling the role of 6th Grade Lead Teacher until a 6th Grade Teacher was hired in November. This year Heartwood’s Kindergarten and First Grade are combined, with one Lead Teacher and one Assistant Teacher. Our teachers come from diverse backgrounds, including alternative and traditional education settings, teachers coming back to the profession after exploring other careers, and new teachers. Our staff shares a genuine love of nature and the outdoors commitment facilitating nature-based and place-based experiences for students.

**27. Discuss your relationship(s) and/or formal partnerships with sending districts including provision of special education services and transportation.**

Heartwood had the pleasure of forming partnerships with three different SAU’s over the course of the year. The successful partnerships with these districts resulted in the development of effective MOUs, and more importantly, the ability to work collaboratively to ensure a high quality education for students with disabilities. Heartwood had representation at all referral, evaluation review, progress review and IEPs meetings that the districts scheduled; this further enhanced our partnerships as all of the academic services were able to be provided at Heartwood; further, our effective collaboration allowed for our students to attend their resident districts to receive related services. The clear communication and partnerships between us have allowed for a smooth start to the 2023-2024 school year (all MOUs have been signed and sent to the DOE).

**28. Check the box if a policy and/or procedure has been developed for the following:**

Lottery and Admissions	√
Record Retention Policy	√
Sexual Harassment	√
Limiting Use of Child Restraints	√

School Staff Background Checks	procedure in process
Reporting of Suspected Abuse and Neglect	√
Pupil Safety and Violence Prevention	√
Developmentally Appropriate Daily Physical Activity	√
Anti-Discrimination Policies ( <i>note: ongoing training</i> )	√
Bylaws	√
Staff Handbook	√
Complaint Procedures	√
Parent Communications	in process
Best Practices Development	√

**Part III: Documentation**

Please provide examples of the above policies and procedures and list attachments.

**Please attach the following to your questionnaire responses.**

- Samples of Parent Communications (minimum of 2): √
- Board Meeting Minutes (for at least 2 consecutive meetings) √
- Current Organizational Chart: √
- A copy of your financial audit, if completed or estimated completion date and reason for delay √

**Part IV: Submission**

**Certification**

We, the undersigned, do hereby certify that the information presented in this Chartered Public School First Year Audit Questionnaire is true and accurate to the best of our knowledge.






## Charter School Accountability Plan

**School Name:** Heartwood Public Charter School

**Date:** 10/27/2023

### Accountability Plan Information

**A Charter School Accountability Plan is required by RSA 194-B:3 Chartered Public Schools; Establishment; Application; Amendment; Procedure. II.** Except as expressly provided in this chapter, the duty and role of the local school board relative to the establishment of a chartered public school shall be to approve or disapprove the proposed chartered public school application based upon whether or not the proposed application contains in specific detail the following required elements:

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

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

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

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

- How will school leaders know if the school as succeeded?
- What progress has the school made towards meeting its mission?
- How will the board of trustees know that the school is accomplishing what it set out in the original application?
- What will students know and be able to do?





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

### Definitions

**Goals:** Strategic, long-term, broad outcomes that the school wants to achieve; they are the direction the school wants to take.

**Objectives:** Plan of action- Short-term tasks and precise strategies for accomplishing a specific task that can be achieved in a limited period of time and lead to the achievement of a long-term goal. Objectives identify the pathways taken to accomplish the goal- how you will achieve the goal. They are specific, measurable, and time-bound, with defined completion dates.

**Measurement:** Criteria/metrics used to measure progress towards the accomplishment of the goal.

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

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

**Outcome:** A description of the benefit gained from achieving a goal.

### Types of Goals for the Accountability Plan

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

**Programmatic Goals** are designed to improve educational practices in, for example, curriculum, professional development, and the criteria and standards identified in programs of study.

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



**School's Mission:** Heartwood Public Charter School educates students through authentic place-based experiences, empowering them to find meaning, engage deeply, and think critically. By using our community as our classroom, students cultivate a love for learning and explore academics within meaningful contexts. We strive to develop inspired students who become stewards of the earth and active citizens of the world.

## Organizational Goals

**1. Goal and Description:** Heartwood will grow at a sustainable rate until maximum enrollment capacity is reached.

Objectives Action Plan	Who is responsible?	Measurement	Timeline	Progress Checks and Data Collection	Outcome
<i>Objective O1.1:</i> Expand to 6th grade and achieve 80% of our enrollment capacity.	Head of School & Assistant Head of School	Minimum of 58 students enrolled in grades K-6	September 2023	Enrollment data is collected and stored in Alma.	Heartwood is able to financially sustain its budgetary expenses.
<i>Objective O1.2:</i> Expand to 7th grade and achieve 80% of our enrollment capacity.	Head of School & Assistant Head of School	Minimum of 72 students enrolled in grades K-7	September 2024	Enrollment data is collected and stored in Alma.	Heartwood is able to financially sustain its budgetary expenses.
<i>Objective O1.3:</i> Expand to 8th grade and achieve 80% of our enrollment capacity.	Head of School & Assistant Head of School	Minimum of 82 students enrolled in grades K-8	September 2025	Enrollment data is collected and stored in Alma.	Heartwood is able to financially sustain its budgetary expenses.  Heartwood serves its maximum range of grade levels and graduates its first 8th grade class.



**2. Goal and Description:** Heartwood will have suitable facilities.

<b>Objectives Action Plan</b>	<b>Who is responsible?</b>	<b>Measurement</b>	<b>Timeline</b>	<b>Progress Checks and Data Collection</b>	<b>Outcome</b>
<i>Objective O2.1:</i> Create safe and student-centered classroom spaces that facilitate health and learning	Head of School, Assistant Head of School, Teachers	All classrooms have flexible seating options, are organized, and minimize distractions.	September 2022	Classroom design is discussed and reviewed on teacher workdays in August 2022, and throughout the year at staff meetings.	Heartwood students are empowered to make choices about their learning environment and feel comfortable in their classrooms.
<i>Objective O2.2:</i> Completion of a variety of outdoor spaces that provide opportunities for gross motor development, outdoor learning, and connection with the land.	Head of School, Assistant Head of School, Teachers	Heartwood has at least 2 outdoor classroom spaces, 2 garden areas, and a trail.	September 2023	Outdoor space planning and progress is reviewed during teacher work days in June 2023 and August 2023.	Heartwood students have ample opportunities to work and play outdoors.
<i>Objective O2.3:</i> Have enough classroom spaces to accommodate all students in grades K-8	Board, Head of School, Assistant Head of School	Heartwood has 9 classrooms that can comfortably accommodate 12 students and 1 teacher each.	September 2025	September 2023: Heartwood has 6 classroom spaces September 2024: Heartwood has 8 classroom spaces that can accommodate 12 students and one teacher each.	Heartwood is able to accommodate its maximum enrollment comfortably.



<b>3. Goal and Description:</b> Heartwood will meet the academic and social-emotional needs of all students.					
<b>Objectives Action Plan</b>	<b>Who is responsible?</b>	<b>Measurement</b>	<b>Timeline</b>	<b>Progress Checks and Data Collection</b>	<b>Outcome</b>
<i>Objective O3.1:</i> Establish productive relationships with local school districts to facilitate the provision of special education services.	Learning Coordinator	Heartwood has a signed MOU with each district from which a student receives special education services.	September 2022	MOU's are kept on file. Meeting notes and email communication show continual maintenance of productive relationships with districts.	All Heartwood Students who have IEPs receive their services as required.
<i>Objective O3.2:</i> Hire a part-time school counselor (phase 1); hire a full-time school counselor and ensure that all students have access to mental health support (phase 2).	Head of School and Assistant Head of School	Heartwood	September 2023; September 2025	September 2023: Heartwood has a signed contract with a licensed mental health counselor for one day per week.  September 2025: Heartwood has a full time school counselor on payroll.	Students who need mental health counseling do not have to leave campus to receive it. Teachers have specialized support to meet students' social-emotional and mental health needs.
<i>Objective O3.3:</i> All students feel physically and emotionally safe at school.	Head of School, Assistant Head of School, Learning Coordinators, and Teachers	Yearly survey	September 2025	September 2024: Heartwood will develop a survey to regularly distribute to all students.	Students are able to concentrate on learning and engaging with school.



				June 2025: All Heartwood Students will have taken the survey	
<b>Programmatic Goals</b>					
<b>1. Goal and Description:</b> Heartwood will hire and retain highly skilled teachers and staff members.					
Objectives Action Plan	Who is responsible?	Measurement	Timeline	Progress Checks and Data Collection	Outcome
<i>Objective P1.1:</i> Arrange at least two professional development opportunities per year that teachers rate as effective and meaningful.	Administration	Staff will complete a survey after participating in each school-organized professional development opportunity	Annually 2023-2025	A professional development calendar will be distributed at the start of each school year.	All staff are continually engaged in professional development that aligns with Heartwood's mission and directly supports teachers to provide the best possible experience for students.
<i>Objective P1.2:</i> Retain an average of 80% of Heartwood's employees from year to year, over 5 years.	Administration/Board	Staff contracts kept on file show numbers of new staff hired each year.	Yearly in September Administration reports staff retention percentage to Board.	Board meeting minutes from September of each year show percentage of staff retained from previous year & relevant discussion.	Heartwood's staff is a cohesive team. Students' experience is consistent from year to year.
<i>Objective P1.3:</i>	Administration/Board	A comparison between local public schools and	September 2025	In January of each year, the Board will research	Heartwood is able to hire highly skilled



Offer teacher salaries competitive with local public schools.		Heartwood shows that Heartwood's salary is comparable. Discussion will be documented in Board meeting minutes.		traditional public school salaries and discuss the competitiveness of Heartwood's Salaries. Salary decisions will be finalized in March of each year.	and motivated teachers.
<b>2. Goal and Description:</b> Heartwood will develop unique and effective Nature and Place-based Education programming.					
<b>Objectives Action Plan</b>	<b>Who is responsible?</b>	<b>Measurement</b>	<b>Timeline</b>	<b>Progress Checks and Data Collection</b>	<b>Outcome</b>
<i>Objective P2.1:</i> Develop a Nature and Place-based curriculum scope for science and social studies that will be consistent from year to year and uniquely suited to Heartwood.	Head of School, Learning Coordinator, and Teachers	Completion of a calendar of topics and projects for each grade level for social studies and science subjects.	Complete by September 2023	During June-July 2023, the Curriculum Team will meet weekly or biweekly to review progress. Meeting notes and teacher timesheets show a record of progress.	A Heartwood student who attends from Kindergarten through Grade 8 will experience social studies and science instruction that builds logically from year to year and, in accordance with the philosophy of place-based education, begins rooted in their immediate context and spirals outward.
<i>Objective P2.2:</i> Engage with community and business partnerships	Head of School, Assistant Head of School, and Teachers	Students will engage with organizations and	Annually 2023-2025		



		businesses at least 5 times per year.			
<p><i>Objective P2.3:</i> Integrate visual art, music, foreign language, and gardening into curriculum at all grade levels</p>	<p>Head of School, Assistant Head of School, Board, teachers</p>	<p>Visual art and foreign language work will be preserved in students' portfolios.</p> <p>Musical performances and gardening will be documented through photography.</p>	<p>September 2022: Each class has art once per week</p> <p>September 2023: Implement a garden curriculum school-wide</p> <p>January 2024: Grades K-3 have music once per week</p> <p>June 2025: Every class will participate in a school-wide music recital</p> <p>September 2026: All students have access to Foreign Language instruction</p>	<p>An annual programming report will show each year's progress.</p>	<p>Heartwood students have the opportunity to discover and pursue a diverse range of passions and skills.</p>
<p><b>3. Goal and Description:</b> Heartwood will create a thriving school community and culture.</p>					
<p><b>Objectives Action Plan</b></p>	<p><b>Who is responsible?</b></p>	<p><b>Measurement</b></p>	<p><b>Timeline</b></p>	<p><b>Progress Checks and Data Collection</b></p>	<p><b>Outcome</b></p>



<p><i>Objective P3.1:</i> Establish community-wide traditions and routines.</p>	<p>Head of School, Assistant Head of School, Teachers</p>	<p>Heartwood has a community event, including families, students, and staff, at least once per season (Fall, Winter, and Spring)</p>	<p>By December 2022: Establish winter solstice tradition &amp; barn dance tradition</p> <p>June 2022: Establish end of the year picnic tradition</p> <p>Spring 2024: Establish spring concert tradition</p>	<p>An annual programming report will show each year's progress.</p>	<p>Heartwood families and staff feel like they are part of a community that values personal connection</p>
<p><i>Objective P3.2:</i> Proficiency in the collaborative problem solving model developed by Dr. Ross Greene.</p>	<p>All teachers and administrators; administrators arrange.</p>	<p>Each teacher will obtain a certificate for a collaborative problem solving workshop.</p>	<p>September 2025</p>	<p>Workshops will be scheduled by June 2025</p>	<p>All Heartwood staff is able to work with students to find collaborative solutions t</p>
<p><i>Objective P3.3:</i> Families are satisfied with their overall experience at Heartwood.</p>	<p>All administrators, teachers, and Board.</p>	<p>Greater than 75% of Heartwood families are satisfied with their experience of Heartwood, according to an annual survey.</p> <p>Staff meeting minutes will reflect relevant discussions.</p>	<p>Family survey will be developed by June 1, 2024.</p> <p>Survey will be distributed Yearly in June.</p>	<p>January - May 2024 Head of School and Assistant Head of School will develop survey</p> <p>May 2024: Head of School &amp; Assistant Head of School will share survey with Teachers and</p>	<p>Administration understands how families feel about their Heartwood experience and can take steps to better meet families' needs.</p>





revise based on feedback.

## Academic Goals

### 1. Goal and Description: Heartwood Students' proficiency in math and ELA improves each year.

Objectives Action Plan	Who is responsible?	Measurement	Timeline	Progress Checks and Data Collection	Outcome
<i>Objective A1.1:</i> 30% of Heartwood students are proficient in Math.	Administrators & Teachers	NH SAS Data	June 2024: 25% proficient June 2025: 30% proficient	Competency checklists in January and May show progress towards NH State Competencies.	Heartwood students are progressing in math.
<i>Objective A1.2:</i> 63% of Heartwood students are proficient in ELA.	Administrators & Teachers	NH SAS Data	June 2024: 58% proficient June 2025: 63% proficient	Competency checklists in January and May show progress towards NH State Competencies.	Heartwood students are progressing in ELA.
<i>Objective A1.3:</i> Heartwood has specific, time-bound goals for future ELA and Math proficiency.	Administrators & Teachers	NH SAS Data will inform staff goal setting discussion. New Math and ELA proficiency goals will be recorded in meeting minute.	September 2025	Staff will meet in June, 2025 to discuss Math and ELA data and create goals. Staff meeting minutes will reflect this discussion.	Heartwood Administration and Teachers are prepared to continue to support students in their progress towards competency in Math and ELA.

### 2. Goal and Description: Each Heartwood student will have an Individual Learning Plan.

Objectives Action Plan	Who is responsible?	Measurement	Timeline	Progress Checks and Data Collection	Outcome
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<p><i>Objective A2.1:</i> Students use individual daily work plans.</p>	<p>Teachers</p>	<p>Sample work plans collected</p>	<p>September 2023</p>	<p>September 2023: Learning Coordinator collects samples of individual daily work plans.</p>	<p>Students learn time-management and executive function skills while feeling a sense of agency and ownership of their learning.</p>
<p><i>Objective A2.2:</i> Develop template for Individual Learning Plans for school wide use.</p>	<p>Head of School, Learning Coordinator, teachers</p>	<p>Sample Individual Learning Plan from each grade level collected</p>	<p>September 2024</p>	<p>May 2024: Administration &amp; Teachers meet to discuss ILP creation. Teachers provide feedback to Learning Coordinator.</p> <p>August 2024: Head of School and Learning Coordinator meet to discuss progress of ILP development.</p> <p>September 2024: Learning Coordinator meets with all teachers to present ILP templates &amp; plan ILP implementation.</p>	<p>Teachers and Learning coordinator are prepared to implement Individual Learning Plans</p>



<p><i>Objective A2.3:</i> Implement Individual Learning Plans for all students.</p>	<p>Learning Coordinator, Teachers</p>	<p>Individual learning plans for all students collected in student work portfolios</p>	<p>June 2025</p>	<p>Learning Coordinator Reviews student work portfolios &amp; collects samples of ILP's and student work that reflect progress toward students' goals.</p>	<p>Students have support to set and accomplish academic goals that are unique and relevant to them. Students get to know themselves as learners. Students, Teachers, Administration, and parents understand students</p>
<p><b>3. Goal and Description:</b> Heartwood's classrooms are positive, peaceful environments where students' social-emotional needs are supported.</p>					
<p><b>Objectives Action Plan</b></p>	<p><b>Who is responsible?</b></p>	<p><b>Measurement</b></p>	<p><b>Timeline</b></p>	<p><b>Progress Checks and Data Collection</b></p>	<p><b>Outcome</b></p>
<p><i>Objective A3.1:</i> Research and select an evidence-based SEL program.</p>	<p>Administration &amp; Teachers</p>	<p>Staff meeting minutes will reflect relevant discussions.</p>	<p>January, 2024</p>	<p>September 2023: Administration appoints one teacher to lead this initiative.  October 2024: Teacher leader presents selected curriculum to Administration &amp; Teachers. Administration reviews curriculum selection &amp;</p>	<p>Teachers are prepared to support students' development of social-emotional skills throughout the school year.</p>



				<p>provides feedback.</p> <p>November 2023: Administration provides selected curriculum to all teachers.</p> <p>December 2023: Teachers implement Curriculum. Progress is discussed at a December staff meeting.</p>	
<p><i>Objective A3.2:</i> Implement an evidence-based SEL program school wide.</p>	<p>Administration &amp; Teachers</p>	<p>Work samples &amp; lesson plans will be collected from students and teachers.</p> <p>Minutes will be kept for all relevant staff meeting discussions.</p>	<p>September 2024-June 2025</p>	<p>Work samples &amp; Lesson plans will be collected in September 2024 and January 2025 to show continued use of curriculum.</p> <p>Staff will discuss implementation and progress at staff meetings 3 times during the 2024-2025 school year.</p>	<p>Students at all grade levels receive instruction and support to help them develop social-emotional skills consistently throughout their Heartwood experience.</p>
<p><i>Objective A3.3:</i></p>	<p>Head of School, Assistant Head of</p>	<p>Drafts of the survey &amp; data collection</p>	<p>By September 2024</p>	<p>By May 1, 2024: Head of School</p>	<p>Teachers and administration</p>



<p>Develop a tool for regularly assessing classroom climate.</p>	<p>School, Learning Coordinator</p>	<p>schedule will be saved to show progress</p> <p>Meeting minutes will reflect all relevant discussions.</p>		<p>will create a draft survey and provide it to the Assistant Head of School and Learning Coordinator for feedback.</p> <p>By May 30, 2024: Head of School will revise survey and distribute to Teachers for feedback.</p> <p>By September 1, 2024: Head of School and Assistant Head of School will determine a schedule data collection and share final survey &amp; schedule with Teachers</p>	<p>understand how students feel in their classroom environments. Teachers and administrators are able to discern patterns and take action to improve classroom climate when necessary.</p>
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**EXECUTIVE SUMMARY**

**Office of Chartered Public Schools**

**Wellheart Chartered Public School(CPS)  
Request**

**A. ACTION NEEDED**

A vote is needed by the State Board of Education to approve the charter application request from Wellheart Chartered Public School(CPS).

**B. RATIONALE FOR ACTION**

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

**C. EFFECTS OF THIS ACTION**

An approval of this charter will allow Wellheart CPS to operate as a chartered public school in the state of New Hampshire beginning with SY 2025/2026 for a 5 year period when they will need to participate in the charter renewal approval process

**D. POSSIBLE MOTION**

I move that the State Board of Education approve the charter application for Wellheart Chartered Public School.

OR:

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



**Chartered Public School Application  
 Evaluation Summary**

**Applicant Details**

**Name of School:** Wellheart Chartered Public School (CPS) \*Formerly known as Elements Cooperative CPS

**Development Team Contact:** Dr. Traci Korhonen: 619-929-9370, tracidemuth@dreamacademe.org  
 Kyle Morse: 508-397-6648, kdop.morse@gmail.com

**Address:** 4 Pinewood Drive, Amherst, NH 03031

**Phone:** Dr. Traci Korhonen: 619-929-9370 and Kyle Morse: 508-397-6648

**Date:** 11/13/2023

**Initial Reviewer Names:** Tal Bayer, Dr. Jenn Siegfried, Jodi Adams

**Evaluation Ratings**

Level of Achievement	Description
<b>Meeting</b>	<i>Clear and complete description. Accomplishes requirement(s). Meets expectations.</i>
<b>Not Meeting</b>	<i>Details are not adequate to determine understanding of the requirement; meaning and intentions are not clear or are not coherent. Description is lacking in depth. Does not meet requirement(s).</i>

## Application Evaluation Rubric

Requirements for Submitting an Application	Measurement			Comments/Justification for Measurement
Section I: Letter of Intent	Page #	Meets <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Comments
Letter of Intent <i>Ed 318.08(a)</i> The letter shall include: <ul style="list-style-type: none"> <li>• date,</li> <li>• proposed charter school name,</li> <li>• proposed grade levels</li> <li>• Contact person and contact details. <i>Ed 318.08(b)</i></li> <li>• Description of the charter school developers</li> </ul>	ExA	X		Included as attachment Exhibit A
Section II: Application Cover Sheet and Technical Requirements	Page #	Meets <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Comments
A. Application Cover Sheet <i>Ed 318.05(c)(1); Ed 318.08(d)(1)</i> Including: <ul style="list-style-type: none"> <li>• The name of the proposed charter school;</li> <li>• Name of organization sponsoring the charter school, if any;</li> <li>• Name of contact person:</li> <li>• Mailing address;</li> <li>• Primary telephone;</li> <li>• Alternate telephone;</li> <li>• Email address;</li> <li>• Projected date of school opening;</li> <li>• Proposed school location; and</li> <li>• Total projected student enrollment broken out per year for 5 years listing the following:                             <ul style="list-style-type: none"> <li>○ School year;</li> <li>○ Grade levels; and</li> <li>○ Number of kindergarten students</li> </ul> </li> </ul> <i>Ed 318.08(f)</i>	1-2	X		



<p>B. Technical Requirements</p> <ul style="list-style-type: none"> <li>• Table of contents, page numbers on each page, one-inch margins and at least 11-point font. <i>Ed 318.08(d)(2)</i></li> <li>• Application not to exceed 50 pages, not including appendices, which may include letters of support, a five-year budget, expanded curriculum description. Ed 318.08(e)</li> <li>• Submit an application comprising of an original, 3 paper copies and an electronic copy to the Charter School Office at the department of Education. Ed 318.08(c)</li> <li>• The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application." Ed 318.08(g)</li> </ul>		X		<p>Application Exceeds the 50 pg limit specified in RSA  <b>Concern Addressed</b>  Adjusted to meet 50 page requirement</p>
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Section III: Introduction	Page #	Meets <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Comments
<p>A. General description and proposed or potential location</p> <p><i>A clear, focused and compelling purpose for the school that is attainable and supports student achievement; clearly defines the core purpose and key values of the school in a few concise sentences. RSA194-B:3,II(a); Ed 318.05(c)(2)</i></p> <p><i>There is a description of the school facility 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. Ed 318.09(e)(3)</i></p>	4	X		<p>Accessible, adaptable, research based Reggio model for K-8 in Hillsborough County focused on but not limited to wellness, nature, creativity, and freedom.</p> <ul style="list-style-type: none"> <li>• Environment is the "third" teacher, I assume teacher and parent are the other two?</li> </ul> <p><b>Question addressed- Reworded</b></p> <ul style="list-style-type: none"> <li>• Concern for Sept. 2024 opening if location has not yet been secured</li> </ul> <p><b>Concern Addressed- Opening shifted to 2025</b></p>
<p>B. The name, address, telephone and fax numbers, and email address of a contact person. <i>Ed 318.05(c)(3)</i></p>	4	x		<p>No fax # listed but not issue</p>

<p>C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3,V. Ed 318.05(c)(4).</p> <p>Persons or entities eligible to submit an application to establish a chartered public school shall include:</p> <p><b>(a) A nonprofit organization including, but not limited to, a college, university, museum, service club, or similar entity.</b></p> <p>(b) A group of 2 or more New Hampshire certified teachers.</p> <p>(c) A group of 10 or more parents.</p>	4	x		<p>Eligible group is:</p> <p>(a) Group is a non-profit organization *registered and in good standing and 10+ parents were a part of the founding team</p>
<p>D. Education Vision and Mission Statement</p> <p><i>RSA194-B:3,II(d), Ed 318.09(e)(1)</i>  <i>(1) The mission and vision statements express a clear, focused and compelling purpose for the school that is attainable and supports student achievement. <b>It clearly defines the core purpose and key values of the school in a few concise sentences.</b> Ed 318.09(e)</i></p>	5	X		<p>School will utilize Reggio inspired pedagogy and inquiry based learning to empower youth to make informed decisions, rooted in knowledge, investigative thinking and compassion. School will cultivate ecologically aware and open minded citizens and will integrate peers, teachers, family, community and the environment in that effort.</p> <p>Wondering- Reggio is very grounded in student-centered learning but yet this is not in the forefront of the mission and vision and that is curious. The mission and the vision sound more environmental(science) and inquiry focused.</p> <p><b>Concern Addressed-</b>In the Reggio model children learn through inquiry-based learning and investigative thinking, while being respected by their teachers and peers, learning to give that same respect to self and others. Reggio values active participation, freedom, constructivism, and collaboration. All of these modalities are components of the Reggio philosophy, which is multifaceted and complex. Reggio is beyond just student-centered learning, which is</p>

			<p>connected and implied in our mission and vision. Further, Part E in this section talks more about focusing on children's interests and emergent learning, which is expanded on greatly throughout the application in different sections.</p>
<p>E. A summary of the school's focus, including a description of the characteristics, methods and goals of the school. <i>Ed 318.05(c)(9)</i></p>	<p>5-6</p>	<p>X</p>	<p>3 Primary Goals:  1) culture of care for self, others and environment  2)ownership of growth, health and development and  3) engaging in relationships, dialogues and projects that develop ability to initiate, research, plan and execute when presented with challenges</p> <p>Place based learning methods- school will offer school site learning but will also be highly integrated with "place based learning."</p> <p>Families will chose how many days a week they wish to participate in school site learning.</p> <ul style="list-style-type: none"> <li>• How does this comply with RSA's concerning in person instruction? *To comply with the law, any family that opts for "in place education" or remote instruction in lieu of in-person would need to complete a request for "place based education."</li> </ul> <p><b>Concern Addressed- RSA 189-24 allows for hybrid instruction with parent/guardian request. Parents will</b></p>

			<p>request hybrid learning through a form during the application process.</p> <p>Parents can opt to educate at home 1 day a week, or month etc. This will present some real logistical challenges trying to accommodate varying schedules where some students attend one day a week, another student attends four days a week, another student every other day.</p> <p><b>Concern Addressed-</b> Our application clearly states parents will choose how many days a week (1-5 days). This means children will attend once a week at the minimum. There will be no monthly attendance allowed. Parents will choose their schedule for the school year during the application process.</p> <p>What happens when a student or group of students decide they want to switch from one option to another? If families have the ability to move from remote instruction at any point, how do you prepare for an ever shifting instructional model. Does the school have the ability to tell a family when they can or can't attend in person or have to attend remotely as there is no space for in-person instruction?</p> <p><b>Question Answered-</b>This is addressed in Section III Part J.</p> <p>How does a teacher effectively deliver and differentiate instruction and adequately assess student understanding when a student/family may be spending a majority of their time in place based learning? For comparison, VLACS does this all remotely but their</p>
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			<p>curriculum is very standardized and fairly rigid with little differentiation.</p> <p><b>Question answered-</b> This is addressed in Section V Part B &amp; D.</p> <p>This sounds like a “home school”/charter partnership model with parents potentially serving as primary instructor for students at home.</p> <p>Technology as Research Tools- application references a single computer lab of 30 devices serving a school of 244+ students. This doesn’t seem like an adequate use of technology to meet the needs of 244 students.</p> <p><b>Concern Addressed-</b> Addressed to indicate primarily textbooks will be used instead of tech devices, therefore one device for each child is not needed.</p> <p>Also how does technology support students who will be working predominantly from home?</p> <p><b>Question Addressed-</b> Addressed to indicate an app will be used to community learning between teacher and parent, and that a physical will be kept at school with children’s work, and a virtual portfolio will be used for work at home or school.</p> <p>Significant concern for “place-based learning” and management thereof. Feel a family would have to document a homeschool program in order to be in compliance with meeting state education requirements. Also concern for school infrastructure to manage both the</p>
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			<p>curricular compliance side of this as well as documenting and maintaining attendance. Need a more articulated plan for how this would be managed to determine if the model is educationally sound and rigorous.</p> <p><b>Concern Addressed- This is addressed in Section V Part B.</b></p>
F. Target population	6	X	<p>Letter of intent says K-5 but application document says K-8, which is it?</p> <p><b>Question Addressed- Due to interest in the community we expanded to grades 8.</b></p> <p>Students will be from predominately Hillsborough county students/families who seek:</p> <ul style="list-style-type: none"> <li>● emphasis on wellness</li> <li>● socio emotional skill development, families who desire involvement in their child's education</li> <li>● families who want educational model with outdoor time, physical activity, hands on etc.</li> <li>● families with health and medical conditions that might impact a students ability to attend 5 days a week in person.</li> </ul>
G. Measurable Goals and Objectives for school opening and a timeline for implementation. <i>Ed 318.05(c)(9)</i>	7	X	<p>Concerns with the following in timeline:</p> <p>Seems like there are some goals that are out of order in terms of priority. Example being staffing, facilities, outreach, marketing before the school has an approved charter. Additionally it seems that they have Co-heads of School already in place prior to having an approved charter?</p>

			<p><b>Concerns Addressed-</b> Co-Heads have been renamed “Founding Leader” in Section III Part B. The timeline has been redone to reflect all requests here and the new opening date of 2025.</p> <p>Concern that may of the goals for Fall 2023 are still in progress and not completed.</p> <p><b>Concern Addressed-</b>Now opening in 2025 due to grant contingencies. Timeline adjusted to reflect new opening date.</p> <p>There are priorities that can and should be done well in advance of opening like:</p> <ul style="list-style-type: none"> <li>• Website-having a school website up before July 30 of the opening year. A website is a front door of school and is critical as part of the recruitment, fundraising and outreach effort and should be done soon after charter is approved.</li> </ul> <p><b>Concern Addressed-</b>Timeline updated to reflect suggestions. Website will be launched early 2024 with school opening Fall 2025.</p> <ul style="list-style-type: none"> <li>• (Aug)Building lease/rental- the school has no approved charter yet a contract on a building can be entered?</li> </ul> <p><b>Question answered-</b> We are working through a contract to enter into as soon as the charter is approved.</p>
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			<ul style="list-style-type: none"> <li>Faculty Contracts finalized(June 30)- this is VERY late in hiring process. Most schools are contracting in march/April for the following school year. Doing contracts in June will create very real hiring challenges as potential hires will have most likely already contracted with other schools.</li> </ul> <p><b>Concern Addressed-Timeline updated to reflect suggestions to March/April 2025.</b></p> <ul style="list-style-type: none"> <li>(June-Aug) very little information or detail with regard to securing the building, acquiring necessary permitting, construction, inspections and certifications. It is listed that facilities.</li> </ul> <p><b>Concern Addressed-Timeline updated to reflect suggestions. Building securement upon charter approval, driveway permits and site surveillance professionals researching requirements and will be launched once charter is approved, several inspectors for environmental hazards have been solicited for bids and will inspect property once charter is approved, construction will begin in 2024 to prepare for opening in Fall 2025. Certificates for health, safety, fire, and food have already been researched and will begin the process to be obtained when charter is approved.</b></p>
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			<ul style="list-style-type: none"> <li>Upgrades and renovations will be complete by July 30. The new Ed rules state construction must be complete 60 days prior to opening to allow for inspections and certifications.</li> </ul> <p><b>Concern Addressed-</b> Timeline updated to reflect suggestions upgrades will be completed by July 2 for opening Sept 2, 2025.</p> <ul style="list-style-type: none"> <li>No information about school set up, moving furniture in place, setting up Telecom, wifi etc.</li> </ul> <p><b>Concern Addressed-</b>Timeline updated to reflect suggestions. Exhibit J discusses August being the month to prepare the furniture/classroom space.</p> <ul style="list-style-type: none"> <li>If food services are being offered this needs to be included in timeline(staffing, training, food safety certifications, commercial kitchen inspection, certifications etc)</li> </ul> <p><b>Concern Addressed-</b>Timeline updated to reflect suggestions.</p> <ul style="list-style-type: none"> <li>Form Founding Board Members(July) but secure non-profit status and appoint a formal board of Trustees in January.*Assume this means there will be a separate Elements non profit?</li> </ul> <p><b>Question Answered-</b> Yes, Elements will become it's own 501c3; once the charter is approved paperwork will be filed.</p>
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			<p>How will the students who have documented behavior/medical/learning needs be effectively served while at school that need additional support beyond classroom teachers?</p> <p><b>Question Addressed-</b>This is addressed in Section VII Part A.</p> <ul style="list-style-type: none"> <li>• Are the local districts going to be sending in providers to meet these needs that include mental health, physical, and special education support?</li> </ul> <p><b>Question Addressed-</b>This is addressed in Section VII Part A.</p> <p>How does not teaching reading until ages 7-8 align with NH grade level expectations? Need to address how this will be addressed.</p> <p><b>Question Addressed-</b> This is addressed in Section III Part J extensively.</p>
H. Projected student enrollment for each of the first 5 years of operation. <i>Ed 318.05(c)(6)</i>	9	X	<p>Projected enrollment seems ambitious in Year 1.</p> <ul style="list-style-type: none"> <li>• Is there data to support these target #'s?</li> </ul>

				<b>Concern Addressed-</b> Information to support this these target numbers has been entered.
I. Students to be served: grade/age levels, maximum number, other information about pupils to be served. <i>RSA194-B:3,II(e); Ed 318.05(c)(5)</i>	9	X		
J. Educational Need – How this school is different than district public schools and will it be located in an underserved community for educationally disadvantaged, at risk students? List the district, charter and non-public (private) schools currently operating in the general area.		X		<p><b>Questions/Concerns:</b></p> <ul style="list-style-type: none"> <li>Do you project there will be a large # of students at Elements who have medical or learning challenges that would prevent them from attending school full time? Where are you drawing this data from? How are you then forecasting enrollment based on this?</li> </ul> <p><b>Concern Addressed-</b> “We don’t anticipate a large number, maybe 1 student per grade level. This population is sometimes unknown or invisible since they might not participate in public education currently. However, we have received several inquiries from families who fall in this category through our social media posts.”</p> <ul style="list-style-type: none"> <li>You provide a breakdown of 55% of students will attend in person 4-5 Days a week, 30% will attend in person 3 days a week and 15% will attend 1-2 days a week. How</li> </ul>

				<p>was this enrollment projection/split determined? What happens if 80% of your families/students wish to attend in person? Do you have the ability to pivot to market demand? How does that affect staffing, building capacity, occupancy etc? *If all of your students happen to attend in person on the same day, your building will need to be able to support having full enrollment in the building.</p> <p><b>Concern Addressed-</b> Addressed in this section how percentages were determined, and that location will allow for all enrolled students and staff to be on campus at any given moment. Demand will pivot lottery if needed.</p> <ul style="list-style-type: none"> <li>• Will educational flexibility be logistically possible with facilities, staffing etc if by law parents have the ability to always access in person instruction or remote? If you want to be flexible and allow for this movement and choice it will</li> </ul>
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			<p>create some real logistical concerns.</p> <p><b>Concern Addressed-</b> As previously mentioned, 1-5 days a week is required. At the time of opening, we don't offer full time remote learning, or any less than 1 day in-person a week. Staff model and schedule will match students assigned to that educator and is described with an example in this Part J of Section III.</p> <ul style="list-style-type: none"> <li>• Examples cited for Finnish and Estonian school students spending fewer hours in school yet having excellent high school completion rates and high educational rankings. That line of thinking is understood and agreed but there are concerns with complying with the 180 days of instruction/945 instructional hours required by law. How does that work if a student is working from home?</li> </ul> <p><b>Concern Addressed-</b> Explained already above that RSA 189-24 allows for hybrid instruction with parent/guardian</p>
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			<p>request. Parents will request hybrid learning through a form during the application process and commit to how many days a week (between 1-5 days) they wish to participate on-site for that school year.</p> <p>Are you able to narrow the down area of which you may have the school? You listed a large number of towns which in some cases serve drastically different populations. Is the intent to serve students from all of these locales?</p> <p><b>Concern Addressed-</b> “Several times throughout the application Elements mention the location aiming for Milford and surrounding towns. However, according to NH law we are available to the entire state of NH, but our aim is Hillsborough county, as mentioned in the application a few times.”</p> <ul style="list-style-type: none"> <li>• The Question asked is “How this school is different than district public schools and will it be located in an underserved community for educationally disadvantaged, at risk students?” Application never really answers this question and provides way too much information beyond the actual question that is asked.</li> </ul>
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				<p>All of the additional unneeded information that is included clouds the answer leads to more questions...</p> <p><b>Concern Addressed-</b> We felt by citing extensive research and brain development on the many benefits of play based education in younger years with evidence that it does not hinder academic learning was the best approach to advocating for play based learning until age 7 to get this approach approved, which makes ECCS different then public schools. We added a paragraph at the end of Part J about serving at-risk population.</p>
K. Any reasons why the prospective board of trustees believes RSA 194-B:3,XII relative to a shortening of deadlines may apply to this case. <i>Ed 318.05(c)(10)</i>	12	X		<p>Tight timeline necessitates the need for review</p> <p><b>Concern Addressed-</b> Adjusted to 2025 opening.</p>
<b>Section IV: Governance</b>	<b>Page #</b>	<b>Meets <input type="checkbox"/></b>	<b>Does Not Meet <input type="checkbox"/></b>	<b>Comments</b>
<p>A. Governing Board: roles, responsibilities, qualifications, skill set, experience.</p> <p><i>Ed 318.09(e)(2)</i>  <i>There is a clear description of the roles and responsibilities of the governing board, as well as the current members' qualifications, skill set and experience. Ed 318.09(e)(2)</i></p>	12-14	X		<p><b>Questions/Concerns addressed:</b></p> <ul style="list-style-type: none"> <li>Will ex officio members be essentially non-voting board members? <b>Yes</b></li> <li>Would it make more sense to just have them on committees etc?</li> </ul>

				Perhaps at a later time when the school is grounded in its model and goals/objectives.
<p>B. Method by which trustees and their terms are determined. <i>RSA194-B:3,II(c)</i></p> <p><i>There is a clear description of the policies and procedures by which the governing board will operate, as well as their roles and responsibilities, including the process to appoint or elect the initial board members, the decision-making process, term limits, and an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</i></p>	13	X		<p>Board of Trustees Appointed by founding Non-Profit. Staggered board terms</p> <ul style="list-style-type: none"> <li>Is there a limit on how many terms a board member can serve?</li> </ul> <p><b>Question Answered-</b> This can be found in Section IV Part B.</p> <ul style="list-style-type: none"> <li>Is the school leader a member of the board?</li> </ul> <p><b>Question Answered-</b>This can be found in Section IV Part B. Hired Co-Heads of School will be non-voting members.</p> <p>If the school leaders is a Board member, are they a voting member(potential conflict if voting as the Board governs the Administrator)</p> <p><b>Question Answered-</b> School leaders are non voting members.</p> <ul style="list-style-type: none"> <li>I would suggest creating an onboarding process prior to voting members onto the board.</li> </ul>



				<b>Concern Noted-</b> Yes, this has already been discussed and is in development.
<p>C. Board of Trustees By-Laws  Ed 318.09(e)(2)  There is a clear description of the policies and procedures by which the governing board will operate. Ed 318.09(e)(2)</p>	EX C	X		<p><b>Questions/Concerns:</b></p> <ul style="list-style-type: none"> <li>Will you allow non-board members to participate in committees?</li> </ul> <p><b>Question Answered-</b> Yes, and this is mentioned in the Fundraising Draft Exhibit E, Parent Volunteer Exhibit N, and in Section VIII Part B for the finance committee, as a few examples for non-board member participation in committees.</p> <ul style="list-style-type: none"> <li>13.2 When the board determines by resolution that another person have the ability to write checks, such as the Executive Director, you may want to add a cap on the amount the expenditure can be before needing a board vote. \$25,000 is a common amount.</li> </ul> <p><b>Concern Noted-</b>Thank you for the suggestion! We have something like this mentioned in Section VII Part A, but we do not mention a specific dollar amount yet, as that is yet to be determined by the future board.</p>

			<ul style="list-style-type: none"> <li>13.4 You may want to add an amount here that would require a board vote to accept. This allows the board to ensure that they are accepting donations from donors that are in line with their mission.</li> </ul> <p><b>Concern Noted-</b> We will take this into consideration.</p> <ul style="list-style-type: none"> <li>15.1 (d) is blank</li> </ul> <p><b>Concern Corrected-</b> Thank you, (d) wasn't meant to be there.</p>
<p>D. Organizational Structure and Growth Plan (Include Organizational Chart)  <i>RSA194-B:3,II(b)</i>  <i>There is a clear description of an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</i></p>	14	X	<p>Org structure provided but growth plan doesn't address organization changes that result from either growth or maturing of school.</p> <p><b>Concern Addressed-</b> Our structure can handle the growth projected through Year 5.</p> <p>Of note, no school counselor is shown in structure.</p> <p><b>Concern Addressed-</b> We have a school counselor on our board and a very strong social-emotional curriculum and daily program, mentioned in the curriculum sections of the application and throughout other sections.</p> <p>Does Specialty instructors include SPED staffing?</p> <p><b>Concern Addressed-</b> Addressed in Section VII Part A.</p>

			<p>No Dean or Assistant Head of School is listed which typically handle disciplinary issues, truancy etc. Is that covered under an existing position?  <b>Question Answered-</b> We'll have a team model and approach this case by case between the Co-heads of School and Mentor Teachers.</p> <p>Is the Facilities Manager a full time position with benefits? What does this role entail? Most schools contract with companies for cleaning, landscaping, snow removal and maintenance as it is cheaper than having a full time person on staff.  <b>Concern Addressed-</b> Exhibit K outlines this position and it includes teaching roles with the students around real life skills, woodworking, sports and games, and other school events.</p> <p>If your leasing vs owning, what would the building owner be responsible for with regard to building care?  <b>Concern Addressed-</b>Leaning towards purchasing at this time. If it turns to leasing, the board will discuss this to decide.</p> <p>If a food services program is being offered will that include breakfast/lunch?  <b>Question Answered-</b>Yes, and working to apply to the National School Lunch</p>
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			<p>program with guidance from another US charter that has successfully implemented this national program.</p> <p>Who is responsible for managing and staffing the food services program?</p> <p><b>Question Answered-</b> Exhibit K outlines this position as the Wellness Educator/School Chef, who will work closely with parent volunteers, and there will be a Farm-to-Table Food Committee made up of parents and teachers to support the Wellness Educator/School Chef</p>
<p>E. Fundraising Plan <i>Ed 318.09(e)(11)</i></p>	<p>Ex D</p>	<p>X</p>	<p>Have all the organizations listed agreed to be stakeholder organizations and participate as such? <b>Question Answered-</b>These organizations are stakeholders for the greater community, not stakeholders for Elements. “Our community has existing stakeholder organizations...” (from Exhibit E). We have connected with most of the organizations listed, plus others not listed, and have plans to connect with the others and more throughout the planning year.</p> <p>Concern that with building and staffing costs per pupil will not be able to fund operations</p> <p><b>Concern Addressed-</b>Our goal is to fundraise to reduce these costs and find other income streams for the school.</p> <p>Concerns-While there are great ideas listed for potential fundraising with a September 2024 proposed opening has</p>

			<p>any grant/development funding been secured to date?  <b>Concern Addressed-Shifted to 2025 opening and we received the full \$1.5 million state charter grant!</b></p> <p>Has HEFA been contacted for a LOC? Conference as a revenue generated is a great idea but concern that it may not be supported/in demand until the school proves itself as an exemplary model.  <b>Question Answered-Yes, we have had two meeting with HEFA in the summer and fall of 2023. The sponsoring nonprofit has also taken out two Lines of Credit that once the Charter is approved can be used to pay for expenses and reimbursed.</b></p>
F. Grievance/complaints Process or Policy	15	X	<p>Very general description, no process or policies provided. This needs to be in place at charter approval as complaints/grievance can and have happened within days of charter approval.  <b>Concern Addressed-Grievance policy added as Exhibit S.</b></p> <p>“The LEA shall not be involved with internal disputes of ECCS unless ECCS requests LEA involvement or it is legally required.”  If its an internal dispute that would indicate internal issues. If external groups need to be involved it is generally no longer internal. What is meant by the LEA here? The <b>sending district</b> of a student or the local district?</p>

	Page #	Meets <input type="checkbox"/>	Does Not Meet <input type="checkbox"/>	Concerns Addressed- Corrected to sending district.
Section V: Education Plan				Comments
<p>A. Curriculum and Instruction that meets or exceeds state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness. <i>RSA194-B:3,II(f); Ed 318.09(e)(4)</i></p>	<p>Pg 15-20 and Ex E and Ex F</p>	<p>X</p>		<p>Lots of curriculum options cited for use. Concerns this will be a challenge to manage, train staff and prepare staff, monitor and execute? Seems like a narrower focus might be of value.</p> <p><b>Concerns for this section Addressed-</b>  The curriculums selected balance each other and teachers will have extensive time with training and reviewing curriculum before teaching to students. Mentor teachers will guide new teachers as well.</p> <p><b>Math:</b>  Using Illustrative Math- problem based curriculum and Contexts for Learning Math for application of math in real world scenarios.  Kumon and Rocket math for students who need repetition.</p> <p><b>ELA:</b>  Using CKLA (CKLA is Amplify for PreK-5), Amplify, PRIDE Orton-Gillingham (Orton-Gillingham is imbedded into Amplify and PRIDE as their instructional model, not another curriculum), Just Right Reader, Patterns of Power, Handwriting Without Tears, The Writing Revolution, Keyboarding Without Tears, Project Based Writing</p> <p>Let me clarify these programs: Amplify (CKLA is PreK-5 and ELA is 6-8) is the foundational ELA program, and PRIDE is strictly a reading program meant to support young readers and readers with dyslexia and other reading</p>

			<p>processing challenges. Just Right Reader simply offers more leveled books for young readers for our school library. Learning to write is a separate skill from ELA and learning to read, and therefore children do best with specific writing lessons, which is what Patterns of Power does from K-8. Handwriting Without Tears is only for grade K-5 to teach the mechanics of writing and cursive (like penmanship), The Writing Revolution is a theory book for teachers to read and understand the writing process and how it's developed across the ages. Keyboarding Without Tears is simply to help children learn to type when they are ready to start typing assignments. Project-Based Writing is just for middle schoolers and higher leveled writing based on projects, which is deeply imbedded in our philosophy.</p> <p><b>Science:</b> Using OpenSciEd 1<sup>st</sup> 2 years and supplementing with Carolina Smithsonian and Next Generation Storylines. Lisa Murphy's book for K-2 science experiments, and Foss Science Kits for project based materials</p> <p><b>Social Studies:</b> Using TCI Social Studies Alive! And supplemental activities Henry David Thoreau for Kids, Complete Guide to Service Learning</p> <p><b>The Arts:</b> Visual Art, Music, Dance and Theatre will be integrated in daily school. No specific curriculum provided.</p>
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			<p><b>Health:</b> Using Mind Up(Pre-K-2 and 3-5), Responsive Classroom, Choose Love ECCS wrote Health Education guidelines in Exhibit G in good detail.</p> <p><b>Physical Education:</b> ECCS wrote Physical Education guidelines in Exhibit G in good detail.</p> <p><b>Computer Education:</b> ECCS wrote Computer Education guidelines in Exhibit G in good detail.</p>
<p>B. Current research for selecting curriculum <i>Ed 318.09(e)(4)</i> <i>There is a clearly defined, research-based curriculum being proposed with the potential to increase student achievement that meets or exceeds the school's content area standards.</i> <i>Ed 318.09(e)(4)</i></p>	<p>Pg 20 Ex K</p>	<p>X</p>	<p>A concern is the sizeable variety of curriculum sources and focuses. Will this be manageable and/or be a challenge to maintain consistency and calibration across multiple curriculums utilized by multiple teachers etc.</p> <p>Weekly faculty meetings with Co-Heads, Mentor teachers, and whole staff support continued education/learning. Further, Reggio consultants will meet with staff monthly during Year 1, and will help prepare staff in planning year. The 11 Characteristics are mostly components of Reggio broken down to help others understand the philosophy, with a few our of school culture values like wellness and free-thinking. Methods are similar in that they describe how the Reggio model is implemented through various modalities.</p> <p>Love the approach using Environment, Outdoor classrooms and Teacher as Researcher.</p>



			<ul style="list-style-type: none"> <li>• How are these monitored, assessed etc if a student chooses to only attend school in person a day a week. Families who choose one day a week will be parents who are partners with the teacher in their child's learning and share work samples via apps with the teacher and/or jumps on calls or conferences with the teacher throughout the week.</li> <li>• How does a teacher as a researcher work when interaction with some students is limited to a day or 2 a week or less? The teacher's role is that of a co-researcher, and so every moment a child spends with a teacher, no matter how often, will be in that style of interaction as learning together, questioning and investigating, as co-researchers.</li> </ul> <p>Nice to see Wellness, Mindfulness, SEL a focus. Free Thinking- important and relevant Thank you!</p> <p>Place Based Learning- Unique and important for a subset of students.</p> <ul style="list-style-type: none"> <li>• Is this allowable under Seat Hours/required days?</li> </ul>
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			<p><b>Concern Addressed-</b>This has been addressed twice already in other sections above.</p> <ul style="list-style-type: none"> <li>Does this impact adequacy payment for school if they only attend a day a week in person?  <b>“No, because we still have a staff available supporting the student while they are at home and assigned to that student to help them move through the curriculum/learning throughout the school year.”</b></li> </ul> <p>The purchased products meet standards and the multiple products for some content areas meet intervention support needs as well as provide products that will support real world application and project based learning. Juggling multiple products for subject areas can be cumbersome and will need significant PD and planning support. However, the products selected make sense and the authentic applications within and project-based components align nicely with the emphasized approaches of the school. Application mentions “animal husbandry” multiple times with little to no explanation. What does this mean in the context of this school? What about students with allergies? What animals? Where will the animals be? How are the animals part of this program?</p> <p><b>Concern Addressed-</b> Added “caring for animals” on Section XI Section B. Please see Exhibit G under Mental Health for an explanation on animal husbandry &amp;</p>
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			<p>humane education in working with farm animals and pets.</p> <p>Significant concern that teachers might stay tied to the “canned” curriculum versus applying emergent approaches that are a key component of Reggio philosophy. Wondering how this will be coached, monitored, and supported through PD so implementation stays true to Reggio. The school approach says “Reggio Inspired” but the purchased curriculum are not specifically aligned to Reggio- how will the bridge be built linking the curriculum and Reggio approaches? Plenty of information was provided about tenets of Reggio but feels very separate from the curriculum.</p> <p><b>Questions/Concerns Addressed-</b> No specific Reggio curriculum exists, and so we selected the best aligned curriculum we could find to the Reggio values that was also CCS aligned for the state of NH. Ongoing PD with Reggio consultants throughout the year, as well as support from Reggio Mentor Teachers and a Reggio experienced Co-Head of School Education will support the use of these curriculums with the Reggio model.</p>
<p>C. Statement that the school will have available information about its curriculum and policies to all persons, and parents and students considering enrollment. <i>RSA194-B:2,II; Ed 318.07(b)(6)</i>  <i>Statement includes a description of where this will be accessible.</i></p>	27	X	
<p>D. Measurable Academic Learning Goals and Objectives and timeline for accountability <i>RSA194-B:3,II(g)</i>  <i>There are clearly defined high and attainable educational goals and objectives. Ed 318.09 (e)(5).</i></p>	Pg 27 and Ex E	X	<p>All standards are listed but no specific targets for the school are shown that could be included on an accountability plan. These would be goals and targets to determine if the school is being successful in its academic mission.  Examples of goals:</p>

<p><i>A timeline has been created to ensure accountability for achievement of goals and objectives.</i></p>			<p>50% of students in Year 1 will be proficient in Math per the NHSAS 60% of students in Year 2....</p> <p><b>Concern Addressed- Accountability</b> Plan updated to reflect these types of objectives and goals around academic performance.</p> <p>If the Reggio-inspired Pedagogy has a student learning to read by age 7 or 8 and not catching up to it's peers until grade 4. How will you be measuring and assessing progress? What assessments in addition to the State SAS?</p> <p><b>Concern Addressed- An extensive list of how we will measure and assess students' progress can be found in Section V Part E.</b></p> <p>This model is filling a need for students with clinical conditions allowing them to choose how many days a week they have in person learning.</p> <p>How will you track what is being done during place-based learning and whether students are meeting academic learning goals?</p> <p><b>Concern Addressed-As mentioned above in previous sections and added to the application, through the use of teacher-parent/student communication through educational apps, google suite, video chats, email, and phone calls.</b></p> <p>How will teachers ensure every student has learned the same material or met the</p>
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			<p>same standards if not all students are in the classroom at the same time for assessments? <b>Question Answered-</b> There will be several times each week that entire grade levels will be in the classroom at the same time.</p> <p>How do you assess and implement some of the SEL, school mission goals and focuses of the school if a family opts to rarely if ever attend school in person? <b>Concern Addressed-</b>That is not an option, students must attend at least once a week.</p> <p>How will track and ensure students are meeting the minimum amount of hours of instructional time per year? <b>Question answered-</b>Teachers are assigned to the children who are learning from home. Further, as extensively discussed and argued throughout our application, we believe children learn in a variety of contexts and experiences and through play, not just paper to pencil or in formalized instruction. Looking at the research presented, children's overall well-being and academic performance are higher when there is more diversity to what learning looks like and means.</p> <p>There is only and alignment to Common Core and NH standards provided. Is Elements adopting all of these standards and will they be assessing every single</p>
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			<p>one using the scale that they have shared and with narrative?</p> <p><b>Concern Addressed-</b>The curriculum we chose is full of activities, quizzes, tests, assignments, and other assessments that are aligned to the standards.</p> <p>This needs to be tightened up. What academic systems for Elements are in place to make this work achievable?</p> <p><b>Concern Addressed-</b>A routine and daily schedule with professional and experienced teachers and staff, using the many different assessment tools outlined in this application (Section V Part E), along with the support of training and ongoing professional development, will ensure this comprehensive system is successful at creating a place where children are learning deeply daily.</p> <p>Has a SIS been identified? How will the teachers track goals/progress in a manageable way? <b>Question Answered-</b> Looking to ALMA or similar system for SIS, along with the support of a system like Google Suite or something similar. Teachers will be assigned a group of students to focus on their goals/progress, and use a variety of assessment tools referred to above (Section V Part E), to track goals/progress of students in a manageable way.</p> <p>Also, how will this work for content that is being learned outside of school with families? <b>Question Answered- Strong</b> and ongoing parent-teacher communication via apps, email, text, phone calls, video chats, etc.</p>
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<p>E. Performance Standards</p>	<p>28</p>	<p>X</p>	<p><b>Concerns Noted Addressed</b>  Where are the actual standards that will be assessed? <b>The links provided bring you to tables that show exactly on what lesson each standard is taught and assessed.</b>  Are there common rubrics that have been developed for assessment? <b>Imbedded in the curriculum.</b>  Checklists and narrative will be tied to what? <b>Checklists are tied to the twice a year narrative report given to parents at parent conferences.</b>  Need a concise and organized list of standards that are going to be assessed.<b>We selected curriculum that did this for us! Please see the links.</b>  Also, how will this work for content that is being learned outside of school with families? <b>Students will bring curriculum books home with them.</b></p>
<p>F. Achievement Tests to be used to measure academic and other goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics. <i>RSA194-B:3,II(h)</i>  <i>There are strategies and achievement tests in place that will be used to measure each student's progress toward meeting the goals and objectives of the school. Ed 318.09 (e)(5).</i></p>	<p>28-29</p>	<p>X</p>	<p>Language states NHSAS student achievement will be initially be measured using current mandatory SAS testing etc." This seems to imply a movement away from SAS into the use of internal assessment measures that are provided in great detail. To clarify the SAS is mandatory and currently the only test used for accountability both state and federal. Additional assessments should be listed and explained that in addition to SAS, to provide more timely data to guide instruction you will be utilizing the various other assessment measures.  <b>Concern Addressed- We have a list of a variety of assessment tools in Section V Part E. Further, the curriculum books for each subject are full of quizzes, tests,</b></p>

				activities, assignments, prompts, and other assessments aligned to the standards.
G. For Schools offering High School grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils. <i>RSA194-B:3,II(i)</i>	NA	NA	NA	NA
H. Student Performance Data Management System ( <i>Cumulative performance over time</i> )	30	X		Says has selected ALMA but then retracts statement by saying they may choose something similar. <b>Concern Clarified-We are considering ALMA or will choose something similar.</b>
I. Daily/weekly Schedule Samples	Ex H	X		<p>Schedule as presented has 2 pages of narrative and 5 pages of grid by day. It is convoluted and confusing for reader, I can only imagine especially for a student. There has to be an easier way to communicate this. <b>Concern Addressed-This chart is not meant for students. This chart is meant for teachers and they use it to guide children. It is a SAMPLE master schedule completed by administration to ensure all teachers get breaks and planning time, and that students' schedules are consistent. Before this chart and narrative was developed, people were confused with just having it explained to them. For many others, this chart and narrative is extremely helpful. Most master schedules have a way of looking overwhelming if you aren't part of it. We have confidence our teachers will learn how to read it, and we can make adjustments and take in new ideas for improvements during our planning year, since it is just a draft afterall.</b></p> <p>Additionally, as this section requests only examples of daily/weekly schedules. The</p>



				additional narrative is not required and a bit confusing. Keep it simple. I would also label these as “Draft” so you have flexibility if schedules need to be altered- <b>Concern Addressed-</b> Will label draft, but we will keep the narrative, because the feedback from others on the founding team was that the narrative was very helpful in understanding the charts. The charts alone were confusing.
J. Supplemental Programming	Pg 30	X		Supplemental programming also includes extra curriculars etc. You note Para professionals as requested, they are not requested, that is something required by a students IEP and law. <b>Concern Addressed-</b> Changed to reflect “required” in Section V Part J. We are opting out of afterschool classes and before school classes for the time being. We may consider summer camps. Added language around tutoring and peer coaching to this section.
<b>Section VI: School Operations Plans</b>	<b>Page #</b>	<b>Meets</b> <input type="checkbox"/>	<b>Does Not Meet</b> <input type="checkbox"/>	<b>Comments</b>
A. Admissions Procedures <i>RSA194-B:3,II(o)</i>  <i>There is a clearly defined description of a student recruiting plan, strategies for reaching the school’s targeted population and description of the school’s registration policies and procedures including enrollment timeline and lottery process. The enrollment and lottery processes are fair, equitable and nondiscriminatory, and reflect compliance with applicable laws. Ed 318.09(e)(9)</i> <i>A preferential status plan is fair and equitable.</i>	31- 32	X		As a CSP grant recipient and following federal guidelines “board members” cannot have enrollment preference/exemptions per CSP Non-Regulatory Guidance Item e-4. <b>Concern Addressed-</b> Updated to founding board members. Additionally enrollment preferences are limited to the following per the guidance. While this may be acceptable under state law it is not allowed per the CSP grant. Below are the enrollment preference/exemptions that are allowed under the CSP grant.

				<ul style="list-style-type: none"> <li>● Students who are enrolled in a public school at the time it is converted into a public charter school;</li> <li>● Students who are eligible to attend, and are living in the attendance area of, a public school at the time it is converted into a public charter school;</li> <li>● Siblings of students already admitted to or attending the same charter school;</li> <li>● Children of a <b>charter school's founders, teachers, and staff (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment)</b>; and</li> <li>● Children of employees in a work-site charter school, (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).</li> </ul> <p>Lastly, preferences for staff, founders and siblings etc can only be applied when that staff member/founder, sibling lives in the state of NH</p>
<ul style="list-style-type: none"> <li>● Student Recruitment Plan</li> </ul>	31	X		

<ul style="list-style-type: none"> <li>• Methods for admission which shall not be designed intended or used to discriminate or violate individual civil rights in any manner prohibited by law. Ed 318.07(b)(1)a</li> </ul>	31	X		
<ul style="list-style-type: none"> <li>• Recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth);</li> </ul>	32	X		<p>Says students in good standing will be automatically re-enrolled but then says parents need to submit a letter of intent each year. Which is it?</p> <p><b>Concern Addressed-</b> Removed “good standing” and rewritten to clarify letter of intent needed.</p> <p>Also, what defines “good standing”?</p> <p><b>Concern Addressed NA (removed)</b></p>
<ul style="list-style-type: none"> <li>• How the school will conduct a lottery selection as provided for in RSA 194-B:9,1(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process. Ed 318.07(1)(b)</li> </ul>	32	X		<p>As referenced above, they need to remove the “Board of Trustees” portion of enrollment preference for compliance with Non-regulatory guidance on enrollment preferences for CSP grant</p> <p><b>Concern Addressed Changed to “Founding Board of Trustees”.</b></p>
<p>B. School calendar and the number and duration of days pupils are to be served. <i>RSA194-B:3,II(s)</i></p>	Ex L		X	<p><b>Concerns/Questions with:</b></p> <p>Calculating hours are tricky in this format</p> <p>You cannot count “Professional Development days as instructional time by declaring them “learn from home days.”</p> <p><b>Concern Addressed</b></p> <p>Removing PD days leaves 160.5 days of instruction.</p> <p><b>Concern Addressed</b> We redid the whole schedule, so please see below. Please note the Reggio conferences are community events and not PD, so there will still be school those days.</p> <p>Daily schedule discounting lunchtime leaves 5 hours 40 minutes of proposed</p>

			<p>instructional time for K-5 and 6 hours for 6-8<sup>th</sup> grade.</p> <p>This daily schedule also doesn't account for transition time between daily classes/ activities which cannot be counted as instructional time. Typically with most schools this is about 10-15 minutes per day. Using the minimum of 10 minutes transition time, that would mean daily K-5<sup>th</sup> instructional time is 5 hours 30 mins and 6-8<sup>th</sup> is 5 hours 50 mins.</p> <p><b>Concern Addressed</b> We have allocated 7.5 minutes for transition, although we believe every moment at school is a learning opportunity, even lunch! Especially at ECCS with sit down meals at tables with real plates and cloth napkins, learning table manners, engaging in conversation, self-regulation, as well as how to clean up after themselves and measure their food waste.</p> <p>This would mean for K-5<sup>th</sup> grade 160.5 days x 5.5 hours per day = 882.75 hours per year. 6-8<sup>th</sup> Grade 160.5 days x 5.66 hours per day= 908 hours</p> <p><b>Concern Addressed</b> These calculations no longer apply.</p> <p>This also doesn't account for required inclement weather days</p> <p><b>Concern Addressed</b> Added at the end of the school year if needed. ECCS' elementary days have 5.55 hours of instruction and middle school days have 5.85 hours of instruction, factoring a 30 minute lunch and 7.5 minutes of transition time throughout the day. Our</p>
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			school year is 171 days long. We offer in-school instruction on Family Conference Days. This equals 949 instructional hours for elementary school and 1000.35 instructional hours for middle school, both exceeding the requirements of 942 elementary hours and 990 middle school hours. We added an alternative end of school year date five days after the end of school if needed due to unforeseen circumstances for school closures.
<p>C. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators, teachers. <i>RSA194-B:3,II(j)</i></p> <p><i>An adequate description is provided on staffing overview and staff member qualifications. Ed 318.09(e)(6)</i></p>	<p>Pg 33 Ex J</p>	X	<p>Concern about number of staff listed and budget. Chef, security, facilities, etc? Are these all represented in the budget in the first few years of operation?</p> <p><b>Question Answered Yes.</b> The Nutrition/Wellness and Facilities/Maintenance personnel are reflected as employees in the budget. The school safety officer may be introduced later than Year 1 and as a contractor, not an employee.</p>
<p>D. Employee job description/responsibilities <i>Ed 318.09(e)(6)</i></p> <p><i>An adequate description is provided on job descriptions and staff member job responsibilities. Ed 318.09(e)(6)</i></p>		X	<p>Is the Wellness Educator also the School Chef? <b>Question Answered Yes.</b> Running a food services program for 200+ students in and of itself is a full time job especially if your working with the National School Lunch and Breakfast program and the supporting paperwork etc.</p> <ul style="list-style-type: none"> <li>Does this person have staff to help?</li> </ul> <p><b>Question Answered Parent Volunteers and children are helping to cook every day. There will also be a School Farm to Table Meal Committee made up of parents, teachers, and students/</b></p>

				<ul style="list-style-type: none"> <li>Description for Mentor Classroom teacher missing.</li> </ul> <p><b>Concern Addressed</b> Same as other classroom teachers, just the most experienced teacher hired and/or with best understanding of Reggio will be put into a mentor role.</p>
E. The total number of teachers and the average teacher/student ratio for the first 5 years. <i>ED 318.05(c)(7)</i>	Pg 32	X		Ratio table is confusing. Just simply take the total # of students and divide by total # of teachers. Not sure of reason for breaking classroom teachers and total teachers. The law only requires the average total teachers and the average ratio. Too much info creates confusion. <b>Concern Addressed- Table removed and ratio simply stated.</b>
F. A description of how the school shall conduct school employee and volunteer background investigations (Criminal records Check) in accordance with <i>RSA 189:13-a. ED 318.07(3)</i>	Pg 33	X		
G. Personnel compensation plan, including provisions for leaves and other benefits, if any. <i>RSA194-B:3,II(k); Ed 318.09(e)(6)</i>  <i>A benefits compensation plan is outlined in the application. Ed 318.09(e)(6)</i>	Pg 33	X		Teachers starting salary and benefits + retirement are generous. Is this sustainable? <b>Question Answered</b> We have broadened the language to allow us to remain competitive while also working within the budget means.  No admin staff salaries included. <b>Concern Addressed-Similar language added for admin staff.</b>
H. Administration Performance Evaluation	Pg 33	X		What tool is being used?will it be internally developed or something you will purchase?

				<b>Question Addressed-</b> We have not yet selected a tool. We welcome suggestions!
I. Teacher, Paraprofessional Performance Evaluation	Pg 33	X		<p>What tool/rubric is being used for evaluation? Doesn't seem appropriate for teachers to evaluate paraprofessionals. It puts teachers in a perceived position of power and supervision over the paras and this isn't productive as teachers and paras each play equally important but unique roles in the classroom.</p> <p><b>Question Answered-</b> The Reggio culture invites constructive feedback from colleagues. Teachers have the best insight into Para's work in the classroom. We feel this is the right structure for our school. We have not selected a tool yet.</p>
J. Professional Development	Pg 34		X	<p>Robust PD proposed prior to the start of school. This may prove to be a challenge with newly hired teachers if they are coming from previous jobs. What PD plan will be in place for staff who are not contracted until after July 2024? PD during the year seems limited.</p> <p><b>Concern Addressed-</b>We will do our best to encourage newly hired teachers after summer to participate in every opportunity available. As mentioned in other sections above and in our application, we have intense professional development in July and August before school begins, with ongoing PD during staff meetings and with monthly support from Reggio consultants, plus two full PD dates each year for all staff. Teachers will be asked to make presentations for the Reggio conferences, and this will also serve as professional development.</p>

				<p>While there are great thoughts shared on topics for professional development, I do not see a structure that will support when all this is supposed to take place. While there is time at the beginning and end of the year, 2 days during the year dedicated to PD is not ample time to provide ongoing support throughout the year especially with a new model and a new school.</p> <p><b>Concern Addressed-</b> As just mentioned, we use weekly faculty meetings for PD and the Reggio conferences. Working at a Reggio School is like living and breathing PD. We'll have leadership and staff support with Reggio Consultants as well.</p>
K. Philosophy of Student Governance and Discipline RSA194-B:3,II(p)	Pg 35	X		<p>Section is clear and will ultimately rely on well established school culture and norms.</p> <ul style="list-style-type: none"> <li>Is there someone who ultimately owns this within their job role as far as oversight and evaluation?</li> </ul> <p><b>Question Answered-</b> Most likely a shared role, while leaning on Co-Head of School Education, but yet to be determined exactly.</p>
<p>L. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion. RSA194-B:3,II(p)</p> <p><i>There is a clear description of the school's proposed policies and due process procedures for student discipline, suspension, or expulsion that meets applicable law. Ed 318.09(e)(10)</i></p>	Pg 36	X		<p>Focus is on empowering teacher in the process until it rises to a more serious level.</p> <ul style="list-style-type: none"> <li>Only suggestion is adding language about process for how students that have suspensions reintegrate back into the community. Done.</li> </ul>



				<ul style="list-style-type: none"> <li>Coordinating rides, meeting up, parents etc are part of cell phone communication. From a practical perspective, enforcing no cell phone policy before/after school on school property is going to be a nightmare to monitor and enforce. This can lead to an ignored rule/expectation and over time will have a detrimental impact on overall school culture.  <b>Thank for for these comments and we will take into consideration.</b></li> </ul>
M. Student transportation plan, both inside and outside of district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located. <i>RSA194_B:3,II(I)</i>  <i>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 in compliance with state and federal requirements. 318.09(e)(7)</i>	Pg 37	X		
N. Student, Staff Handbooks	Ex Q	X		Student/family Handbooks will be created by July 30 2024. <b>Changed to December 2024 to match new timeline.</b>
O. Student Information System	Pg 38	X		Earlier section said that SIS was not decided on yet but this section says Alma. See p. 27 <b>Concern Addressed- Changed to indicate ALMA or something similar, and language on other page matches this.</b>
<b>Section VII: Meeting Student Needs</b>	<b>Page #</b>	<b>Meets <input type="checkbox"/></b>	<b>Does Not Meet <input type="checkbox"/></b>	<b>Comments</b>

<p>A. Special Education: Method of coordinating with a pupil's LEA responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities. <i>RSA194_B:3,II(n)</i></p> <p><i>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 for special education. 318.09(e)(8)</i></p>	Pg 38	X		I would change the term LEA to students "sending district." Use of LEA is non specific and could be confusing. <b>Concern Addressed- Changed to "sending district"</b>
<p>RSA194-B:II(c) states that the chartered public school shall cooperate with the child's resident district in the provision of the child's special education and related services. <b>Articulate</b> how you will coordinate with the LEA to satisfy the following: When a child is enrolled by a parent in a chartered public school, the local education agency of the child's resident district shall convene a meeting of the individualized education program (IEP) team and shall invite a representative of the chartered public school to that meeting.</p>	38	X		
<p>At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education in accordance with the child's IEP. The child's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment. <b>Articulate</b> how you will cooperate with the LEA to make the following determinations:</p>				
(1) The resident district may send staff to the chartered public school; or		X		<p>Would change language in the SPED transportation section from "the child's resident district shall provide transportation for the child." To "the child's resident district is responsible for transportation of the child." <b>Concern Addressed- Updated to reflect this language change suggestion.</b></p>
(2) The resident district may contract with a service provider to provide the services at the chartered public school; or		X		
(3) The resident district may provide the services at the resident district school; or		X		
(4) The resident district may provide the services at the service provider's location; or		X		
(5) The resident district may contract with a chartered public school to provide the services;		X		
(6) If the child requires transportation to and/or from the chartered public school before, after, or during the school day in order to receive special education and related services as provided in the IEP, the child's resident district shall provide transportation for the child.		X		
<p>B. Other educationally disabled and economically disadvantaged/at risk includes: <i>Ed 318.07(1)(c)</i></p>				
<ul style="list-style-type: none"> <li>• Educationally Disadvantaged</li> </ul>		X		
<ul style="list-style-type: none"> <li>• English Language Learners (ELL)</li> </ul>		X		
<ul style="list-style-type: none"> <li>• Neglected or Delinquent</li> </ul>		X		

<ul style="list-style-type: none"> <li>Homeless Students</li> </ul>		X		
<ul style="list-style-type: none"> <li>Migrant and Refugee populations</li> </ul>		X		
C. Additional Academic support and credit recovery: <i>strategies for improving student achievement and closing achievement gaps</i>		X		No actual strategies for additional academic support listed <b>Concern Addressed-</b> A few strategies added and include tutoring, afterschool support, and peer mentoring.
D. Federal Title Programs		X		What specifically will Title funding be used for? <b>Concern Addressed Added:</b> In accordance with the law, Federal Title funding will support at risk students with specialized materials, instruction, and/or staff as permitted by regulations.
<b>Section VIII: Financial Management</b>	<b>Page #</b>	<b>Meets</b> <input type="checkbox"/>	<b>Does Not Meet</b> <input type="checkbox"/>	<b>Comments</b>
A. Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant. <i>RSA194-B:3,II(q)</i> <i>Includes a clear description of the internal financial management for a 5 year operating budget, a description of who will manage the school finances, reporting requirements and audits, and how financial resources will be properly managed with safeguards is provided.</i> <i>Ed 318.09(e)(11)</i>	Pg 39-40	X		NH Public School Accounting Guidelines? Not sure what this is and if it is needed if your following GASB. <b>GASB is mentioned in the following sentence.</b>  School plans to use third party service to handle bookkeeping, payroll etc. Suggest using the “contract with” rather than “use” <b>Concern Addressed - Changed.</b>  Check writing authority needs a spell check for “Co-Heads of School” <b>Concern Addressed Corrected.</b>  I believe the Audit should follow GASB rather than Generally accepted accounting principals. <b>THIS IS STILL NOT UPDATED TO remove “NH public School accounting guidelines” For</b>

			<p>our purposes GASB are generally accepted accounting principals.</p>
<p>B. Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures) <i>Ed 318.09(e)(11)</i>  <i>There is a detailed 5-year budget that includes the start-up budget, and that contains revenue projections, expenses and anticipated fund balances based upon the projected student enrollment. Ed 318.09(e)(11)</i></p>	<p>Ex L</p>	<p>X</p>	<p>Label/Watermark the budget as “draft” so you are not held to that per charter.  <b>Concern Addressed Labeled Draft in the title.</b></p> <p>When does their financial year run?  Year O runs from when to when?  <b>Question Answered- Financial years will run from July 1 - June 30 each year. "Year 0" has been reframed to "Pre-Opening" and will run from when grant funding is available until June 30, 2025. Fiscal Year 1 starts on July 1, 2025.</b></p> <p>Year 1 student projections and associated revenue is ambitious. Building lease cost seems low with the going rate of what is on the market.</p> <p><b>In Op Cash Inflows Section:</b></p> <ul style="list-style-type: none"> <li>• What is difference between Contributions/Donations and Fundraising Revenue? Is Fundraising Special Events, fundraisers etc?</li> </ul> <p><b>Concern Addressed Fundraising refers to special events, merchandise sales, auctions, et al. Contributions/donations refers to cash donations provided by individual donors.</b></p> <p><b>Op Cash Outflows:</b></p>

			<ul style="list-style-type: none"> <li>• Instruction Benefits? Is this employee benefits?</li> </ul> <p><b>Question Answered-Instruction Benefits are teacher benefits and those employees who fall under teacher roles.</b></p> <p><b>Health Service Wages:</b></p> <ul style="list-style-type: none"> <li>• Is this for school nurse? Seems like this line item is underbudgeted.</li> </ul> <p><b>Question Answered- We will not have a school nurse. We have budgeted for outsourced health services.</b></p> <p><b>Improvement of Instruction:</b></p> <ul style="list-style-type: none"> <li>• is this PD and staff development? Will staff pay and then be reimbursed?</li> </ul> <p><b>Concern Addressed-Has been renamed to professional development for clarity.</b></p> <p><b>Tech Department:</b></p> <ul style="list-style-type: none"> <li>• Where are line items for Servers, Routers and wiring building etc expensed to?</li> </ul> <p><b>Questions Answered-These are covered under capital expenditures, technology improvements.</b></p> <p><b>Audio Visual Svc:</b></p> <ul style="list-style-type: none"> <li>• Equipment line item seems low for a school of 200-300</li> </ul>
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			<p><b>Concern Addressed</b>-We are a minimal technological device school.</p> <p><b>Library Department:</b></p> <ul style="list-style-type: none"> <li>Supplies line item but no inventory line item</li> </ul> <p><b>Concern Addressed</b> This line item has been renamed to library books.</p> <p><b>Operation of Plant:</b></p> <ul style="list-style-type: none"> <li>Is repairs and Maintenance line item adequate?</li> </ul> <p><b>Concern Addressed</b> We have increased this number to be safe, but generally feel the estimate is reasonable based on our intention to have a full time maintenance and facilities manager to ensure the building is proactively maintained to reduce repair costs, our model of spending more time outside and less time indoors creating wear and tear on building, etc.</p> <ul style="list-style-type: none"> <li>Capital Expenditures:</li> <li>1 van in year 1 for 244 students?</li> <li>2 vans in year 2 for 257 students etc? adequate?</li> </ul> <p><b>Concern Addressed</b> We cannot provide transportation for every student in every town, but are providing transportation for those who are farthest or express other needs for transportation support. Advice and experience from other NH charters is</p>
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				<p>to have a 1-2 vehicles. We will also help to coordinate carpooling.</p> <p><b>Overall:</b></p> <ul style="list-style-type: none"> <li>• Staffing expense(Teachers, Admin, is about \$1.8 Million in a \$2.2 Million budget or about 78%. This seems really high.* Investing in teacher salaries to maintain staff and reduce turn over which in turn saves money from needing to rehire more frequently.</li> <li>• Also didn't see anything specific to Para Professionals or Teachers Aids. Parents are welcomed to stay on campus as their child's aid if they want to. If the parents cannot, then since para needs are unknown until we have enrollment, Title funds may pay for these positions. We may also be able to support the child due to our model and low ratio and not need a para like a child would in a traditional setting.</li> <li>• Are these lumped in with Teacher Salary Line item? See directly above explanation. We have updated the budget to reflect the function of a few full time paraprofessional expenses being covered through Title fund revenue, these figures are</li> </ul>
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				placeholders pending enrollment details and associated needs.
C. Budget Narrative: providing a justification for the budget. <i>Ed 318.09(e)(11)</i> <i>A detailed budget narrative Ed 318.09(e)(11)</i>		X		Questions and thoughts noted in section above but unable to refer to Tab “schedule 1 Salary Expense” or “hourly Wage Expense” so it is difficult to break this # down. <b>Concern Addressed Percentages now inserted in Section VI Part G.</b>
<b>Section IX: School Culture</b>	<b>Page #</b>	<b>Meets <input type="checkbox"/></b>	<b>Does Not Meet <input type="checkbox"/></b>	<b>Comments</b>
A. School Environment: culturally inclusive	42	X		
B. Establishment and maintenance of School Culture	42	X		What are the core beliefs that will be the through lines of school culture? What school systems will enable the culture to be intentionally fostered? <b>Core beliefs are outlined as 11 leading characteristics and throughout the application in various sections that create school culture. Refer to Exhibit B.</b>
<b>Section X: Stakeholder Engagement</b>	<b>Page #</b>	<b>Meets <input type="checkbox"/></b>	<b>Does Not Meet <input type="checkbox"/></b>	<b>Comments</b>
A. Philosophy of Parent (Family) Involvement and related plans and procedures. <i>RSA194-B:3,II(v)</i>  <i>There is a clear description of the school’s purpose, expectations and plans for parent involvement. Ed 318.09(e)(10)</i> <i>There are clearly defined plans for parent involvement relating to implementation and action steps of the proposed charter school. Ed318.09(e)(12)</i>	43	X		<ul style="list-style-type: none"> <li>• “Family as partners” section recognizes “parent” role is not defined by lineage</li> <li>• School provides many opportunities for parents to engage</li> <li>• School has an open door policy for parent attendance and support in classroom. Awesome. Suggest making sure to have a policy and guidelines with this as from past experience some</li> </ul>



			<p>parents can overstep their bounds with regard to children other than their own, or simply create some logistical challenges with accommodating when there is a high demand to sit in classrooms on certain days.</p> <p>Thank you, we anticipate there will be some challenges with this model that will need to be addressed on case-by-case basis that may lead to specific policies that need to be put into place. We choose to face these challenges as opposed to the challenges that occur when parents are not involved with their child's education. We are trading one challenge for another.</p> <ul style="list-style-type: none"> <li>• Parent Involvement Survey indicates each family must "volunteer" one day a month. Not sure this is legal or can be enforced. What can happen if they can't and are unable? What if they don't pass a background check? They cant meet the requirement.</li> </ul> <p><b>Concern Addressed</b>-Wording changed to requested instead of required. We will work with families to find a substitute if the child's parents are not available, and if no one is available we understand</p>
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				<p>some families face this hardship and we can work with it.</p> <ul style="list-style-type: none"> <li>Who will be paying for the 200+ background checks? If school is paying, where in budget? Implementing this # of background checks prior to start of school year is going to be a logistical challenge...</li> </ul> <p>Question Answered- We are asking families to pay, but if they cannot we will have a stipend in our budget to be able to cover 100% of background fees if needed. This is now also reflected in the budget line item.</p>
<p>B. Community Involvement Plan including Partnerships Ed 318.09(e)(10); Ed 318.09(e)(12)</p> <p><i>There is a clear description of the school's purpose, expectations and plans for community outreach and involvement and the creation of partnerships with surrounding school districts, organizations and businesses and community leaders. Ed 318.09(e)(10); Ed 318.09(e)(12)</i></p>	44	X		Well thought out - Thank you!
<p>C. LEA Partnerships Ed 318.09(e)(12)</p> <p><i>There is a clearly defined plan for community outreach and the creation of partnerships with surrounding school districts. Ed 318.09(e)(12)</i></p>	44	X		I would include language about the SPED partnership that will need to exist as well as Transportation coordination. <b>Concern Addressed This has been added to this section.</b>
<b>Section XI: Facilities</b>	<b>Page #</b>	<b>Meets <input type="checkbox"/></b>	<b>Does Not Meet <input type="checkbox"/></b>	<b>Comments</b>
<p>A. Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school. ED 318.05(c)(9)</p> <p><i>There is a clear description of the school facility 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. Ed 318.09(e)(3)</i></p>	45	X		Currently working with Realtor looking for property in Hillsborough County <b>Narrowing focus on the town of Milford and the immediate surrounding towns.</b>

B. Description of school requirements	45	X		Any space used if even temporary will be required to be approved for Educational Use by the Local Town code official.
C. Classroom, Offices, Athletics, Outdoor Needs Plan	45-46	X		Biggest concern is not sure how a school of 244-300 works when there is only 3 large classroom works spaces and 3-4 smaller rooms for individual/small group work, 1 Atelier, 1 workshop space, 1-2 partially enclosed spaces for outdoor ed and 1 commercial kitchen with classroom space *No room sizes included or overall square footage of building or acreage of property provided. <b>Concern Addressed</b> The description of the space has been altered to more accurately describe the parameters of what we are seeking for a location.
D. Plans for facilities lease or purchase	46	X		Hard to make sense of what defines “ideal location requirements” as they are not very specific in section above but the plan to acquire and work with appropriate offices and individuals makes sense. Ideal location requirements outlined in section directly above.
<b>Section XII: School Safety Management Plan</b>	<b>Page #</b>	<b>Meets <input type="checkbox"/></b>	<b>Does Not Meet <input type="checkbox"/></b>	<b>Comments</b>
A. Emergency Operations Plan – Statement of assurance that this plan will be completed and submitted to the NH Homeland Security and Emergency Management portal prior to school opening	46-47	X		
B. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: <ul style="list-style-type: none"> <li>• Fire safety</li> <li>• Heating, ventilating, and air conditioning (HVAC)</li> <li>• Plumbing</li> <li>• Electrical</li> </ul>	47	X		

<ul style="list-style-type: none"> <li>• Food Service</li> <li>• ADA (Americans with Disabilities Act)</li> </ul> <p><i>RSA 194-B:8,II; ED 318.07(b)(4)</i></p>				
<b>Section XIII: Communication Plan</b>	<b>Page #</b>	<b><input type="checkbox"/></b>	<b>Does Not Meet <input type="checkbox"/></b>	<b>Comments</b>
A. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school. <i>RSA194-B:3,II(w)</i>	47	X		No timeline in plan provided. <b>Concern Addressed</b> Old 2024 opening outline had this written, “ <i>Founding Leaders of School create marketing and communication tools and start outreach and meetings to key contacts and organizations to raise awareness</i> ” for Sept 2023, and it will be updated in the new 2025 opening outline.
B. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community.	47	X		
C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance.	48	X		
<b>Section XIV: Assurances, Provisions, Policies</b>	<b>Page #</b>	<b>Meets <input type="checkbox"/></b>	<b>Does Not Meet <input type="checkbox"/></b>	<b>Comments</b>
A. A global hold-harmless clause that states: A 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 schools 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 attorney’s fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests, and invitees, or pupils. <i>RSA194-B:3,II(x)</i>	48	X		
B. 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. <i>RSA194-B:3,II(y)</i>	48	X		
C. Statement of assurances related to nondiscrimination according to relevant state and federal laws. <i>193-B:3, II(m)</i>	48	X		

D. Provision for providing continuing evidence of adequate insurance coverage. <i>RSA194-B:3,II(t)</i>	49	X		
E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name. <i>RSA194-B:3,II(u)</i>	49	X		
F. A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option. <i>ED 318.07(b)(2); RSA 194-B:5, V; RSA 194-B:8, VII</i>	49	X		
G. Statements that the school will develop, prior to opening, policies regarding the following: <ul style="list-style-type: none"> <li>●Records retention;</li> <li>●Promoting school safety including: <ul style="list-style-type: none"> <li>○ Reporting of suspected abuse or neglect;</li> <li>○ Sexual harassment,</li> <li>○ Pupil safety and violence prevention;</li> <li>○ Limiting the use of child restraint practices; and</li> <li>○ Developmentally appropriate daily physical activity</li> </ul> </li> </ul> <i>Ed 318.08(j)(7)</i>	49	X		
H. Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation. <i>RSA194-B:3,II(z)</i>	49	X		<p>Add in language that dissolution will follow all applicable state and federal law applicable to Non-profit dissolution and work with the NH Charitable Trust and Department of Education as part of that process.  <b>Concern Addressed Added!</b></p> <p>Plan for student education after transfer provided in Section J.  No language regarding what to do with student transcripts (transfers to other schools(public, private and charter) as well as homeschool.  <b>Concern Addressed Added: Transcripts will be kept on file and disseminated to students upon request, and/or given out to all students upon school closure, or another plan developed by the Board at</b></p>

				the time of closure will be created to handle transcripts.
I. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school. <i>RSA194-B:3,II(aa)</i>	NA	NA	NA	
J. A plan for the education of the school's pupils after the charter school may cease operation. <i>RSA194-B:3,II(bb)</i>	50	X		Solid
K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level. <i>RSA-B:8, IV; ED 318.07(b)(5)</i>	51	X		
L. 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. <i>RSA194-B:3,II(dd)</i>				Plan provided is mostly operational in scope. Also no specific targets. Little to anything specific to academic accountability. <b>Concern Addressed- *Of note they will need to develop specific academic targets as none noted regarding assessments</b> <b>*Accountability Plan updated extensively and specifically to reflect a variety of areas and targets.</b>
<b>Section XV: Letters of Support</b>	<b>Page #</b>	<b>Meets <input type="checkbox"/></b>	<b>Does Not Meet <input type="checkbox"/></b>	<b>Comments</b>
A. From business and community leaders, elected officials, local school districts, parents. <i>Ed 318.09(e)(12)</i>  <i>There is included a plan to acquire letters of support from parents, business and community leaders, elected officials and/or local school districts. Ed 318.09(e)(12)</i>	Ex O	X		Numerous letters provided. Strong parent support
<b>Section XVI: Charter School Opening</b>	<b>Page #</b>	<b>Meets <input type="checkbox"/></b>	<b>Does Not Meet <input type="checkbox"/></b>	<b>Comments</b>
Timeline for Opening		X		Timeline lacked sufficient detail, especially in regard to operations and logistics of opening a school in 10 months time. Strong concerns with the

				very short timeline for opening a school of this size. <b>Concern Addressed</b> <i>Timeline has been updated.</i>	
<b>Section XVII: Signed and Certified Application</b>		<b>Page #</b>	<b>Meets</b> <input type="checkbox"/>	<b>Does Not Meet</b> <input type="checkbox"/>	<b>Comments</b>
A. Complete Application		52	X		<b>Sections are each addressed but additional info is needed throughout.</b>
B. Signed by all members of the Development Team			X		
<b>Final Evaluation and Recommendation</b> <i>(to be completed once application evaluations are complete)</i>					
<input type="checkbox"/>	<b>Recommendation</b>	<b>Overall Evaluation</b>			
X	<b>Approve</b>				
	<b>Revisions/Clarifications needed</b>				
	<b>Deny</b>				
<b>Overall Comments</b>		Wellheart Charter Public School will be a welcome addition to the charter landscape in NH. Their unique blend of Reggio inspired education combined with a focus on community, wellness and nature. Wellhearts curriculum design will provide parents with a flexible educational model that will work with a student and their families needs. The applicant has worked diligently to address concerns and clarify areas of application that needed additional development.			

CHARTER SCHOOL APPLICATION FOR NH DEPARTMENT OF EDUCATION  
SPONSORED BY DREAM ACADEME



## Wellheart Chartered Public School (WCS)

### Opening Minds and Inspiring Wellness

#### Contact

Dr. Traci Korhonen: 619-929-9370, [tracidemuth@dreamacademe.org](mailto:tracidemuth@dreamacademe.org)

Mailing Address: 4 Pinewood Drive, Amherst, NH 03031

#### Opening Date

September 2025

#### Location

Hillsborough County

#### Submitted

July 24, 2023

#### Enrollment & Growth Chart

		K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Year 1	<b>2025-26</b>	30	29	29	29	26	26	25	25	25	<b>244</b>
Year 2	<b>2026-27</b>	31	30	30	29	29	28	27	27	26	<b>257</b>
Year 3	<b>2027-28</b>	33	32	33	32	30	29	29	28	27	<b>273</b>
Year 4	<b>2028-29</b>	34	34	34	33	33	31	30	30	29	<b>288</b>
Year 5	<b>2029-30</b>	34	34	34	34	34	34	33	33	32	<b>302</b>



This application was made possible by the following community members, which include Founders and Founding Board Members, which are in no particular order.

*Kyle Morse*  
*Alison Sanchez*  
*Amy Marcum (Hindmarsh)*  
*Rich Lowney*  
*Kimberly Bellemore*  
*Gabrielle LeBlanc -Winch*  
*Kim Ballantyne*

*Peggy Hafenberg*  
*Megan Carignan*  
*Michelle Flynn*  
*Nicole Sousa*  
*Brooke Santiago*  
*Emily Wiete*  
*Dr. Traci Korhonen*

## NO WAY. THE HUNDRED IS THERE

The child  
 is made of one hundred.  
 The child has  
 a hundred languages  
 a hundred hands  
 a hundred thoughts  
 a hundred ways of thinking,  
 of playing, of speaking.

A hundred always a hundred  
 ways of listening  
 of marveling of loving  
 a hundred joys  
 for singing and understanding  
 a hundred worlds  
 to discover  
 a hundred worlds  
 to invent  
 a hundred worlds  
 to dream.

The child has  
 a hundred languages  
 (and a hundred hundred hundred more)  
 but they steal ninety-nine.

The school and the culture  
 separate the head from the body.

They tell the child:  
 to think without hands  
 to do without head  
 to listen and not to speak  
 to understand without joy  
 To love and to marvel  
 only at Easter and Christmas.

They tell the child:  
 to discover the world already there  
 and of the hundred  
 they steal ninety-nine.

They tell the child:  
 that work and play  
 reality and fantasy  
 science and imagination  
 sky and earth  
 reason and dream  
 are things  
 that do not belong together.

And thus they tell the child  
 that the hundred is not there.  
 The child says:  
 No way. The hundred is there.

*Loris Malaguzzi (translated by Lella Gandini)*

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## I. Letter of Intent

See **Exhibit A** for the Letter of Intent, submitted and received on 2/28/23 to the Department of Education Charter School Office.

## II. Application Cover Sheet and Technical Requirements

**A. Application Cover Sheet** - See the cover of this application.

### B. Technical Requirements

This application has been prepared using the criteria set forth in the ‘New Hampshire Department Application Rubric’ and evaluation guidelines set forth in the ‘New Hampshire Department of Education Charter School Evaluation Scoring Guide For Proposed Charter School Applications’ as provided by the State of New Hampshire at the time of receipt and acceptance of the ‘Letter of Intent’ as dated 2/28/23.

## III. Introduction

### A. General description and proposed or potential location, RSA194-B:3, II(a); Ed 318.05(c)(2)

Wellheart Chartered Public School (referred to as WCS or Wellheart hereafter) will provide an accessible, adaptable educational option to students grades K-8 in Hillsborough County. The Reggio-inspired, research-based educational model is integrated with areas of value and need in the local region, including but not limited to, wellness, nature, creativity, and freedom. WCS is designed to advance collaboration between students, teachers, families, and the community, in service of improved outcomes. This school is projected to open in Fall of 2025.

WCS’ educational model posits the environment as an informant of learning and, as such, puts special emphasis on location selection. The environment will reflect the school’s values of community, wellness, and natural elements. The school will provide suitable indoor and outdoor space to support curriculum and school growth projected in the five year model, and/or land to support construction of additional structures in the future. A potential property in Milford has been selected and the paperwork is awaiting charter approval. Please see sections **XI. Part B** and **XI. Part D** for more details on location.

### B. Name, address, telephone and fax numbers, and email address of contact person, Ed 318.05 (c)(3)

Founding Leader: Dr. Traci Korhonen: 619-929-9370, tracidemuth@dreamacademe.org

Mailing Address: 4 Pinewood Drive, Amherst, NH 03031

### C. Identification of the eligible person(s) or entity of the applicant, RSA 194-B:3, V. Ed 318.05 (c)(4)

In accordance with provisions to RSA 194-B:3, V, the WCS application to establish a state authorized charter school has been submitted by Dream AcadeME, a nonprofit organization. Dream AcadeME is a registered nonprofit organization with the State of New Hampshire, and will be managing the charter application process and operations functions until the state approves WCS as a chartered public school, upon which it will form its own non-profit 501(c)3. On the founding team Dr. Traci Korhonen, Ed.D. and Kim Ballantyne are NH registered teachers. Further, the founding team has more than 10 parents.

#### D. Educational Vision and Mission Statement, RSA 194-B:3, II (d), Ed 318.09 (e)(1)

Wellheart’s mission applies Reggio-inspired pedagogy and research based practices for students to experience joyful, immersive, and inquiry-based learning in the context of their environment. We empower youth to make informed decisions and take actions rooted in knowledge, investigative thinking, and compassion. Our educational process is focused on values of human dignity, active participation, wellness, and freedom.

Wellheart’s vision will cultivate ecologically aware and open-minded citizens with the capability to support themselves, others, and the planet through constructivism and collaboration. The educational model will integrate peers, teachers, family, community, and the environment to advance a culture of growth, symbiosis, and sustainability.

#### E. A summary of the school’s focus, including a description of the characteristics, methods, and goals of the school, Ed 318.05 (c)(9)

WCS will focus on three primary goals in preparing children for a world that is becoming ever more dynamic by: 1) Encouraging a culture of care for ourselves, others, and the environment; 2) Taking ownership of our growth, health, and development, and; 3) Engaging in relationships, dialogues, and projects that develop our ability to initiate, research, plan, and execute when presented with challenges of any kind.

At WCS we support every child to express, enrich, and develop their individuality. We believe in honoring the unique learning styles and talents of each child. We provide opportunities for research, collaboration, skill building, and exploration by engaging with the students’ contextual understanding and interests that emerge through play and peer relationships. We will create an indoor and outdoor environment that honors each child’s innate desire for learning and fosters a culture of wellness. While some learning will be found in prefabricated curriculum, this will be balanced with project work that emerges from children’s observed interests and curiosities.

#### *CHARACTERISTICS*

To achieve our mission, vision, and goals, WCS has adopted 11 guiding characteristics: 1) Reggio-Inspired Pedagogy, 2) Environment as 3rd Teacher, 3) Outdoor Classroom, 4) Teacher as a Researcher, 5) Families as a Partner, 6) Making Learning Visible, 7) Developmentally Appropriate Practices, 8) Wellness Education, 9) Socio-Emotional Well-Being, 10) Creativity, and 11) Free Thinking. To read about these areas in more detail and the research behind these 11 characteristics, please see **Exhibit B**. For examples of established, Reggio-Inspired Elementary and/or Middle Schools, please see **Exhibit H**.

#### *METHODS*

The above characteristics are implemented with these diverse methodologies:

*Cross-Age Collaboration Methods...* The environment is set up to allow students from different age groups to work and learn together. Our classrooms will be grouped and intermingled throughout the day in cohorts of Grades K-2, Grades 3-5, and Grades 6-8. For a full spectrum multi-age experience, some classes such as music, wellness, reading buddies, and some project work will take place with students from grades K-8.

*Place-Based Learning Methods...* WCS will offer school-site learning, but will also be highly integrated with place-based learning. RSA 189-24 allows for hybrid instruction with parent/guardian request. Parents will request hybrid learning through a form during the application process and commit to how many days a week (between 1-5 days) they wish to participate on-site for that school year. Place-based learning addresses a need in the larger community for families whose children do learn best in distinct environments, such as at home, museums, libraries, forests, parks, work studies, rehabilitation or specialist classes/services, and other off-site locations. Further, we support families who want to spend more time together, but need or want the community of a school - it takes a village!

*Process-Based Learning Methods...* Ideas are developed and built upon one another over time. The students are given time to revisit and reflect on their original work and ideas. They develop these further through new experiences, activities, and forms of expression, with the focus being on process over product. The continuity of work is important in building and sustaining collaborative working relationships with classmates and teachers.

*Project-Based Learning Methods...* Students engage in co-construction of ideas, skills, and concepts while cooperating with other students and their teachers in long-term projects. Projects may be based on either teacher or student initiatives, but are always developed in relation to the children's interests. When children are fully invested in a project, they become intrinsically motivated to learn and work through challenges.

*Multidimensional Learning Process Methods...* The four dimensions of child development include social, emotional, physical, and cognitive. In addition to these developmental domains, there are also dimensions of learning styles, often referred to as auditory, visual, and kinesthetic learners. Understanding the individual learning styles of our students, and teaching in a way that integrates them all in various dynamics, will guide our teaching practices.

*Multidisciplinary Learning Process Methods...* This interdisciplinary method allows us to connect all aspects of learning including outdoor education, arts education, the food program, wellness (emotional and physical), and all academic subjects, which can offer students a global understanding of life. This method can help bring students to a new awareness of the meaningful connections that exist among the disciplines. Our focus will be to integrate subjects in order to create a 'flow' to student learning.

*Technology as Research Tools...* We want children to have access to technology when it has the possibility to enrich their learning. Computers can be a wonderful tool for engineering, designing, and researching. We will have one portable computer lab with laptops with 30 devices so an entire grade level can use computers at once. Computers will be used solely for research and school-related work. WCS primarily opts for "old-fashioned" textbooks for each student instead of learning devices. Therefore, WCS does not need a device for each child, and finds that unnecessary to educate children, and oftentimes more of a distraction from learning. Teachers and parents will communicate using an app like Class Dojo or something similar, to share work the child does at home and at school. A physical portfolio will be kept at school where children will bring work completed at home, as well as a virtual portfolio on Google Docs or a similar platform to work on at home or at school. (See technology policy in Section VI, Part L).

### F. Target Population

As a public charter school, WCS will welcome all students grades K-8 and their families. We project that a majority of students will reside in Hillsborough County and represent the current diversity of the area. We anticipate that WCS will build a community that connects various cross-sections of our region, including but not limited to:

- Families who seek an emphasis on wellness and socio-emotional skill development in their students' educational curriculum and environment.
- Families who desire to be highly involved in their students' academic experience, and serve as educational partners in place-based learning.
- Families of students who may benefit from an educational model incorporating more physical activity, time outdoors, hands-on learning experiences, and/or emergent curriculum. This includes students who may experience attention or behavioral challenges in traditional school structures.
- Families of students who experience clinical conditions that limit their ability to thrive with a 5-day a-week, on-site educational schedule. This includes students who experience medical conditions that impact their physical stamina.

### G. Measurable Goals and Objectives for school opening and a timeline for implementation, Ed 318.05 (c)(9)

WCS's proposed timeline for implementation is as follows:

July 2023	<ul style="list-style-type: none"> <li>• Form our Founding Board Members. – Complete</li> <li>• Secure an accountant and bookkeeper. – Complete</li> <li>• Secure a lawyer. – Complete</li> <li>• Visit at least five potential school sites. – Complete</li> <li>• Approve a detailed five-year post-operations budget. – Complete</li> </ul>
August 2023	<ul style="list-style-type: none"> <li>• Make an offer on a facility or secure a rental location. – Complete</li> <li>• Start formation process and outline transition timeline to become a separate nonprofit from Dream AcadeME. – In progress</li> <li>• Approve a budget that includes full operations costs for the period February 2024-August 2025. – Complete</li> </ul>
September 2023	<ul style="list-style-type: none"> <li>• Apply for a grant from the State of NH when it opens mid-September. – Complete</li> <li>• Founding Board members create marketing/communication tools and start outreach to key contacts to raise awareness. – Ongoing</li> <li>• Post Co-Heads of School and Teacher positions online. – Complete</li> </ul>
October 2023	<ul style="list-style-type: none"> <li>• Begin preparations for the first fundraiser event, form a fundraising committee. - Complete</li> <li>• Founding Board members develop public relations, fundraising, and facilities preparation. – In progress</li> <li>• Founding Board members outline plan and gather paperwork for applying to National School Lunch Program. – In progress</li> <li>• Develop a Fundraising Committee - Complete</li> </ul>
November 2023	<ul style="list-style-type: none"> <li>• Founding Board members negotiate terms for acquiring property. – In progress</li> </ul>

	<ul style="list-style-type: none"> <li>• Founding Board members develop plan for traffic study, site surveillance, environmental inspections, certifications, etc.– In progress</li> <li>• Fundraising Committee Launch fundraiser events - Complete</li> </ul>
December 2023	<ul style="list-style-type: none"> <li>• Prepare 1023 form – In progress</li> <li>• Build relationships within the community for fundraising. – In progress</li> <li>• Founding Board members begin interviews for Co-Head of School positions. – In progress</li> <li>• Fundraising Committee to plan fundraising events. – In progress</li> <li>• Develop site surveillance plan. – In progress</li> </ul>
January 2024	<ul style="list-style-type: none"> <li>• Begin building a school website.</li> <li>• Secure NH nonprofit status</li> <li>• Develop Board of Trustees onboarding, training, and development program</li> <li>• Appoint a formal Board of Trustees to oversee transition of oversight and operations.</li> <li>• Enter into initial contract with facility</li> <li>• Site surveillance complete</li> </ul>
February 2024	<ul style="list-style-type: none"> <li>• Launch Board of Trustees onboarding, training, and development program</li> <li>• Fundraising Event</li> <li>• Begin non-invasive health and safety inspections, filing for permits, and traffic studies.</li> <li>• Fire Inspection</li> <li>• Architectural Plans developed for site inspections, compliance, and certifications</li> <li>• Develop and adopt employee contracts with the support of relevant consultants-planning positions.</li> </ul>
March 2024	<ul style="list-style-type: none"> <li>• Founding Board members finalize Co-Head of School positions</li> <li>• Kitchen inspected for National School Lunch Program and initial paperwork filed.</li> <li>• Develop a balanced operating budget developed with the support of consulting CPA and approved by the Board of Trustees, annual renewals in line with following fiscal years.</li> </ul>
April 2024	<ul style="list-style-type: none"> <li>• Plan pilot program for Fall 2024 to build community of families and work out the model under a different nonprofit (not under the charter nonprofit, no overlap in spending)</li> </ul>
May 2024	<ul style="list-style-type: none"> <li>• Complete Traffic Study and integrate requirements with the town and site (if needed)</li> <li>• Marketing campaign plan designed.</li> <li>• All planning positions (as defined in CSP Grant) filled. May include: Co-Heads of School, Maintenance/ Facilities Manager, Administrative Specialist, and Mentor Teacher</li> </ul>
June 2024	<ul style="list-style-type: none"> <li>• Next steps filed with National School Lunch Program</li> <li>• WCS website built and launched.</li> <li>• Written and electronic informational materials developed, with support of graphic design and marketing consultants, including accessible formats that address barriers to information in standard formats.</li> </ul>
July 2024	<ul style="list-style-type: none"> <li>• Complete enrollment and hiring for pilot program</li> </ul>
August 2024	<ul style="list-style-type: none"> <li>• Catch up for any remaining tasks unresolved</li> </ul>

September 2024	<ul style="list-style-type: none"> <li>• The Enrollment and Outreach Committees actively engage in recruitment activities and dissemination of application materials.</li> <li>• Initiate connections with public school leaders and counselors to share information on the school, to support potential recommendations to students and families who may benefit from the WCS model.</li> <li>• Initiate live informational and/or recruitment sessions offered in the catchment area communities.</li> </ul>
October 2024	<ul style="list-style-type: none"> <li>• The Board approves and oversees implementation of outreach campaigns to recruit and hire full-time and special subject teachers. – In progress</li> <li>• Begin remediations for health and safety compliance</li> </ul>
November 2024	<ul style="list-style-type: none"> <li>• Faculty hiring begins and ongoing through May</li> </ul>
December 2024	<ul style="list-style-type: none"> <li>• Family and Faculty and Staff Handbooks.</li> </ul>
January 2025	<ul style="list-style-type: none"> <li>• Form relationships with local public charter schools for purposes of collaboration</li> <li>• Partnerships established with at least 8 local nonprofits in family/education services</li> <li>• Develop and adopt employment policies/procedures as required by regulations/rules.</li> </ul>
February 2025	<ul style="list-style-type: none"> <li>• Food certification completed</li> </ul>
March 2025	<ul style="list-style-type: none"> <li>• Informational materials shared to school districts in the target catchment area.</li> <li>• Open student enrollment, conduct lottery, and accept applications on rolling basis.</li> <li>• Purchase and implement software systems to manage student information.</li> <li>• Develop and adopt employee contracts and policies/procedures for all positions</li> </ul>
April 2025	<ul style="list-style-type: none"> <li>• The Founding Leader(s) secure vendors for school operations.</li> <li>• Continue rolling enrollment.</li> <li>• Board completes policy development.</li> </ul>
May 2025	<ul style="list-style-type: none"> <li>• Faculty contracts are finalized, with identified teachers to begin work early July 2025, and other faculty to begin August or September 2025.</li> <li>• Contracts for Administration, Administration Assistant, and other staff positions.</li> <li>• Implement an effective communication system for administration, teachers, and families to include student information, curriculum updates, and school news.</li> </ul>
June 2025	<ul style="list-style-type: none"> <li>• Facilities necessary upgrades/renovations are complete or close to complete.</li> <li>• Founding Leader(s) oversee acquisition and production of curriculum materials</li> <li>• Wire building for Wifi &amp; Telecom</li> </ul>
July 2025	<ul style="list-style-type: none"> <li>• Contracts for remaining identified faculty and staff go into effect.</li> <li>• Complete admissions process and school governance entities and processes.</li> <li>• Teachers begin professional development and curriculum planning.</li> <li>• Complete inspections and certificates for completed remediations for health and safety compliance</li> <li>• Food service staff trained in food safety</li> </ul>
August 2025	<ul style="list-style-type: none"> <li>• Set up furniture building and facility</li> <li>• Teachers continue professional development and curriculum planning.</li> </ul>



	<ul style="list-style-type: none"> <li>• Purchase of at least one 14 passenger vehicle, addition to school insurance, identification and training of drivers, student utilization numbers in towns with above average rates of at-risk variables.</li> </ul>
September 2025	<ul style="list-style-type: none"> <li>• Wellheart Opens</li> </ul>

The Board of Trustees is accountable for compliance with this timeline and with all provisions for the operation of the school as set forth in the application as approved.

#### H. Projected student enrollment for each of the first 5 years of operation, Ed 318.05 (c)(6)

Our projected enrollment is based on an interest list we have gathered throughout 2023 and is at 83 families, and from interactions with the public through Q&A sessions at public libraries and community events, as well as other social networking events, such as local chamber events, charter school events, nonprofit fundraisers, etc.

		K	1st	2st	3rd	4th	5th	6th	7th	8th	Total
Year 1	2025-26	30	29	29	29	26	26	25	25	25	244
Year 2	2026-27	31	30	30	29	29	28	27	27	26	257
Year 3	2027-28	33	32	33	32	30	29	29	28	27	273
Year 4	2028-29	34	34	34	33	33	31	30	30	29	288
Year 5	2029-30	34	34	34	34	34	34	33	33	32	302

#### I. Students to be served: grade levels, maximum number, and other information about pupils to be served. RSA 194-B:3, II (e), Ed 318.09 (c)(5)

WCS will support students in grades K-8. As per our five-year model, the student body will grow by approximately 5-6% each year, from 244 total enrolled students in year one to the capacity of 302 total enrolled students by year five. A relatively low teacher-to-student ratio is required to support our students in the unique ways described in this application. Therefore, we will sustain an average ratio of 1:15.

Through close connection with families and our community, we hope to fill our seats and maximize our impact. Our unique place-based model and adaptable schedule allow us to optimize outreach and serve as many students as possible. We look forward to supporting a diverse school population through our learning styles, learning needs, socioeconomic status, family dynamics, and other cross sections of our community.

#### J. Educational Need: —How is this school different...will it be located in an underserved community for educationally disadvantaged, at-risk students? List the district, charter, and non-public schools in the general area.

*Other schools in the Hillsborough County Area include:*

2nd Nature Academy/Nature of Things  
 Academy For Science And Design Charter School  
 Amherst School District  
 Bedford Academy  
 Bedford School District  
 Brookline School District  
 Christian Bible Church Academy  
 Contoocook Valley School District  
 Country Village Montessori School  
 Gate City Charter School For The Arts

Goffstown School District  
 Heritage Baptist Academy  
 Hillsboro Christian School  
 Hillsboro Deering Coop School District  
 Hollis Brookline Coop School District  
 Hollis Montessori School  
 Hollis School District  
 Hudson School District  
 Kreiva Academy Public Charter School  
 Lionheart Classical Academy  
 Litchfield School District

Making Community Connections Charter School  
 Manchester School District  
 Mascenic Regional School District  
 Mason School District  
 Merrimack School District  
 Microsociety Academy Charter School Of Southern NH  
 Milford School District  
 Mill Falls Charter School  
 Mont Vernon School District  
 Nashua School District  
 New Boston School District

Pelham School District, Pine Hill School  
 Polaris Charter School  
 Souhegan Collaborative School District  
 South Merrimack Christian Academy  
 Tabernacle Christian School  
 The Derryfield School  
 The Founders Academy Charter School  
 The Well School  
 Washington School District  
 Wilton-Lyndeborough School District  
 World Academy

WCS is different from public schools in the following distinct ways:

- 1) Hybrid Model; 2) Parental Involvement; 3) Value of Play

### Hybrid Model

WCS school is distinct in NH its offering of adaptable schedule choices with place-based learning, aka extended learning. Under ED 306.2(h), it states: “‘Extended learning’ means the personalized learning process that allows for demonstration of competencies through means outside of the traditional classroom.” For purposes of this application, we refer to extended learning as place-based learning. We offer more than the required number of hours of instruction, but also believe students learn outside of the classroom. Therefore, students advance by proficiency and mastery through personalized learning, defined in ED 306.02(m), “‘Personalized learning’ means a process which encourages student curiosity by connecting learning with learner’s interests, talents, passions, and aspirations including actively participating in the design and implementation of their learning.”

In Southern California, DaVinci Connect Charter School grades TK-8, offers a 2-day a week model where students learn at home with parents 3 days a week and provide teachers with work samples of students’ learning at home. WCS’ Founding Leader has visited DaVinci school, met with their school principal, and worked with families who attend DaVinci (<https://www.davincischools.org/schools/da-vinci-connect-tk-8/>). This model is wildly successful and the school has a waitlist, however, it doesn’t reach lower income families who need a 5-day a week model.

WCS takes the model a step further by offering choices of 1-5 days a week at school (no less than 1 day a week), in order for all socioeconomic levels to be reached. Parents are asked to commit to a weekly schedule for the entire school year in their application, but on a case-by-case basis families can shift their schedule if their needs change. Parents requisition fewer than 5 days a week of school will also be required to complete a request for place-based learning off site. Our site and staffing will allow for all enrolled students to be on campus at any given moment and to accommodate all students at campus events. Teachers are assigned certain students based on schedule and age, and follow a similar hybrid schedule as their students (ex: a group of students attend in-person M/T/W and place-based Th/F, and a teacher aligns schedules that group of students at school M/T/W and then working remotely Th/F).

WCS wishes to support the family unit by allowing a flexible schedule and build family and school connectedness. Therefore, 4-5 days/week seats will be offered for about 55% of students, 3 days/week seats for about 30%, and 1-2 days/week seats for the remainder. These percentages were gathered by conversations and intake forms from parents sharing their desired schedule and looking at the local school district enrollment numbers and at-risk populations. In the event that a need for a different ratio is revealed during

the lottery, WCS will make adjustments at that time according to the demand. This opportunity for adaptation will be defined in the lottery process. **Exhibit R** shows an example projection for enrollment using the hybrid schedule.

### Parental Involvement

In the last few years, many parents were forced to homeschool their children and commonly discovered that they enjoy supporting their children's education. Therefore, time together as a family has become more of a priority and increased overall happiness. Research in multivariable analyses (Steiner et al., 2019) shows that family connectedness has protective effects for lifelong emotional distress, all violence indicators, including intimate partner violence, multiple sex partners, STI diagnosis, and both substance use indicators as adults. Compared to individuals with low scores for each type of connectedness, having high levels of both school and family connectedness was associated with 48% to 66% lower odds of health risk behaviors and experiences in adulthood, depending on the outcome (Steiner et al., 2019). Studies of K-12 students show a beneficial relationship between parental involvement and the following motivational constructs: school engagement, intrinsic/extrinsic motivation, perceived competence, perceived control, self-regulation, mastery goal orientation, and motivation to read (Gonzalez et al., 2005). Children with a high-quality parent-child relationship are more likely to establish and develop good peer relationships (Liao et al., 2021).

WCS will have an open door policy with parents allowed to be with their children and support teachers. Parents will be asked to complete a background check as part of their application in order to participate on campus regularly, while all parents are strongly encouraged to volunteer, WCS understands that some families might find this challenging. In that case we would encourage another family member, such as a grandparent, aunt, uncle, etc. to take the parent's place as a volunteer, if possible. The school will encourage parents to teach workshops or lessons in areas of their expertise, and ask parents to volunteer on a regular basis in wellness and cooking sessions, outdoor education, woodworking, and outside during free play. In this way, WCS is likened to a Collaborative school model, where parent involvement is integral to its philosophy and success.

### Play

In 2018, NH amended its education law (RSA 193-E:2-a) regarding structuring kindergarten in a play-based model. The section of the law is provided in its entirety below:

*II-a. Instruction in support of kindergarten standards shall be engaging and shall foster children's development and learning in all domains including physical, social, cognitive, and language. Educators shall create a learning environment that facilitates high quality, child-directed experiences based upon early childhood best teaching practices and play-based learning that comprise movement, creative expression, exploration, socialization, and music. Educators shall develop literacy through guided reading and shall provide unstructured time for the discovery of each child's individual talents, abilities, and needs.*

Looking at the Finnish and Estonian school models, compulsory schooling does not begin until age 7, children spend fewer hours in school each day, have fewer days in their school year, and homework is minimal. Children spend far more time playing outside, even in the depths of winter with a rule of 15 minutes outside for every 45 minutes of instruction in Finland. Yet, 93% of Finns graduate from academic or vocational high schools, 17.5 percentage points higher than the United States. Additionally, they accrue 30% less in educational expenses. Finland ranks third in the Education Ranking by Countries in 2021, with a total score of 1.631K (Weller, 2017). Finland has the highest rate of high school completion in the world. According to the World

Economic Forum's Global Competitiveness Report, Finland has the best-developed education system in the world.

Many educators in the United States have long been puzzled by the fact that countries like Finland and Estonia can wait until the age of 7 to teach children to decode words, yet remain among the top-performing nations on the international PISA test for reading, math, and science (*Organization for Economic Cooperation and Development (OECD, 2018-2019)*). Additionally, the Finnish have shown starting academic learning at 7 years instead of 5 years improves academic performance, and other research evidences this. The pushdown curriculum in kindergarten and 1st grade, with a narrow emphasis on isolated reading and numeracy skills, is detrimental even to the children who succeed and is especially harmful to children labeled as failures (Shepard and Smith 1988).

Another developmental rationale to wait to teach reading, writing, and math in a more rigid academic manner is because the brain of a child is often not equipped for this level of abstract thought before 7 years old. The prefrontal cortex is the last part of the brain to develop and goes through waves from birth through age 25 when it is considered to be completely developed. This part of the brain is responsible for judgment and abstract thinking. At around 7-8 years the prefrontal cortex goes through a wave of development in abstract thought, which is required to learn to read and write. This is why primarily teaching paper to pencil does not make sense for young children, and they show high frustration levels and are sometimes labeled as hyperactive or delayed, when instead it may be the expectations and environment that are not developmentally appropriate according to brain science and research-based evidence.

In the WCS model, there is a robust outdoor education program with ample time for learning and free play outdoors. The importance of recess is supported by theory and with experimental and longitudinal data showing how recess breaks maximize children's cognitive performance and adjustment to school (Pelegri et al., 2005). The school also will allow children more time to play in kindergarten and bring kindergarten back to its roots based in play. "Once kids enter school, the importance of free play doesn't end. All of the patterns that induce states of play are present and remain important for growth, flexibility, and learning." (Brown, MD. & Vaughan., 2009, p. 102). Research suggests that students are more successful collaborators when they are given adequate time to engage in meaningful play with their peers in an environment created for inquiry (Corsaro, 2011). Through true play and time spent together, students can develop a strong sense of self and discover what drives their interests and desires. "The abilities to make new patterns, find the unusual among the common, and spark curiosity and alert observation are all fostered by being in a state of play." (Brown, M.D. & Vaughan, 2009, p. 128). Children need to be spending the first 6-7 years of life developing social and emotional skills, physical skills, cognitive understandings, and creative thinking *through play!*

With this strong foundation, children can then go onto learning in a more robust and faster manner when their brains are ready (Davies, 2010), catching up typically by 4th grade to peers who started literacy and math in kindergarten. Research also continues to show that later born children (summer birthdays starting school at an older age) outperform those children who are younger (Sharp, 2002). Bedard & Dhuey (2006) showed the youngest members of each cohort scored 4–12 percentiles lower than the oldest members in grade four and 2–9 percentiles lower in grade eight. This means the children who were given the gift of play until 6-7 years old outperform those traditionally schooled peers by middle school in academic testing when looking at PISA

data (*OECD, 2018-2019*), while also having a stronger and healthier mindset overall that sets them up for success in all areas of life, as indicated in research cited throughout this application.

For these reasons, WCS will utilize an approach similar to the approved Waldorf charter schools already in NH. WCS will expose kindergarteners to texts, with heavy emphasis on listening to stories, gently introducing early readers, writing for purpose in play, and singing songs that bring awareness to phonics and phonemic awareness. The school will expose kindergarteners to counting and sorting in natural ways through their play, but we will not begin any formal academic work in the sense of what that looks like in most schools until children are 7 years of age, which will be early-to-mid-year in 1st grade. The multi-age classroom allows us to work with children in this flexible way. Children who express individual desire and interest to participate in more academic style learning will be welcome to do so with their older classmates, but children will not be left feeling defeated and with lower confidence and interest in learning because of push-down curriculum.

#### At-Risk Population

WCS values a diverse and dynamic student body and staff. WCS anticipates serving students who are educationally disadvantaged, economically disadvantaged, or otherwise at-risk at rates equal to or greater than the target catchment area. The school's foundational elements, educational philosophy, and model all integrate best practices for supporting at-risk students, in ways that are distinct from the public district school model. For this reason, WCS anticipates that at-risk students and families will be drawn to the innovative and accessible educational opportunity that WCS will offer- as they are the cross sections of the population in greatest need, and who stand to gain the most.

Examples of at-risk categories in the target catchment area's public elementary and middle school student population, according to iPlatform data include, but are not limited to:

- About 2% English Language Learners (ELL)
- About 19% Special Needs & Disabilities
- About 11% Qualify for Free & Reduced Lunch

According to iPlatform data, the closest local school district, Milford, supports 15.2% of students who qualify for Free & Reduced Lunches, 19.4% students who have special needs and/or disabilities, and 2.5% are ELLs- relatively consistent with the rates for the total target catchment area. As such, WCS reasonably anticipates serving a roughly similar distribution of at-risk students. According to Data USA statistical analysis, the percentage of Hillsborough County's population that is foreign-born increased from 8.92% in 2015 to 9.98% in 2020, equivalent to 4,100 people.<sup>1</sup> This data indicates ongoing growth in immigration, and subsequently the ELL population, moving forward. At the time of this application, the WCS development team has extensively outlined plans to support at-risk students.

#### **K. Any reasons why the prospective board of trustees believes RSA 194-B:3,XII relative to a shortening of deadlines may apply to this case**

Wellheart Chartered Public School respectfully requests that the New Hampshire State Board of Education conduct a hearing for the application approval at the next available board meeting following its internal review to facilitate a September 2025 school opening. WCS has identified a location, initiated negotiations with owners and financial partners, and intends to enter a purchase or rental agreement following completion of due diligence (in collaboration with the town). WCS will be proceeding with procurement of our facility

<sup>1</sup> Data USA. Accessed October 2023. <https://datausa.io/profile/geo/hillsborough-county-nh>

effective upon charter approval from the NH State Board. Facilities require manageable renovations, and we are making plans for such construction. Please see Section **XI. Part D** for further details on the active facility planning process. WCS has developed a comprehensive, research-based, curriculum to meet the needs of the many learners in the area who seek a flexible public education option. We appreciate your consideration to shorten the deadline.

#### **IV. Governance**

##### **A. Governing Board: roles, responsibilities, qualifications, skill set, experience, Ed 318.09(e)(2)**

The current governing bodies of the WCS include: Founding Board, Founder Members, and Application Team. The individuals on these teams are connected by the desire to offer future generations a Reggio-inspired, research based education. Governing bodies represent a broad range of experience and expertise, including but not limited to: educational and organizational leadership, teaching, finance, school counseling, financial development, health and wellness, entrepreneurship, real estate and property management, and alternative education. For names and biographies, please see **Exhibit C**.

The immediate work of the governing bodies is to fundraise, secure our facility, and promote the school. The charter school's mission and program has been developed to include the legislative goals of the NH Public Charter Schools Act, including improving pupil learning abilities, creating new professional opportunities for teachers, and providing expanded public-school choice for parents and students.

The Founding Board will be appointed by the Nonprofit Board sponsoring the Charter Application. Upon receiving charter authorization, the Founding Board members will create a Board of Trustees, with one or more founding members transitioning to the WCS Board of Trustees ("Board"). The Board shall have direct oversight of WCS operations, serve as custodians of the school Mission and Vision, fulfill fiduciary stewardship responsibilities, provide fiscal oversight and legal guidance to school leadership, foster community support, and seek out fundraising opportunities for the school. Guidelines for Trustees will align with the WCS mission and vision. Interested persons should be honest, compassionate, open-minded, able to problem solve, ability to discuss differing views appropriately, and have a desire to actively participate. Candidates must have a willingness to attend board and committee meetings, utilize critical thinking, be willing to be held to their responsibilities, network, be self-disciplined, willing to enhance and/or develop working skills, and recruit students as well as board members.

In compliance with RSA 91-A-2, the Board will conduct an open meeting once a month throughout the year. Trustees are expected to attend meetings regularly. 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. Board members are expected to attend 75% of board meetings. Records and meeting minutes will be kept in accordance with statutory guidelines and made available online.

The Board's purposes include, but are not limited to the following: A) Overseeing that the school's curriculum/program and operation are aligned with the terms of its charter, bylaws, policies, and its mission statement; B) Creating policies that further clarify and assist in maintaining the mission and educational goals; C) Evaluating performance annually and reporting to necessary parties. These evaluations will be used to decipher the effectiveness of WCS programs, and necessary adjustments that must be made; D) Making certain that the school is financially solvent by approving annual budgets and development of strategic growth

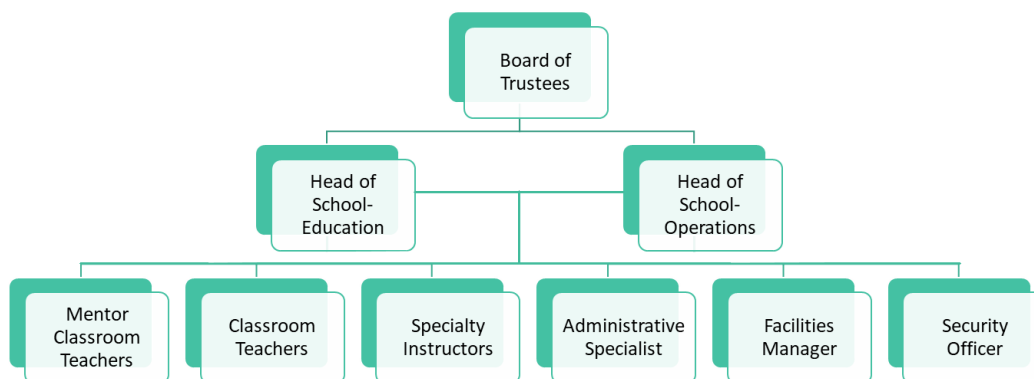
plans; E) Ensuring proper accounting and reporting policies are being followed, and: F) Assisting committees when necessary.

### B. Method by which trustees and their terms are determined, RSA 194-B:3, II(c)

In compliance with RSA 194-B:5, WCS will be governed by a Board of Trustees composed of no less than 5, and no more than 12 members. In addition, the school may establish ex officio board members and/or advisors who will be non-voting. The Founding Board will appoint the first Board of Trustees. Year one Trustees will be appointed for one or two-year terms to establish initial staggered terms and governance stability. A formal transition and induction will take place within two months of school authorization and before the school begins to operate. Thereafter, Trustees shall be elected at each annual meeting of the Board for two-year terms. Each Trustee, including a Trustee elected to fill a vacancy, shall hold office until the expiration of the term for which he or she was elected and until the election and qualification of a successor, or until that Trustee's earlier resignation or removal. The Board will nominate and elect by majority vote the initial Chair of the Board for WCS. Board member selection will be based on personal and professional background and a commitment to WCS' mission and vision. Board development will be carried out with intentionality to produce a diverse and effective board, representing the school and broader community, and broad ranging professional backgrounds. In compliance with law, parents will comprise 25% or more of the members of the board of trustees.

C. Board of Trustees By-Laws, Ed 318.09(e)(2) - See Exhibit D for Draft of Board By-Laws.

### D. Organizational Structure and Growth Plan, RSA 194-B:3, II (b)



WCS's initial plan for growth will be focused on strengthening the structure of WCS from within, before considering external growth or expansion. We expect our facilities will continue to grow in accordance with the school community. Of particular importance are continued development and refinement of daily policies, procedures, and practices. WCS will work to expand and enhance the strengths of our faculty through professional development.

Supplemental programming, including before, during, and after school activities will be developed to meet the demands, and further enrich, our student populations. For students' learning needs and tracking progress, the Co-Head of School Education will require teachers to report any concerns with a student's progress towards mastery, so that interventions can take place to support the student and family. With ongoing parent

communication, faculty meetings, and peer-to-peer staff meetings, students who need support will be addressed to avoid a student lapse in learning and ensure the student gets what they need. We acknowledge that we are accountable for student learning and therefore there is ongoing communication between Co-Heads of School and Staff.

Ongoing Board Development and capacity building will be conducted in order to bolster community awareness, support, and fundraising potential. In turn, this will promote further growth potential. The school will also work with students to design and implement a business plan for a school market that will support curriculum based learning, real life skill building, and create an additional revenue stream to fund school activities.

#### **E. Fundraising Plan, Ed 318.09 (e)(11)**

WCS has a detailed Fundraising Plan that offers a dynamic strategy. See **Exhibit E** for Fundraising Plan.

#### **F. Grievance Complaints Process or Policy**

WCS is committed to providing an optimal learning/working environment for employees, students, families, and volunteers. The school will strive to create an environment in which all members of the community are able to discuss conflicts, complaints, suggestions, and questions with respectful and honest communication in a timely manner. WCS strives to ensure fair and honest treatment of all Collaborative members. All Collaborative members are expected to treat each other with mutual respect and are encouraged to offer positive and constructive criticism. Internal Grievance/Disputes arising from within WCS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members, will be resolved pursuant to policies and processes developed by the school. The sending district shall not be involved with internal disputes of WCS unless WCS requests sending district involvement or it is legally required. For more details on our Grievance Policy, please see **Exhibit S**.

### **V. Education Plan**

#### **A. Curriculum and Instruction that meets or exceeds state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness, RSA 194-B:3, II(f); Ed 318.09 (e)(4)**

WCS' curriculum and instructional models and tools will exceed state standards. Throughout this application are citations demonstrating a need for a shift in the systemic model of education away from the factory model. This includes how students are grouped, how they are taught, how families are involved, and at the level of depth at which students learn. WCS will cultivate an approach that considers the whole child and all of their cognitive, physical, emotional, and developmental needs across the ages, and integrates subject matter within real life contexts. Howard Gardner (2011) states that important ideas, topics, theories and skills ought to be taught in more than one way, and these ways should activate the multiple intelligences. With this in mind, WCS has researched the best prefabricated curriculums that align the Common Core Standards (CCS) in their lessons and also with our values in investigatory work, teachers as researchers, constructivism, questioning, and creativity. Alignment to the standards can be found in **Exhibit F**. WCS has selected other supporting curriculums that are theoretical and approach-based, and further, WCS will have a diverse teacher resource library where teachers old and new can come for support and to learn new ways of working with children. Teachers will engage in robust curriculum training in July and August prior to school opening, along



with ongoing professional development and training during faculty meetings, which will be held every Wednesday afternoon. Co-Head of School Education and Mentor teachers will also provide ongoing support with curriculum development and implementation. When Co-Heads disagree, the Board Chair will have decision making authority (See **Exhibit S** for more about the leadership model).

### *MATH*

WCS will primarily use *Illustrative Mathematics* as our school’s foundational math curriculum for grades K-8. Since it is a program that spans across grades K-12, our elementary and middle school students will have consistency at WCS and transition well into high school. Further, it aligns with CCS and meets EdReport’s Expectations (green). Overall, we value *Illustrative Mathematics’s* problem-based curriculum that engages students hands-on, with the teacher as a guide, using questioning and problem-solving to understand mathematics. They offer the children context and opportunities to explore materials and make their own connections, “giving students the space and time to interact or play with the idea in intuitive ways and to talk about it in terms that make sense to them (rather than in formal terms).” *Illustrative Mathematics* values productive struggle where students work to figure things out before being given an explanation, instead teachers facilitate deeper thinking by asking meaningful questions.

As a secondary math curriculum we will look to *Contexts for Learning Mathematics* for grades K-6. We chose *Contexts for Learning Mathematics* because it offers stories where children get to act out the parts and understand the application of mathematics into real-world scenarios. Cross-curricularly, *Contexts for Learning Mathematics* integrates with reading skills, theater, pretend-play, and comprehension, which are important components for ELA in the elementary years.

Teachers will be reading Cognitively Guided Instruction (CGI) theory-based books recommended by Heinemann to gain strategies, language, and understanding of children’s development in mathematical learning, while at the same time growing their own math skills and confidence. These texts will help teachers learn children’s intuitive mathematical strategies and how to create math problems centered on the context of children’s lives. There are several books we will pull from, all recommended by Heinemann (<https://www.heinemann.com/cgimath/>).

*Kumon* and/or *Rocket Math* will be utilized on an as needed basis for those students who require repetition to solidify or retain math facts. We will lean on skills and drills from *Kumon* and/or *Rocket Math* on an individual student basis. Finally, to maintain our values that young children learn from play, in Kindergarten we will use the math lessons as tools for math stories and provocations in children’s experimentation with materials and understanding numbers in the real world and in relationships.

### *ENGLISH LANGUAGE ARTS (ELA)*

The five pillars of English Language Arts include: phonics, phonemic awareness, fluency, vocabulary, and comprehension. We have selected a structured literacy approach that builds on the science of reading through instructional practices that are multisensory with explicit instruction through a systematic approach. We have selected ELA curricula and supporting instructional texts that merge these five pillars.

As a foundational curriculum, we will be using Amplify Core Knowledge Language Arts (CKLA) PreK-5 and Amplify ELA 6-8 curriculum, both of which are aligned to CCS and meet EdReport’s Expectations (green).

The CKLA PreK-5 program is built on the Science of Reading and sequences rich and diverse content knowledge in history, science, literature, and the arts with research-based foundational skills instruction. The Knowledge strand of the CKLA program is designed to help students build the background, knowledge, and vocabulary critical to listening and reading comprehension through introducing, presenting, and discussing read-alouds in each domain. The Amplify ELA 6-8 program guides students using a blended curriculum designed specifically to support students and prepare them for high school and beyond. With ELA 6-8, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Amplify advocates that, “Educating middle schoolers is a critical endeavor with unique challenges and opportunities. Every Amplify ELA lesson is designed to help teachers establish a classroom where students thrive academically, socially, and emotionally, while developing the essential skills of reading, writing, speaking, and listening in order to form a literate community.” We also selected Amplify ELA because it includes project work, social emotional learning, and collaboration, which are part of our core methods of instruction. Amplify cites 40 sources of research to support their structure in designing curriculum for middle schoolers. This document can be viewed here:

[https://cdn2.hubspot.net/hubfs/2751142/ELA/PDFs/ELA\\_Program%20Guide-Digital.pdf](https://cdn2.hubspot.net/hubfs/2751142/ELA/PDFs/ELA_Program%20Guide-Digital.pdf)

Our Structured Literacy Curriculum includes *PRIDE Orton-Gillingham Reading & Comprehension Program (K-5)*, which is based on the Science of Reading and aligned with CCS. It requires teachers to do some training before the start of the school year, which helps to strengthen our early grade educators. *PRIDE* also has a strong parent program that supports parents with their children on off-site learning days. Not only does this program serve all beginning readers, but it is successfully used to teach children with learning differences such as dyslexia, auditory processing, and childhood apraxia of speech. John Hopkins School of Education completed an instructional design review of *PRIDE* in 2021, which can be accessed here:

[https://149864161.v2.pressablecdn.com/wp-content/uploads/2021/03/PRIDE-Design-Review\\_Redacted.pdf](https://149864161.v2.pressablecdn.com/wp-content/uploads/2021/03/PRIDE-Design-Review_Redacted.pdf)

Orton-Gillingham (OG) was developed by a neuropsychiatrist named Dr. Samuel Orton, and by a teacher and psychologist named Anna Gillingham. OG uses evidence-based methods focusing on key components such as systematic phonics, multisensory (auditory, visual, and tactile), structure, logical order, cumulation, teacher-student interaction, and explicit instruction. The *PRIDE* website has a page dedicated to the research around OG, which can be explored further here:

<https://pridereadingprogram.com/orton-gillingham-evidence-based/>

In addition to the decodable readers available through Amplify, we can access others from *Just Right Reader (K-2)*, which is aligned with CCS and has assessment based packets of books and classroom libraries that children read and can take home. Children get new packets continuously until they make it through all the levels. Additional support materials for classroom activities pulled from *Literacy Work Stations: Making Centers Work*, by Debbie Diller, *Guided Reading: Good First Teaching for All Children*, by Irene C. Fountas and Gay Su Pinnell, and from the online resource, *Reading Rockets*. “Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. Our reading resources assist parents, teachers, and other educators in helping struggling readers build fluency, vocabulary, and comprehension skills,” (<https://www.readingrockets.org/teaching/reading-basics>).

In Writing, we will be using *Patterns of Power*, which has three groupings (K-1, 1-5, & 6-8). *Handwriting Without Tears* for Grades K-5, and *The Writing Revolution*, by Judith C. Hochman and Natalie Wexler, for instructional strategies across all grades K-8th. There is also *Keyboarding Without Tears* available to students in grades K-5. As an additional resource, we will incorporate *Project-Based Writing (6-8)* to support research, organization, and presentation of ideas.

As nearly explicitly shown in their titles, these curriculums are hands-on, developmentally appropriate, and/or project based, which are aligned with our characteristics and methods. *Handwriting Without Tears* begins with playdough and blocks to help strengthen muscles for writing and allowing children to experiment with letter shapes. It moves into fun ways that children practice forming letters, eventually teaching cursive. Cursive helps students to cross the midline, which is commonly known as an important component to support brain development and connection between the two halves of the brain. The *Keyboarding Without Tears* uses a similar format since it's the same developer as *Handwriting Without Tears*, in order to teach children how to type. *The Writing Revolution*, by Judith C. Hochman & Natalie Wexler, informs teachers on building writing skills sequentially from writing words, to sentences and varied sentence structures, to then simple and more sophisticated paragraphs, to finally a paper or essay that builds in complexity over time. *Project-Based Writing (6-8)* is a supplemental writing book for teachers to help guide students in connecting writing to their projects, which are a massive component of our school methodologies. And finally, in Kindergarten we offer children exposure to all of these areas of ELA and integrate them through play, projects, and the outdoors.

### SCIENCE

Our first choice for science curriculum is *OpenSciEd (K-8)*, which is aligned with NH's Next Generation Science Standards (NGSS) and also meets EdReport's Expectations (green). *OpenSciEd* is driven by investigative work built on students' wonderings and discovered through a collaborative manner. Further, the lessons are adaptable to connect it to the context of the children in the classroom and their lived experiences. We appreciate the groundedness in NGSS combined with constructivist methods for children to create meaning and also the flexibility *OpenSciEd* offers teachers as facilitators.

However, currently grades K-5 are only partially released for *OpenSciEd*, with the units becoming available from Summer 2024-Winter 2026. The roll out schedule can be found here: <https://www.opensci.ed.org/k5-unit-development-schedule/>). Therefore, to supplement science the first two years, we will also use the *Carolina Smithsonian (K-8)* science curriculum, which aligns clearly to NGSS. To further integrate science we will draw from these next generation storylines for elementary and middle school: <https://www.nextgenstorylines.org/what-are-storylines> Finally, Lisa Murphy's *Even More Fizzle, Bubble, Pop & Wow! Simple Science Experiments for Young Children* book will be used as supplemental science for fun play-based K-2 science activities. If we find we need more hands on kits, we will look to *Foss Science Kits* for further materials and project based learning. Young children are natural scientists in their curiosity and how they work through the scientific process through their play, and so we allow these experiences to guide them in Kindergarten.

### SOCIAL STUDIES

Our choice for Social Studies is *TCI Social Studies Alive! (K-8)* because it is aligned with CCS and practices inquiry-based and hands-on learning. We also appreciate the flexible structure so teachers can align the

curriculum with their schedule. Further, the curriculum is integrated with literacy, aligning with our multidisciplinary teaching methods.

To offer supplemental activities for teachers and students, we will integrate *Henry David Thoreau for Kids*, by Corinne Hosfeld Smith, which has 21 activities that overlap with science, woodworking, arts, New England history, engineering/design, mapping, math, reading, writing, volunteerism, and physical education. Further, *The Complete Guide to Service Learning*, by Cathryn Berger Kaye, M.A. will be an integral part of our service learning projects at WCS. It not only guides teachers in understanding what service learning is, but connects service learning themes to all grades K-12 and integrates ELA, Art, Music, Math, Physical Education, Computers, and Science with each service learning project! Kindergarteners will focus on areas relevant to their lives and abilities, and focus on what WCS deems developmentally appropriate.

### *THE ARTS*

To ensure a fully encompassed arts program, teachers will consistently look to NH Arts Standards to ensure each Art standard is reached by the school year's end. Since the Arts Standards are manageable and because we have allocated notable time daily to art and music, WCS is confident the school will meet or exceed state standards.

#### *Visual Art*

Our organic art program will exceed state standards. An entire classroom will be delegated as an Atelier (art studio) where every grade level will have blocks of time to access the space every day. Children will not only visit the art space to use a variety of media and learn art techniques, they will also gather in the space to explore subjects like social studies, math, science, and ELA. The art teacher is called an Atelierista and uses the children's learning in group work to explore varied art media to create and express their learned experiences. Woodworking will also be offered at our school for each grade level. Students will not only learn elements of art and design, but also math, science, engineering, and building.

#### *Music*

In Music our students will be learning instruments (wind, string, keys, and percussion) in K-8 and orchestra in grades 6-8. Students will be encouraged to learn two instruments over their K-8 journey with WCS. Music will also be played inside classrooms and contribute to many parts of the day, including understanding the importance of music throughout history and the stories songs tell. Music will be integrated with ELA, Social Studies, Science, and Art lessons.

#### *Dance & Theater*

Dance will be incorporated into our daily meetings on a regular basis, as well as part of learning in other subjects and outdoors. Dance and theater will be combined at times for performance and self-expression. Theater will also be used through reader's theater in grades K-8 and in *Contexts for Learning Mathematics* for grades K-6. Students will be encouraged to use theater as a tool for sharing what they learn with others. We will integrate dance and theater with music as indicated by children's project work

### *HEALTH*

WCS will meet or exceed health standards through a holistic approach to health and wellness that is at the heart of our school. We have closely examined NH's Health standards, which include: *Alcohol & Other Drugs, Injury Prevention, Nutrition, Physical Activity, Family Life & Sexuality, Tobacco, Mental Health, Personal & Consumer Health, and Community & Environmental Health*. To address many of these areas, especially social-emotional and mental health, will be using *Mind Up (Prek-2 & 3-5)*, *Responsive Classroom (The*

*Morning Meeting Book*), and *Choose Love*, by Jesse Lewis, (*Choose Love* can be reviewed here: <https://legacy.chooselovemovement.org/schools/>). WCS will offer a variety of experiences, tools, environments, books, conversations, projects, and field trips related to health that evolve from the dynamics and relationships between teachers, families, and students. Please see **Exhibit G** for a detailed description of our health education intentions.

### *PHYSICAL EDUCATION*

WCS will offer a robust outdoor education program, with students spending 1-2 hours or more outside every day. Teaching students to appreciate movement and the natural environment will be a priority for us. We value exposing students to a range of different activities that allow them to find what brings them personal satisfaction and gives them a sense of positive wellbeing. The goal for our students is for them to understand how to care for themselves and others through physical activity. Students will learn to be aware of how their bodies feel before, during, and after physical activities while exploring various ways to enhance their health through movement. We will meet or exceed the NH physical education standards and emphasize the benefits of stretching bodies (strength and flexibility), team building (cooperation and resolving conflicts), physical challenges (speed and agility), and body awareness. We will also help to bring in the physical body during mindfulness and meditation, and at a cellular level when we study wellness and prepare our meals. Please see **Exhibit G** for a detailed description of our physical education intentions.

### *COMPUTER EDUCATION*

WCS will exceed state standards for middle school students to have 45 minutes of computer science a week. Technology will act as a fun problem solving tool - meaning, what problem exists and what tools can we create to analyze and solve this problem? We will engage students in discovery to research up-and-coming computer technology for future use and to probe why this might be in development. Moreover, for hands-on application, we will have a variety of computer technology tools in our woodworking workshop, a mobile laptop classroom cart, and other computer science devices to incorporate science, engineering, and math. Students will primarily use computers and learn computer technology to support the development of projects they undertake throughout the school year that emerge through their interests. Elementary students are encouraged by the state to learn computer science through play and integrated with other subjects. Therefore, younger children will be exposed to computer science tools for their own project work and play-based learning, which naturally will emerge throughout the year. See **Exhibit G** for more details on Computer Science Education.

- B. Current research for selecting curriculum, Ed 318.09 (e)(4). There is a clearly defined, research-based curriculum being proposed with the potential to increase student achievement that meets or exceeds the school's content area standards, Ed 318.09(e)(4)**

WCS underwent diligent research in selecting curriculum and instruction that not only meets or exceeds state standards, but crosses core values with our school's 11 Characteristics and seven Methods. In the previous section we presented the curriculum and related research and reviews, here we present the research that supports our methods to teach the curriculum. Research on our Characteristics that deeper define the Reggio philosophy and our school culture is listed in Section III Part E can be found in **Exhibit B**.

### METHODS RESEARCH

Furthermore, research around our methods include classroom formation, integrated subjects, addressing the whole child as a learner, focusing on the process of learning, utilizing various learning spaces, effective use of technology, and mindfulness practices.

***Cross-Age Collaboration Methods...*** A multi-age system is adequately supported by research, and practices methods different from the common factory model of education. Traditional grading systems assume that all children are the same in development and needs, that they can be taught in the same way, that learning can be sequenced into discrete skills and become more complex from year to year, and that education is a product, not a process (Stone, 1997). At WCS throughout the day students will be invited to join cross-age small groups, learning workshops, and engage in peer-mentoring exercises. During cross-age project work students will learn how to negotiate, support each other, compromise, learn, and build diverse friendships with children of different ages. Students will engage in work they are ready to learn and proceed at their own pace. While working alongside peers with different abilities and levels of understanding, we are modeling a culture more reflective of our real world where people are not segregated by age, but work together based on shared interests and abilities. The multi-age system understands that all children, even children of the same age, are different in their development and needs, that children construct their own knowledge in their own way, that learning should be child-centered (not curriculum-centered), and that education is a process, not a product (Piaget 1976, Piaget and Inhelder 1969). Multi-age classrooms promote social learning, where children learn from one another (Vygotsky 1978).

***Place-Based Learning Methods...*** Place-based learning strives to integrate the school's surrounding environment and community to allow students to construct their own learning guided by proven educational methods (Lieberman & Hoody, 1998). There is a need in our community for children who cannot learn in a classroom or factory-model school setting five days a week. Parents who resort to teaching their children at home sometimes feel isolated and desire the academic support from educators and the social emotional learning that school has to offer. Regular school/teacher contact with families choosing to provide a similar academic journey for their children can combat this isolation, especially when there is not strong support from close friends and family (Atkinson et al., 2007). Teachers will assume the same schedule as their students, meaning working from home supporting children virtually on their home learning days, and through ongoing communication using apps to show children's work between the parents and teachers. The place-based learning method was found to be very successful after Dr. Lieberman collected evidence from 40 schools displaying children learn more effectively in place-based learning/environment than in traditional settings.

*"This evidence comes from site-visits, interviews, survey results, and gains on both standardized test scores and GPAs...(the evidence) include(s): better performance on standardized measures of academic achievement in reading, writing, math, science, and social studies; reduced discipline and classroom management problems; increased engagement and enthusiasm for learning; and, greater pride and ownership in accomplishments."*(Lieberman & Hoody, 1998).

The integration of place-based learning into our campus will be invaluable and embedded in a variety of places, including but not limited to: the kitchen, woodworking shop, Atelier, open outdoor space, gardens, ponds/streams, forest, tented areas/yrurts, etc. In addition, all students will be offered field trips to farms, local businesses, museums, etc. According to Clairborne's research (2020), real-world learning applies classroom theories and concepts to deepen understanding, increase motivation, improve academic performance, and fosters personal and social growth. Further, "older students may also use place-based learning for volunteering, community service, and early work experience. Field experiences early in a student's career can be formative

and can inspire students to continue in a field,” (Claiborne, et al., 2020).

***Process-Based Learning Methods...*** The research suggests that students are more successful collaborators when they are given adequate time to engage in meaningful play with their peers in an environment created for inquiry (Corsaro, 2011). The outcome is unknown at the start of many projects and the teachers allow the children to direct the learning process while simultaneously provoking their thinking. Teachers will question their own reasoning and challenge their current beliefs to create a state of disequilibrium that will serve to move thinking forward and solidify conceptual understandings. Creating a classroom in which all students are expected to fully explain their thinking in both the whole-class setting and when discussing problems in small groups is valuable whether their strategies are correct or incorrect (Webb et al., 2008). Working through misconceptions until students can verbalize correct and complete explanations is an important process of learning. The wonder and curiosity of learning burns brightly as students and teachers become researchers and observers, letting their learning unfold.

***Project-Based Learning Methods...*** Projects promote learning through doing and experiencing. “The educational philosophies of John Dewey, Edgar Dale, and Jerome Bruner asserted that experience is essential to the learning process” (Garrett, 1997). Furthermore, choosing projects that have a real impact in life, such as building a chicken coop for the school, helps students see the value of learning and doing. “Such students try to benefit from school assignments and demonstrate greater levels of cognitive engagement in school work, and they report using more self-regulation, cognitive, and metacognitive strategies. Use of such strategies is related to the development of deeper level understanding of subject content,” (Blumenfeld et al., 1991). Collaborative projects also encourage the development of executive brain functions, such as planning, following through, and persevering. In addition, children also practice negotiation, communication, compromising, cognitive flexibility, trial and error experimentation, and innovative problem-solving (Galinsky, 2010).

***Multidimensional Learning Process Methods...*** WCS interweaves the social, emotional, physical, and cognitive dimensions of learning with the three primary learning styles: visual, auditory, and kinesthetic. Social and emotional development includes forming secure relationships, developing self-confidence, and the ability to function as a member of a group. This serves as the foundation for relationships that give meaning to the school experience. Small and large motor development and physical activities with a multi-sensory focus benefits student learning. Students process information more completely when they are given kinesthetic ways to connect to new learning concepts. Experiential learning includes hands-on opportunities that allow students to make sense of the world around them (Dodd-Nufrio, 2011). Cognitive approaches toward learning refer to the styles that reflect the many ways children become involved in learning through experiences, listening to others, and developing their interests. From these experiences, children construct knowledge of patterns and relations, cause and effect, and methods of analyzing and solving problems in everyday life. When we think about the three styles of learning either auditorily, visually, or kinesthetically, research supports the integration of these practices. For instance, presenting new information to students using music and movement allows them to acquire knowledge and retain information in a meaningful and joyful way. Integrating physical activity with academics can increase children's cognition and energy expenditure, develop social skills, and improve mental health (Petrigna et. al, 2022). WCS believes that every child benefits when learning maintains a connection of multidimension.

***Multidisciplinary Learning Process Methods...*** Topics that weave together in a way that makes sense will naturally feel more cohesive to our students. We can promote self-determination in children by helping them

to engage in activities which will enhance their flow experience (Peifer et al., 2022). Interdisciplinary learning is one of many ways to learn over the course of a curriculum. When educators consider their curricular objectives and students' needs, they may choose interdisciplinary learning to deliver part or all of the content they will present. Howard Gardner (2011) has categorized at least eight intelligence competencies. They are linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal (social-understanding), interpersonal (self-understanding), and naturalistic. Each form of intelligence is independent and related to functioning in a particular area of the brain (Trawick-Smith, 2023). Diverse methods of teaching and learning must be provided for all students. WCS is committed to understanding students in a way that helps individualize instruction and recognize that students learn in different ways, while also helping them to discover the interdependence of academics within a subject of their interest.

**Technology as Research Tools...** While WCS values technology, the school recognizes the importance of limiting exposure to screen time. Groundbreaking science from Dr. John Hutton (2019) shows that screen time lowers the development of the brain's white matter in young children, an area key to language, literacy, and cognitive skills. In addition, according to a national study of 2-17 year olds, technology use that exceeds one hour per day is linked with a host of negative side effects including "less curiosity, lower self-control, more distractibility, more difficulty making friends, less emotional stability, being more difficult to care for, and inability to finish tasks," (Twenge & Campbell, 2018). Physical health of students may also suffer from prolonged technology use. Even 30 minutes of screen time can cause eye strain, headaches, and tiredness (Smahel et al., 2015). Limiting screen time and technology use is shown to be beneficial to children. A study found that, "after five days interacting face-to-face without the use of any screen-based media, preteens' recognition of nonverbal emotion cues improved significantly more than that of the control group," (Uhls et al., 2014). For these reasons and more, limiting screen time and only using technology for educational purposes with an educator present is of the utmost importance at WCS.

**C. Statement that the school will have available information about its curriculum and policies to all persons, and parents and students considering enrollment, RSA 194-B:2,II; Ed 318.07(b)(6)**

In accordance with Section 194-B:2, II: Every chartered public school shall make available information about its curriculum and policies to all persons, and parents and pupils considering enrollment in that school. This information will be made accessible on the WCS website and hard copies will be available upon request.

**D. Measurable Academic Learning Goals and Objectives and Timeline for Accountability, RSA 194-B:3, II(g). There are clearly defined high and attainable educational goals and objectives, Ed 318.09(e)(5)**

Measurable academic learning goals, objectives, and standards for every grade level at WCS are outlined in the **Exhibit F** through the links and are aligned with the Common Core Standards (CCS) as set by the State of New Hampshire, and none have been omitted. In addition to the curriculum linked to the CCS, we will use the outdoor environment and Reggio philosophy to encourage a culture of care, ownership of our growth, health, and development, and engagement in relationships, dialogues, and projects that develop our ability to initiate, research, plan, and execute when presented with challenges of any kind. These goals and objectives are integral to our mission and vision, and will be entrenched into the school culture. Cross-age collaboration will provide students some flexibility in the pace of their learning. Our goal is to ensure that all students are meeting the standards in a timely manner and are gaining developmentally appropriate skills needed for continued self-growth and for active, positive participation. Learning happens best when students are involved in goal setting, and can slow down or speed up as necessary.



The WCS timeline for accountability will be structured around our trimester calendar. Parent-teacher conferences will be scheduled thrice-yearly and an important part of our goal setting process with students. After the teachers have gotten to know the students, the first conference will be at the end of the 1st trimester, during which teachers, parents, and students will meet together. This collaborative meeting will focus on individualized goal setting where teachers, parents, and students design and set goals and intentions to review ongoing. The 2nd conference at the end of the 2nd trimester will give the parents, teachers, and students the opportunity to share the work in progress, review learning goals, reflect on what practices best support each student, make needed adjustments, and set goals and intentions for the remainder of the year. At the 3rd and final conference of the year, students will present their completed portfolio that will be used to assess the student's proficiency in the learning goals.

### E. Performance Standards

Performance Standards and Next Generation Science Standards are outlined in **Exhibit F** through the links provided. While some aspects of the curriculum may differ in their implementation and timing from that of other public schools, none of the standards have been omitted and it is expected that our students will meet or exceed standards. In addition to goal setting described in Part D, teachers will use checklists and/or narrative summary reports to share with parents the performance outcomes of their students at trimester conferences. To assess performance we will use a learning scale rather than the traditional letter grades. The standard grading system causes students immense stress and is not an accurate indicator of where students are in their learning. The standard grading system persists simply because it is steeped in tradition, not because it has shown to be effective (Guskey, 2013). A learning scale develops skilled thinkers and reinforces the idea that we are always learning. The key grading principles are that grades should have meaning and students should have multiple opportunities to demonstrate learning based on feedback (Townsend & Buckmiller, 2016). We want to move beyond memorization to perform well on tests in order to get the highest grade, towards true intelligence rooted in creativity, problem solving, and perseverance.

#### Explanation of Performance Scale:

- *Not applicable (Score of 0)*: indicates content and skills that were not a major focus of instruction and assessment during the reporting period.
- *Needs attention (Score of 1)*: indicates a concern for the child's learning which needs to be further understood. The child shows difficulty in an area of learning and requires additional instruction, practice, and support. Parents and teachers together need to give attention to finding an appropriate response to the child's difficulty.
- *Progressing toward expectations (Score of 2)*: indicates the child shows understanding of basic concepts and skills and demonstrates the ability to apply the skills with increasing success. The child's academic performance may vary in consistency with regard to accuracy and quality, but the child shows developmentally appropriate progress.
- *Meeting expectations (Score of 3)*: indicates the child consistently meets academic standards and expectations for her/his age. The child shows the ability to apply skills with accuracy, independence, and quality, needing only minimal assistance.
- *Exceeding expectations (Score of 4)*: indicates the child consistently exceeds the learning standards and expectations. The child demonstrates self-motivation and the ability to apply skills with consistent accuracy, independence, and a high level of quality.

**F. Achievement Tests to be used to measure academic and other goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics, RSA 194-B:3, II(h)**

WCS recognizes that regular ongoing assessments help teachers plan effectively and allow students to see their progress toward gaining new skills and knowledge. WCS also understands that standardized testing provides quantifiable data on overall school performance, informing program evaluation and accountability.

### **Standardized Testing**

WCS will measure achievement of the NH College and Career Ready Standards in complement with RSA 194-B:8 V, to assess each student near the end of each school year to evaluate educational progress of each pupil, as specified in RSA 194-B:3 II(h). WCS will use the NH statewide education improvement and assessment program, as provided in RSA 193-C. Student achievement will initially be measured using current mandatory State Assessment System (SAS) testing in grades three and eight, with accommodations for students with learning challenges.

### **Screening & Diagnostic Assessments**

Universal screening assessments are given to all students at the start of the school year to analyze the students' current skills in given areas. Screening assessments should be relatively fast and efficient to administer. One type of useful screening assessment involves curriculum-based measures (CBMs), examples include DIBELS Next or Aimsweb. Diagnostic Assessments are used to determine students' level of knowledge and understanding, to monitor progress and/or, to inform the teacher of students' more specific needs. Screening and Diagnostic assessments guide classroom instruction, help to meet children where they are, and to identify children who may require supplemental intervention. WCS will rely on the following kinds of assessments to guide instruction:

- Phonological awareness surveys
- Sight word lists, e.g. Fry and/or Dolch
- Running records
- Checklists
- Student work samples including informal writing samples
- Fact fluency assessments
- Tools for students and families to determine math behaviors
- Pretests prior to new math units
- Interviews or small group conversations
- Parent and teacher observational notes (Reggio teachers take extensive notes)
- Surveys for students and families

### **Formal & Informal Assessments**

Formal and Informal Assessments are both formative and summative in nature. Formal and informal assessments will help us gauge a student's understanding during the learning process (formative) and where their understanding falls at the end of a chapter, unit, project, trimester, end of year, etc. (summative).

*Formal Assessments:* Each student across every grade level will engage in a variety of assessments to give teachers information for instruction and performance. Examples include but are not limited to:

- Portfolios
- Narrative Reports
- Project Work

- Volunteer and Field Work Reviews and Feedback
- Culminating Events
- Surveys and Questionnaires
- Essays
- Tests and Quizzes

*Informal Assessments:* Ongoing informal assessments will be used in every classroom to give teachers feedback on student learning and progress. Examples include but are not limited to:

- Teacher observations and documentation of learning
- Tickets to enter and exit: The teacher asks students a question about the lesson. Students then reply on the ticket and hand it to the teacher, either on their way out or way in the following day. The teacher then assesses if there is a need to re-teach or questions that need to be answered.
- Student led presentations
- 3-2-1: Students take notes on 3 concepts presented, 2 examples or applications, and 1 unanswered question or potential misunderstanding.
- Concept Mapping: Create and fill in a concept map after the lesson or reading (partner or individually).

Embedded in the curriculum are assessments for placing students in group work and ongoing assessments in the lessons/units in each subject's curriculum. Screening tools will also be used for determining student placement. Further, students evaluate their own work and move through different phases in projects. Teachers may also develop their own rubrics for project work. Provided at family conferences, teachers will write a narrative report on each child's learning in all core subjects, as well as their social, emotional, physical, and creative domains. Students will work with their family and teachers during the family conferences to set their own goals. A performance scale for each area will be provided in conjunction with the narrative report, to which scoring 0-4 is correlated. Throughout the year improvement in these performance indicators will inform progress towards mastery. Documentation of learning will be the other primary method that we will use to measure student achievement. Forms of documentation include the teacher's observations, notes, photographs, videos, transcribed dialogues, children's drawings, stories, poems, and any other type of work the student authentically produces. Students will advance upon mastery. More about this can be read in Section V Part B.

**G. For Schools offering High School grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils, RSA 194-B:3, II(i) - Not applicable.**

**H. Student Performance Data Management System (Cumulative Performance Over Time)**

WCS is considering Alma (or something similar, such as PowerSchool, Rediker, Infinite Campus, Aspen, QuickSchools, or Skyward) as a scholar performance data management system based on compatibility with state of NH systems, a user friendly platform that has ability to track and record assessment, curriculum, attendance, and incident reports, and with consideration of affordability.

**I. Daily/Weekly Schedule Samples - See Exhibit I.**

**J. Supplemental Programs**

WCS will evaluate and implement supplemental programming based on the unique needs of our K-8 student body. We predict to utilize paraprofessionals and faculty in providing additional supplemental programming capacity if enough of the population requires such types of programs. Title I, Part A of the

Elementary and Secondary Education Act (ESEA) provides financial assistance to schools with high numbers or high percentages of students from low-income families. The purpose of the funding is to help ensure that all children meet high academic standards. (Please note that students do NOT have to be from low-income families to receive support through Title I funded programming.) Services provided are supplemental to instruction that already occur within the school setting. This purpose is accomplished in two ways: (1) by providing children supplemental support through enriched and accelerated education programs; and (2) by providing instructional personnel with substantial opportunities for professional development. Family involvement is critical to the success of students and is encouraged through Title I.

WCS will solidify partnerships with local organizations, such as the Boys & Girls Club, YMCA, and Hampshire Hills, to coordinate after-school care options for students, as well as work to resolve transportation matters to relocate children from WCS campus to their desired location for after-school care. We may consider summer camp for supplemental programs, as well as offer tutoring or set up peer coaching for students that need extra support.

## VI. School Operations Plan

### A. Admissions Procedures, RSA 194-B:3, II(o)

WCS is dedicated to building and supporting a diverse community of learners and families. As an open enrollment public charter school, any student that resides in the state of New Hampshire may apply for admission. For scholars who reside outside of New Hampshire, the Board of Trustees shall set a tuition annually. Methods of admission will not be designed, intended, or used to discriminate or violate individual rights in any manner prohibited by the law. WCS will follow the basic method of admissions that defines charter schools nationwide: 1) Admissions shall be blind, and 2) Should the number of applicants exceed capacity, students will be chosen by a lottery system with a waitlist developed from the lottery overflow.

#### Recruitment:

- WCS will conduct outreach and education activities to inform prospective families on the educational opportunities offered, as well as mutual expectations between WCS, students, and families. These sessions will highlight the commonalities and distinctions between WCS and other educational options, highlighting our Mission, Vision, Characteristics, and Methods.
- Informational sessions to be held in host district and neighboring towns in Hillsborough County.
- Informational materials will be disseminated in print and online.
- All informational efforts shall be designed with cultural competence in mind, including translation and other accessibility measures to ensure equitable outreach.
- A pilot program will be created for the 2024-20245 school year using qualifying homeschool students' EFA funds, non-federal grant monies, and private tuition monies to build a student body and parent community that will bridge the gap to the opening of the charter school in 2025.

#### Application:

- Prospective applicants are encouraged to attend a recruiting event.
- Application packets will be available online, and only made in print upon request. In addition to relevant informational materials, these packets will include signed acknowledgement of WCS' mission and agreement to adhere to the school policies, program, and expectations.
- Application assistance will be made available to families in need of support.

- Completed applications will be processed in the order that they are received.

#### **Admissions & Lottery:**

- Available spaces will be organized by both grade levels and schedule types.
- Should applicants exceed the number of spaces available, a blind lottery will be held. Time frame for the initial application deadline and lottery drawing will be 6 months prior to school opening.
- Those not accepted in the lottery will be placed on a waiting list. WCS will admit students from the wait list in the order assigned by the lottery, should space become available after the lottery.
- Completed applications received after the lottery deadline will be added to the waitlist according to time stamp requirements.
- Should a dispute or error in the lottery process occur, applicants will have 4 weeks to notify in writing the WCS Board of Trustees, who will then follow its grievance and complaint policy.
- Within two weeks of the lottery, all accepted and waitlisted students will receive written notification of their admission status.
- Siblings of currently enrolled students shall be exempt from the lottery.
- Children of school faculty, administration, members of the Founding Board of Trustees, and founding members shall be exempt from any enrollment lottery. Under non-regulatory guidance provided by the U.S. Department of Education, the amount of reserved seats must constitute “only a small percentage of the school’s total enrollment.”

#### **Enrollment:**

- Accepted students and their families will be required to sign and return a commitment to attend form within three weeks of notification. After three weeks if no form is received, the spot will be offered to the next in line according to the lottery.
- Shortly following completion of the enrollment process, WCS will initiate orientation meetings for admitted students and families.
- WCS will offer automatic re-enrollment to its students pending family submission of letter of intent to re-enroll by a stated date preceding the lottery.

### **B. School calendar and the number and duration of days pupils are to be served**

Please see our school calendar for the 2025-2026 school year in **Exhibit J**.

### **C. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators, teachers**

WCS shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a as well as all statutory qualifications for teaching and staffing. Refer to Section D (below) for qualifications for professionals and paraprofessionals. All staff will be highly qualified with diverse backgrounds, skills, teaching and/or administrative experience. Additional desired qualities include a strong connection to the mission and vision of the school, adaptability in a fluid environment, ability to work seamlessly and constructively with all members of the school community, experiences with a variety of teaching and life experiences to enhance project based learning, expertise with working with diverse student populations, and a desire to approach their personal and professional growth with creativity. All teaching contracts will be in accordance with RSA 194-B:8 VII(a).

**D. Employee job description/responsibilities - See Exhibit K.**

**E. The total number of teachers and the average teacher/student ratio for the first 5 years**

There will be a total of 17-19 teachers on average for the first five years with a teacher/student ratio on average of 1:15 to 1:17.

**F. A description of how the school shall conduct school employee and volunteer background investigations (Criminal Records Check) in accordance with RSA 189:13-a.**

In accordance with RSA 189:13-a, WCS will conduct background checks for all staff during the application process. Results will be reviewed by Co-Heads of School prior to extending a final offer of employment to the candidate. All designated volunteers, as well as all parents who are able to commit to monthly volunteering or more often, who will be onsite with students in a one-on-one capacity or with students unsupervised will be required to complete a criminal history records check and fingerprinting. Parents will be asked to cover the background check fee. Those who cannot will be reimbursed after a certain number of volunteer hours/days are completed. Families who experience financial hardship can request the background fee be reimbursed by the school immediately.

**G. Personnel compensation plan, including provisions for leaves and other benefits, if any.**

WCS is committed to offering a quality experience to faculty and staff, inclusive of competitive salaries and benefits packages. WCS recognizes the need for disciplined spending, coupled with the hidden costs of staff turnover- and has designed a compensation and benefits plan intended to both attract and retain strong teachers and staff. Our investment in the overall wellness and work-life balance of our employees, in the form of salaries, benefits, and time off, will translate to the experience of our students and families.

Full time Administrative, Support, and Teaching roles will be paid a salary. Part time employees will be paid hourly, and independent contractors will be paid based on negotiated rates. The budget is based upon defined salary bands informed by regional compensation analysis, and reflecting individual employee qualifications, credentials, and experience. Teachers will be offered a competitive salary at an estimated 15-20% range from the average public teacher salaries in the surrounding towns. Administration will be offered a fair compensation depending on education and experience at an estimated 10-15% range from the average Leadership salary of other charters in the state of NH. During the planning year before school opens salaries may not follow this model or ranges. WCS will offer full time employees a benefits package inclusive of health, vision, and dental coverage. In addition, we intend to offer a retirement plan.

In addition to instructional days required by law, teachers are expected to work 10-12 staff/professional development days, 5 days prior to the start of school, 5 days following the end of the school year, and 2 days during the school year. First year teachers will be required to work more in the summer preceding their first year teaching with us. Staff will be granted an allotted number of days off per school year of personal time, which can be used for wellness, vacation, or other days of personal significance. Additionally, it is the intention of WCS to provide a modest paid parental leave to our employees.

## H. Administration Performance Evaluation

WCS will conduct annual performance evaluations for administration positions. WCS' Co-Heads of School will develop a process for collecting and presenting data to document performance that is based on well-defined job expectations. The Co-Heads of School will be responsible for conducting the evaluations of support administration staff, and will conduct a minimum of one annually. The Board of Trustees is responsible for evaluation of Co-Heads of School. The evaluation model will balance accountability and support, with the intention of encouraging continued growth and development of each administrator by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

### I. Teacher, Paraprofessional Performance Evaluation

Teacher and paraprofessional performance evaluations will be performed at WCS in compliance with New Hampshire state law RSA 189:1-a(III). Veteran teacher and paraprofessional performance evaluations will be performed once a year with notice. Additional evaluations may be performed as needed with or without notice. New teachers/paraprofessionals may be subject to additional evaluations as deemed necessary.

Teacher evaluations are to provide insight on teacher knowledge, manageability, effectiveness in leading students, parent relationships, adaptability, leadership in the classroom concerning students, parents, and teacher help, team participation with colleagues, and work ethic. Paraprofessional evaluations are to be performed by their classroom teachers with assistance from administration because classroom teachers have the best insight into paraprofessional performance and work. Paraprofessional evaluations will consist of effectiveness in supporting designated teacher(s) and student(s), adaptability based on classroom and/or students, participation in classroom, team participation with colleagues, and work ethic.

Teacher(s) and/or paraprofessional(s) that do not meet appropriate standards of evaluation will be supported and assisted in developing a plan of action to improve areas of challenge and needed development. Evaluations will be resubmitted after a period of time appropriate for improvement to be seen. Evaluators maintain the right to observe classrooms throughout the year. In keeping with the school's collaborative, community-minded vision, 360 evaluations will be integrated into the performance through alternation or combination with more traditional review structures. Self-reflections will also be utilized to evaluate performance and set goals.

### J. Professional Development

WCS teachers and staff will take part in ongoing professional development opportunities. A master plan will be created by the Co-Heads of School in accordance with the Department of Education to meet and exceed guidelines. Professional development in the master plan will be provided to the teachers at no cost.

Leading into the school's opening, teachers will utilize their first contracted month, July 2025 or prior, to complete the associated educational resources for each subject curriculum. In addition, teachers will be engaged in theoretical exploration, learning through recommended literature for each subject. The Co-Heads of School will have weekly discussions to foster deeper connections of the material and to gain additional perspectives. Moving into August 2025, the focus of the professional development will shift to include all mandatory training to ensure the physical and emotional well being of each student, e.g., CPR, first aid, AED, trauma-informed, child restraint, and bullying. Throughout the year, there will be a

partnership with professional Reggio alliances. This will serve as a Reggio-inspired coaching and mentoring program for all teachers to utilize. As the school year progresses, teachers will have two scheduled professional development days. At the end of the year there will be a culminating professional development event.

Ongoing professional development will be designed on a yearly basis, factoring in teacher needs and funds available through grants and fundraising. Examples could include training all K-5 teachers in Orton-Gillingham with the Stern Center in Vermont to enhance their approach to reading. Teachers may also be invited to attend the Conference in Reggio Emilia, Italy at the Loris Malaguzzi International Centre. Reggio does not have a formal certification; therefore, by completely immersing teachers in the culture and essence of Reggio, they can truly begin to embody the principles. In turn, this will translate to growth among students, staff, and WCS as a whole.

### **K. Philosophy of Student Governance and Discipline**

WCS values each child as an individual in differing stages of development. As such, students will be held to their developmental and age-appropriate expectations. Student governance will have a major impact in allowing students to participate in discussions to define, achieve, and demonstrate classroom expectations. WCS will strive to utilize prevention rather than punishment. In this model, student engagement is a critical component of success. Educators have found a correlation between student-centered learning and decreased disruptive classroom behavior; upon implementing a more student-centered curriculum, students became more invested in the learning environment and behavioral issues decreased dramatically (Schwartz, 2018). Similarly, the integration of student choice, expression through the arts, outdoor time, and physical activity all have positive associations with student emotional regulation and behavior.

Communication is another key component to preventing misconduct. Students will be given many opportunities throughout the day to communicate with peers and teachers around their ideas, feelings, and insights on curriculum, classroom culture, and overall school community. By inviting students to continually express themselves, negative feelings which may have otherwise led to poor behavior can be discussed proactively, and teachers and students have the opportunity to troubleshoot together. By giving students agency over their classroom learning experience, disruptive behaviors are less likely to arise.

While WCS strives to build a community based on mutual respect and consideration between all students, instances of conflict or undesirable behavior may arise and disciplinary action may be necessary. At the beginning of each school year, students will discuss, during community and classroom meetings, the expectations for behavior in our school. These expectations will be guided by the teachers, with a significant influence from the students, and will reflect respect for oneself, others, and the environment. Students will have a voice in discussing logical consequences for their misbehavior, which in turn empowers them. Students and teachers will sign these expectations as a community agreement, and this agreement will be referred to throughout the year and amended as necessary or as unforeseen conflict arises. Individual/small group agreements between a student or group of students involved in misbehavior and a teacher(s) may be utilized for personalized/small group behavior management.

The age of students, the severity of unfavorable behaviors, as well as past instances, if any, of similar situations will be taken into account when deciding on how to proceed with disciplinary action. Please see



**Exhibit L** for a list of common language and phrases to be used to work with students and manage behavior.

**L. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion, RSA 194-B:3, II (p)**

WCS will adhere to our Philosophy of Student Governance and Discipline in all disciplinary cases, working to utilize prevention rather than punishment, fostering self-determination, clearly stating the school guidelines and expectations whilst equipping and enabling students to make the right and best choices for themselves and the school community.

**Disciplinary, suspension and expulsion procedures**

WCS will handle negative student behavior as follows:

Disciplinary measures taken by the school will be recorded and shared with the student's parents/guardians. An escalating procedure will be enforced based on the nature of the behavior, frequency, and response of the student, starting with the student, teacher, and parent/guardian(s) working in cooperation with each other, up to the Heads of School if necessary. At all times, students will be involved in this process and help to decide the consequences for their actions.

For lesser negative behaviors (such as minor conflicts between students) each involved party will be supported and expected to respectfully talk through their feelings and perspective of the situation. Students will be encouraged to use "I statements" and guided by teachers to understand each other's perspectives. Teachers and students will defer to the classroom and schoolwide agreements made at the start of the year for a resolution. If a resolution cannot be reached for some reason, a teacher will make a final decision based on observation of the situation as it occurred, and taking into account the insight each student had to offer regarding the conflict. If a conflict reaches this level, parents will be informed at the end of the day (or sooner if more serious), so that they can support the child at home.

In addition to respecting each other, students will be expected to show respect to all teachers and other employees/volunteers in the community, as well as to the property and materials in the environment. In the case of a student showing frequent disrespect to other members of the community (verbal, physical, or otherwise), consistently disrupting class, or repeated failure to follow classroom and schoolwide agreements, teachers may request a meeting with the student's parents/guardians to discuss next steps and create an improvement plan involving the student to move forward.

For more serious behaviors such as aggressive physical conflict or bullying, students will immediately be separated and teachers will ensure that all involved parties are safe, unharmed, and receive any first aid that may be necessary. Anti-bullying and cyberbullying will be handled in accordance with RSA-193F. Significant or repeated behavioral issues will be addressed by the Heads of School in collaboration with the student and the student's parent/guardian(s). Working together, an improvement plan with clearly defined goals and timeframe(s) for improvement will be documented. This will include strategies to assist the student both at school and in the home toward a positive outcome.

In the case of continued problematic behavior, the student will lose privileges at the school in the first instance (such as restriction from activities or excursions) and escalate based on the nature of the situation to possible suspension or expulsion. Any actions that jeopardize the safety of anyone in the school community: students, teachers, other employees, volunteers, families, etc., may lead to suspension and/or expulsion. This includes, but is not limited to, possession or use of weapons, physical violence, threats of violence, bullying, and vandalism. Any dangerous behaviors or assault, will result in notification of law enforcement, and in all cases WCS will comply with all mandated legal requirements. Students who are suspended will work with assigned teachers, parents, and administrators to develop a reintegration program for rejoining school campus learning.

Guidelines specific to technology (computers, cell phones, etc) include:

Computers will be available to students to use for research and specific learning purposes only. Students will be closely monitored and any use of computers for video games, unauthorized visits to youtube, shows, or any other purposes will be strictly prohibited and result in the computer being immediately removed from the student until further notice. Technology is strictly used as a research tool and for engineering and design purposes, not as a playtime device. Students may use computers when instructed to do so only by their teachers and may only use them for instructed projects. Any student that isn't using the computers appropriately will lose computer privileges at their teacher's discretion.

Cell phones will not be used on campus by students. Students must keep their cell phones in their backpacks at all times. They are not allowed to be used at any time, including recess, bathroom, lunch, and other "free" time. They also cannot be used before school and after school when on school property, unless calling or texting a parent/guardian/ride (no mindless scrolling and staring at screens while waiting). The only type of cell phone use will be strongly restricted to specific usage types. They must not be operated without specific permission from the teacher *and* parent/guardian, and only permitted for pre-determined purposes agreed on between the student's family and the school (i.e. medical reason, emergency). Any student that does not comply will first be warned verbally and the infraction reported to the student's family. If the student repeats the behavior, they will lose cell phone privileges at the school, meaning it will not be allowed on campus at all. The cell phone policies for staff will be included in the staff handbook and will explain that cell phones are used only for notes, photographs, videos, or directly school-related issues that are imperative to do at that moment in front of children.

**M. Student transportation plan, both inside and outside of district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located**

WCS will comply with the guidelines of 194-B:2,V which states: "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".

Any students who do not reside in the district will be responsible for arranging their own transportation, however in line with our parental involvement ethos, we are committed to supporting all families. WCS will support out-of-district families by facilitating carpool efforts, and we will provide bus(es) with limited

central pickup points in the future. At the time of the application, WCS is evaluating creative ways to ensure capacity for vehicle drivers- e.g. inclusion in the responsibilities of budgeted positions such as Maintenance/Facilities Manager. Additionally, WCS may explore additional grant funding to support at-risk access and/or volunteer support.

#### **N. Student, Staff Handbooks**

Please see **Exhibit T** for our Employee Handbook. WCS's Co-Heads of School will develop a student and parent handbook by March 2025.

#### **O. Student Information System**

WCS will use Alma or a similar system as our SIS to track all student data.

### **VII. Meeting Student Needs**

#### **A. Special Education: Method of coordinating with a pupil's LEA responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities**

As an open enrollment chartered public school, Wellheart Chartered Public School will accept applications from any student who is a New Hampshire resident. In accordance with RSA 194-B:8, WCS will not discriminate against any child with a disability as defined in RSA 186-C. WCS will cooperate with district decisions and coordinate to ensure the provision of services as identified on the Individualized Education Plans (IEPs). Under New Hampshire's charter school statute, RSA194-B:11,III(a), "funding and educational decision- making process for children with disabilities attending a chartered public school shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district."

WCS recognizes the critical and leading role of the sending district in successful implementation and administration of IEPs. Upon approval of our charter, WCS will reach out to possible feeder districts to introduce the school and start conversations on how the district prefers to provide services. Specifically, WCS will notify and collaborate with the sending district when an enrolled student has an IEP. Please note data regarding IEPs will be collected from parents after the lottery and enrollment is confirmed. Once confirmed, the student's classroom teacher will connect with the sending district to request a meeting.

At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate education in accordance with the student's IEP. The student's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment. WCS will cooperate with the district decisions and coordinate to ensure the provision of services as identified on the IEPs for the following:

1. The resident district may send staff to the chartered public school; or
2. The resident district may contract with a service provider to provide the services at the chartered public school; or
3. The resident district may provide the services at the resident district school; or
4. The resident district may provide services at the service provider's location; or

5. The resident district may contract with the chartered public school to provide the services;

If the child requires transportation to and/or from the chartered public school before, after, or during the school day in order to receive special education and related services as provided in the IEP, the child's resident district is responsible for transportation of the child.

Once WCS has a better understanding of the preference for each district and its student enrollment, we will review our plan regarding hiring of special educators and paraprofessionals to make any adjustments. Also, we will coordinate with the sending district regarding the student schedule and work with the best interest of the student as the primary objective. Additionally, 504 plans are the responsibility of the chartered school and WCS will work to implement 504 services and accommodations.

#### **B. Other educationally disabled and economically disadvantaged/at risk, Ed 318.07(1)(c)**

WCS will work to connect other students who are educationally disabled, economically disadvantaged, or at-risk with support resources. Categories include, but are not limited to:

- Students who are Educationally Disabled (Special Needs),
- Students who are English Language Learners,
- Students experiencing Neglect or Delinquency,
- Students experiencing Homelessness, and
- Students from Migrant and/or Refugee populations.

WCS will collaborate with local social service agencies to ensure all aspects of a student's life that may affect his/her ability to learn and succeed are addressed. WCS will explore development of in-house supports, e.g. supplemental staffing, equipment, or materials, to meet student needs, and expects to seek Federal Title Funds.

#### **C. Additional Academic support and credit recovery:**

WCS will incorporate strategies for improving student achievement and closing achievement gaps through ongoing evaluation of student achievement data, available resources, and additional resources, strategies, and actions that may be needed. Federal title programs will be identified for which our school meets eligibility requirements; where Federal title monies are not available, actions will be taken to provide supplemental services like after school support, tutoring, or study buddies or peer mentoring to support student achievement. Specific areas of focus will be based on National Education Association guidelines, and include: A) Enhanced Cultural Competence, B) Comprehensive Support for Students, C) Outreach to Students' Families, D) Extended Learning Opportunities, E) Classrooms that Support Learning, F) Supportive Schools, G) Strong District Support, H) Access to Qualified Staff, I) Adequate Resources and funding.

#### **D. Federal Title Programs**

WCS will endeavor to identify students experiencing barriers to learning, and determine those for which Federal Title Programs funding may be applicable and beneficial. In cases where eligibility criteria is met, WCS will seek funding through Federal Title programs including, but not limited to: Title I, Title IIA, and funding through Every Student Succeeds Act. In accordance with the law, Federal Title funding will support at risk students with specialized materials, instruction, and/or staff as permitted by regulations.

## VIII. Financial Management

### A. Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant

WCS will adhere to the Governmental Accounting Standards Board (GASB) and establish internal accounting controls to safeguard its assets and detect and prevent financial statement misstatements. The school will maintain accurate financial records in accordance with the GASB for non-profit corporations. An annual financial report, including an independent audit conducted by a certified public accountant, will be provided. The Board of Trustees of WCS will appoint a Treasurer to oversee the school's financial status and report to the Board on a monthly basis. The school plans to contract with an experienced third-party service that will handle accounting, bookkeeping, payroll, bill payment, grants management, and preparation of reports to the Board and the State. The Board will also implement policies for the financial management of the school, including policies on conflicts of interest for Board members, Administration, and Faculty. All financials and quarterly financial statements will be made publicly available.

The Board of WCS will approve accounting policies and internal controls and procedures to be followed by all employees, contractors, and Board members to ensure proper tracking and use of school funds. A bank account will be established, and the Treasurer, Co-Heads of School and designated Board members will have the authority to write checks. 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 authorized personnel (up to a maximum amount determined by the Board of Trustees), all expenditures and contracts will be processed through an approved system of internal control and procedures to monitor account balances.

WCS will comply with all required reporting requirements specified in the NH charter school section, RSA 194-B:10. This includes issuing an annual report, conducting annual financial audits, program audits, and participating in the annual school budget process. The school will also adhere to all requirements set forth in ED 318 regarding the contents of its annual report.

As mandated by law, the annual report will be provided to the state board and any individual who requests it. Additionally, a summary version of the annual report and periodic reports will be made available to parents or guardians of each student at WCS, as well as the general public. The Board will select an external, independent auditor on an annual basis to perform the required annual audit and prepare a report. The audit will encompass accounting practices and review the school's internal controls, following applicable generally accepted accounting principles. It is anticipated that the annual audit will be completed within four months of the fiscal year's conclusion. The Board of Trustees will review and address the audit report, if necessary, and incorporate the audit results into its annual report.

### B. Annual Budget: including all sources of funding (also including a proposed five-year budget containing revenue and expenditures)

**Exhibit M** is the proposed pre-operations and 5-year budget in line-item detail. The Co-Heads of School and School Accountant, in partnership with the Finance Committee, will develop a balanced yearly budget. The Board of Trustees of WCS will review and approve each budget by June 30th of the prior fiscal year. These annual budgets will aim to include sufficient reserves and will be submitted to the appropriate State

Offices and any other mandated entities. Possible paraprofessional expenditures are built into the budget, as well as income from sending districts to cover paraprofessional expenses.

### **C. Budget Narrative: providing a justification for the budget**

The budget presented in this application is grounded in realistic enrollment and fundraising targets, while maintaining a conservative approach in estimating expenditures. We acknowledge that circumstances beyond our control may result in shortfalls in either fundraising or enrollment. Our operating plan and budget have been developed with a clear understanding that certain components hold higher priority than others. If fundraising or enrollment goals are not met, WCS will identify and eliminate lower priority items from the operating budget, ensuring the provision of a high-quality education within our financial means.

WCS's budget projections include revenue from the State of New Hampshire Charter School Per Pupil Aid for the 2025-26 academic year, which is currently set at \$9,180 for grades K-12. These figures are accurate as of the time of application submission and will be updated annually in compliance with RSA 194-B:11.

The budget reflects the growth of staff over the initial five years of operation and includes what we believe are realistic fundraising, development, and enrollment goals. Accounting, Payroll, Benefits, IT and Legal services will be contracted through third-parties. Initially we plan to offer health benefits, as well as vision, dental, and ST and LT disability. As the budget allows, we will offer retirement benefits and will increase our health benefits package whenever possible.

WCS plans to secure a suitable building for the school's needs through leasing. Costs for the lease of the facilities are based upon an acceptable industry standard assuming a 10-year lease agreement with options to renew. The operational costs are based upon expenses from other charter school facilities similar in size. We intend to minimize cash expenditures during initial setup by seeking donated equipment and furnishings whenever possible. We expect to be able to provide further support to faculty, staff, and students with the efforts of community volunteers. For comprehensive details, please review WCS's detailed 5-year budget.

## **IX. School Culture**

### **A. School Environment: Culturally Inclusive**

WCS embraces and celebrates differences in experiences, backgrounds, and ways of thinking. Our school commits to encouraging curiosity, exploration, and expression, and we want our students to participate in decision making for themselves, their class, and/or the school every day. We imagine our school space and culture much like a blank canvas. Metaphorically, the school is gathering the tools: the paint, canvas, cloths, water, brushes, etc. as we lay the foundation for the school, and then we invite the children to bring their ideas, values, desires, families, and lived experiences and use our tools to create a masterpiece. This may take much practice and effort of playing and exploring the materials, but over time a masterful piece of artwork would result. We will prove to the children from the start that we are a collaborative model with components like student-teacher created classroom and schoolwide expectations and inviting them to help add to and decorate the space with their work and projects. We will create a welcoming and inclusive environment in which all students feel like valued members of the school.

At Wellheart, we strive to build a culture around respect, community partnership, and teamwork. Our classrooms will be culturally inclusive by representing the students and teachers in the space, as well as having materials and books that represent family lifestyles and cultures from around the world. For example, in Kindergarten we will have dolls with different skin colors and facial structures, as well as picture books with characters from various places around the world that share stories from distinct cultures. Older students will understand different styles of dress, foods, religions, lifestyle, language, and the history and lived experiences of many people from all over the world.

Other ways we celebrate the culture that lives within our school, is by giving students continuous opportunities to share more about themselves with their peers by partaking in various activities such as bringing in family photos to keep in the classroom, sharing about their home-life, bringing in books to share, etc. Parents are expected to volunteer in the school and this can include opportunities to share more about their family's culture with the rest of the class. We welcome and encourage families and students to share things that are important to them such as holiday traditions, foods they enjoy, important words in their language, and anything else they would like to offer that is developmentally appropriate. Teachers will ensure that each student feels represented and that each voice is heard when it comes to decision making, classroom rules, topics of ideas to study, classroom materials, and even aesthetics of the environment. Each child should feel welcome and comfortable in the school space. Students will be expected to respect their peers at all times and any deviation of that will be dealt with immediately.

### **B. Establishment and Maintenance of School Culture**

Establishing a strong school culture begins with leadership and staff in the school. All team members will have a strong sense of the school's core beliefs and will whole-heartedly believe in the school's mission and vision, thus, implement its values. Beginning with a strong teaching staff and leadership, the positive culture of WCS will be deeply embedded in each and every interaction with students, parents, volunteers, and other community members. Students will quickly learn what it means to be a part of the Wellheart community. To read about the foundational elements of our culture in more detail and the research behind these 11 characteristics, please see **Exhibit B**.

Through the cohort style learning, focus on family participation, and project based approach, students will feel a strong sense of belonging from their very first day at Wellheart. This along with the values of respect and teamwork that teachers will instill in their classroom, the students will continue to carry on the positive culture of the school. Through our open-ended Reggio-inspired curriculum and focus on the whole child, students will learn to be inquisitive, curious, respectful of themselves and others, and to be a socially competent citizen of the school community.

Our school model of multi-age classrooms and numerous opportunities daily for students to work and learn with children in a wide age range, help students to mature in a way that maintains respect for the young child. Our middle schoolers will feel a sense of pride and ownership in lending their skills and support to the youngest in our community. They will grow up honoring the child as our teachers and leaders do, as in return they feel honored as learners, thinkers, and doers by the adults in the environment. Our model will also deepen learning and understanding for all children as they work together and build leadership skills.

Further, our school welcomes a diverse student population with our unique model and family partnership. Classrooms will be inclusive of children with a variety of physical, mental, emotional, and social skills and

needs, and where they reach out to support and care for each other, as modeled by the adults in the space. Our school philosophy is built around equity and equality, where each child gets what they need to succeed, and that looks uniquely different for each person. With extensive group work and closely working parent-teacher partnerships, our schools will get to know families on a more intimate level, which will also allow us to better serve their child. An inclusive space where we are able to make as many modifications as we can responsibly manage for each child to learn and feel safe is of utmost importance to us at WCS.

The robust outdoor education and farm to table food programs will cultivate stewards of the earth, a culture of respect for all living things, and an understanding of cycles of life. ED 306.02(j) explicitly outlines nutrient dense foods as a requirement for school lunches. In order to successfully ensure a school lunch program that works with the National School Lunch and National Farm-to-Table program, WCS has established guidance from another charter school in California that has implemented this program with success to their 150 charter students. Students will come to know their own bodies and minds, developing a strong core of self love and confidence in what they bring to and can learn from the community, including plants and animals. As students develop their relationship with the natural world on our campus, they in turn develop deeper compassion and understanding for each other.

## X. Stakeholder Engagement

### A. Philosophy of Parent (Family) Involvement and related plans and procedures

WCS is based on a philosophy of “families as partners,” values the family-teacher partnership, and recognizes that the parent/guardian/primary caretaker is the child’s first teacher. For the sake of repetition, we will refer to the parent/guardian/primary caretaker as “parent” in this section, but we as a community understand that this person varies in different family structures. Our goal is to support the family unit and research shows when there is a supported connection between parents, students, and the school, that children not only succeed at higher levels academically, but they are also better off socially, emotionally, physically, and mentally (Gonzalez-DeHass et al., 2005). Therefore, the school/family partnership is an integral aspect of our vision. Together, teachers and parents contribute to student tailored learning plans, and both the parent and teacher guide the child’s learning and document the process. Through this approach, a culture of family involvement, on-site and off-site, is essential for the school to thrive.

Parents will participate in and/or organize various committees to support the school, as schedules allow. These committees may include a garden committee, fundraising committee, animal husbandry committee, school lunch committee, cafe/school store committee, etc. Parents will have opportunities to volunteer in the kitchen, classroom, school cafe/store, as well as volunteer to prepare campus for students at the start of the year and clean up at the end of year, accompany students on field trips, and other organizational tasks. Parents will help with project work and will communicate their child’s learning in place-based environments (home, parks, museums, other classes, etc.) with their child’s primary teacher. A yearly parent survey will be implemented to learn any special interests, talents, and skills possessed by each family, along with ideas on how each family would like to support WCS or how they would like to be supported by the school (e.g. parent education topics, parent/family gathering themes), **see Exhibit N** for survey.

We will work to accommodate the different needs and circumstances of families within our community. WCS will have an open door policy, welcoming parents to spend time in the classroom as they and their child(ren) deem beneficial, ensuring that "everyone gets what they need." This means some students who



are younger with separation anxiety or who have special needs may thrive and adjust in a way that feels comfortable and safe, and that reduces stress and trauma for the child and family. This may look like parents of these students spending more time in the classroom at the start of the year and adjusting the transition as their child acclimates. It may also look like some students attending half days if there are reasons that make a full day of school overwhelming, unpreferred, or unrealistic. At WCS, the parent will be supported by the teacher and school when learning in a place-based setting. Although we will have a drop off line where teachers help to walk students from their parent's car into the building, parents will not have to drop-and-go, instead they can park and walk their child into school if they choose.

In addition to being welcome in the classroom, parents will also have the opportunity to spend time in the school communal area where they can meet one another, building a supportive community. Parent representatives on the Board of Trustees will have a direct voice on organizational decision-making and parents will have access to regular office hours with administrators. Communication will occur through: A) In-person meetings, B) Education app to share updates on school happenings and individual updates on child's progress with the parents/guardians, C) Email/newsletter/surveys, D) Thrice yearly conferences with narrative reports and/or checklists.

All designated volunteers who will be onsite with students in a one-on-one capacity or with students unsupervised will be required to complete a criminal history records check and fingerprinting in accordance with RSA 189:13-a. See **Exhibit N** for a sample survey to gather information on special interests, talents, and skills possessed by each family, along with ideas how each family would like to support the school.

### **B. Community Involvement Plan including Partnerships**

WCS is actively fostering community connections through outreach and awareness activities, and will continue to do so once the school is established. The founding team is currently building relationships with the Milford Boys & Girls Club, the YMCA of Greater Nashua, Milford and Amherst Public Libraries, other NH Charter Schools, et al. WCS has been hosting Q&A sessions pertaining to the school. In addition, local farms and businesses in proximity to the school's final location will also become an integral part of our community involvement plan. Upon establishment, WCS will continue community outreach by holding information sessions and having literature and written materials available both in print and on our website, as well as in local establishments such as libraries, doctors offices, preschool, and other community areas where appropriate. An open house, scheduled private tours, curriculum exhibition, and workshops will also be available for the community. Field trips will be arranged as students, teachers, and parents collaborate to find activities that will support children's interests, provoke new ideas for learning, and/or connect to the mission of the school.

WCS will be actively involved with the NH Charter School Foundation and work with them to create professional development opportunities that potentially multiple charters can join in together. We will work closely with the resident districts of students with special needs to help make accommodations for their learning, offer support services where we are qualified, and help to support the student's IEP objectives. We will continuously seek partnerships with communities that share in mission and philosophy, such as Plowshare Farm, Temple Wilton Community Farm, The Root Cafe, Keyes Park, Hampshire Hills, and other nearby farms, locally owned businesses, parks and recreation facilities, conservation areas and community spaces, local preschools, public libraries, and other nonprofits.

### C. LEA Partnerships

WCS welcomes the opportunity to partner with public schools in an effort to enrich the lives of students and families in Hillsborough County. Said partnerships shall be grounded in the common goals that we all share, in mutual recognition of the distinct complexities faced by every educational institution, and in our deep respect for the tremendous work done by the LEAs. We aspire to form symbiotic relationships with the LEAs to support the needs of all students in the districts that attend WCS. This especially includes the relationship required to support Special Education students to provide the support required for each student's IEP. WCS will reach out to key LEA stakeholders including Superintendents, Principals, and Faculty to identify partnership opportunities that will benefit WCS, the LEA, and the community as a whole- as well as to identify barriers to successful partnership, and to collaborate on strategies to resolve said challenges. These communications will initiate prior to school opening, and remain an open and ongoing dialogue. Prospective opportunities include cross-participation in extracurricular activities, including sports teams, and collaboration on aligned professional development investments. Finally, WCS administrators will contact the local school district's transportation office once the school site is secured to ensure the town in which the school resides provides transportation for the students that attend WCS.

## XI. Facilities

### A. Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school

WCS will enter into contractual agreement with a property that has been selected once the charter is approved. Initial steps are underway for site surveillance, traffic studies, driveway permits, lead and asbestos remediation, fire inspections, ADA compliance, certifications, and working with engineers and architects for these purposes as well as renovations required for health and safety. The sellers have agreed for WCS to file permits and do other work on a case-by-case basis before closing.

### B. Description of school requirements

WCS recognizes the role of environment as the third teacher and, as such, places particular emphasis on facility selection and design. The chosen location will support optimal health and safety, be functional for the school's distinct classroom composition and schedule design, and will provide a warm and engaging learning setting- inside and out. WCS requires large classroom spaces to accommodate multi-age class groupings and large and small group work, as well as specialty spaces to house the atelier and workshop. In fulfilling health and wellness goals, the school seeks a property with land to support the outdoor education curriculum, ideally also inclusive of a school garden and animal husbandry (caring for animals) program. The ideal location will include a commercial teaching kitchen to allow for immersive learning through communal food preparation.

In accordance with RSA 194-B:8, II, the school requires a property that is either in compliance currently, or can within reason be renovated to comply with all state and federal health and safety laws, rules, and regulations meeting the requirements of ED 321.23(u) and (v), including but not limited to fire safety, HVAC, plumbing, and electrical. WCS is actively collaborating with local code enforcement and fire code personnel to assess potential locations, with support from consulting engineering and architectural firms. WCS is seeking a property with adequate existing indoor space to support growth projected in the five year model, and/or land to support construction of additional structures in the future. The unique scheduling

model offers flexibility in growth patterns based on occupancy recommendations for properties under current evaluation. Partnerships with local landowners (farms, recreational spaces) can also support flexibility in the school's acreage requirements to support outdoor education curriculum, if necessary. WCS has identified a property in Milford with the potential to fulfill most if not all of the school's location requirements. WCS Founders have initiated dialogue with the owners with the intent of buying or leasing the facility, and engaged consultants (engineering, code enforcement, financial, et al.) to evaluate and plan for procurement of said property.

### **C. Classroom, Offices, Athletics, Outdoor Needs Plan**

WCS is seeking a property on 3+ acres of approximately 6000-10000 square feet with space for building yurts and outdoor classrooms. This will allow for sufficient space for indoor and outdoor classrooms with space to differentiate learning in various types of peer groups.

### **D. Plans for facilities lease or purchase**

In May 2023, WCS Founders selected a property in Milford that meets the school's ideal location requirements as described directly above, with consultation and support from our founding members, real estate agents, Milford Fire Department's Deputy Chief, civil and traffic engineers, attorney, financial advisors, and current and former planning and zoning board representatives. The facility offers adequate indoor and outdoor space, parking, water, sewer, and zoning requirements for a school. WCS has engaged architectural engineers and code enforcement experts in planning renovations for ADA, fire code, and building inspector requirements. The school has confirmed three financial options for securing the property, which are being presented to the owner and their agent. Funding for the facility may be sourced through investment partners who have expressed interest in purchasing with the intent of leasing to the school, and/or a capital campaign in Fall 2023 to support the school's direct purchase of the facility. When our charter is granted, WCS will take appropriate action to finalize the lease or purchase of a location suitable for the school's needs.

## **XII. School Safety Management Plan**

### **A. Emergency Operations Plan- Statement of assurance that this plan will be completed and submitted to the NH Homeland Security and Emergency Management portal prior to school opening**

Prior to the school opening, WCS will submit an Emergency Operations Plan that is compliant with regulations to the appropriate authorities (New Hampshire Homeland Security and Emergency Management). The Emergency Operations Plan will educate staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. The plan will empower employees to act quickly and effectively in case of an incident. WCS will work with local law enforcement and the fire department to design plans specific to our facility. Before the start of classes, and at least annually thereafter, all teachers and staff will participate in emergency preparedness training with the state and local authorities, and private vendors as needed. The plan will be annually reviewed and updated as needed.

**B. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, RSA 194-B:8,II; Ed 318.07 (b)(4)**

WCS facilities shall comply with all federal and state health and safety laws, rules, and regulations including, but not limited to: A) Fire Safety; B) Heating, Ventilating, and Air Conditioning (HVAC); C) Plumbing; D) Electrical; E) Food Services, F) Americans with Disabilities Act - ADA, G) Removal of Hazardous Materials, etc.

**XIII. Communication Plan**

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

WCS intends to utilize multiple tools to best disseminate information to the local and surrounding communities, school personnel, businesses, foundations, programs, as well as any interested students/families. To educate these groups, we intend to disperse information about our educational philosophy, curriculum, and what they can expect to experience at the school. We will offer workshops and events, share the enrollment process, and set up open houses and small group tours. The tools/sources in which we will design this information may include the following: a website, brochures, application packets, open houses, tours, Q&A sessions, information sessions, and other resources.

WCS will participate in regular community outreach events/programs on at least a yearly basis. In this participation we will have appropriate spokespeople and materials to disseminate information about the Charter School and present the opportunity for any interest to be further explored. Students and/or parents who are enrolled in WCS will be able to receive any necessary additional information through our website, through school leader appointments, assessment reports, informal teacher and parent meetings, formal family conferences, school newsletters, and other forms of communication that will emerge as the school becomes established.

**B. A plan to develop and disseminate best practices to charter schools, LEAs, and wider community**

To share successful programs and/or practices with other local charter schools and public schools, WCS will create a culture of research and exposition by offering open houses, workshops, and end of year events- as well as thorough documentation of student learning. Events and communications will be designed by the Co-Heads of School and faculty to disseminate best practices. The team will evaluate and record practices used within the school and make ongoing adjustments suggested during team meetings. At a minimum of once a year, a member from the designated team will compile a report of best practices and submit it to the NH DOE. Additionally, the report will be made publicly available. Throughout the school year, the designated team will share any improved practices with the NH DOE Charter School Administration.

**C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, and student performances**

WCS prioritizes frequent, honest, and transparent communication. We will communicate on a regular basis with families and school stakeholders about ongoing school business, events, student performance, and any other necessary topics through, but not limited to the following practices: A) Monthly board meetings, B)

Weekly/Biweekly/Quarterly newsletters, C) Weekly updates, D) School website/education app/information system, E) Trimesterly assessment, F) Parent/teacher/student conferences thrice a school year, G) Surveys, H) Open communication with parents via emails, written letters, and/or agreed upon meetings, I) Check ins at drop off or pick up, or at the office. For information regarding school closures due to inclement weather, families will be contacted by but not limited to: text, phone call, and email. We will make every effort to make inclement weather days virtual learning days instead of canceling learning those days.

#### **XIV. Assurances, Provisions, Policies**

##### **A. A global hold-harmless clause, RSA 194-B:3,II(x)**

WCS, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the home SAU, 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 attorney’s fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

##### **B. 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, RSA 194-B:3, II(y)**

In accordance with RSA 194-B:3,II(y), 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.

##### **C. Statement of assurances related to nondiscrimination according to relevant state and federal laws, RSA 194-B:3, II(m)**

WCS values a diverse and dynamic student body and staff. In accordance with RSA 193-B:3, III(m), WCS does not discriminate on the basis of age, race, ethnicity, national origin, intellectual or physical disability, religion, socioeconomic status, sex, sexual orientation, gender identity, marital status, veteran status, genetic information, pregnancy, or pregnancy-related medical conditions in admission of students and access to its educational programs or activities, in selection of staff and with respect to employment terms and conditions, in the administration of the school, or in any other way that is prohibited by law.

##### **D. Provision for providing continuing evidence of adequate insurance coverage, RSA 194-B:3,II(t)**

WCS, in accordance with RSA 194-B:1,III, will be a “Chartered Public School” that is subject to the same protections as any public school under RSA 507(b) which provides for Limited General Liability for the charter school and its agents. WCS will procure and maintain current policies of each form of insurance required for the operation of a Chartered Public School. All formal documents related to the maintenance of insurance (including insurance policies and evidence of continuing insurance) will be kept on file within the business offices of the school.

**E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name, RSA 194-B:3,II(u)**

During the period of startup and development, WCS may require tasks addressed and/or conducted by specialists in select fields. WCS anticipates contracting with individuals or companies that provide services such as: A) CPA for account reviews, reporting, fiscal accounting, and fiscal audits; B) Attorney for review of all policies and procedures, handbooks, and contracts; C) IT consultant for technology and communications setup, D) general contractor, civil engineer, and architects for meeting land use and building codes. All candidates will be expected to demonstrate evidence of experience and expertise in the specified role, including, but not limited to formal education, work history, and references.

Individuals providing paid consultation or pro bono guidance at time of application include (alphabetically):

- Robert (Bob) Best, Attorney, Sulloway and Hollis, PLLC.
- Caitlin Blundell, CPA, Blundell Accounting Services
- Matt Karlsen, Reggio Educator, Center for Playful Inquiry
- Kimberly Lavalley, Founder, The Founders Academy Foundation
- Heather Leach, SVP Senior Lender, Millyard Bank
- Susan Harris MacKay, Reggio Educator, Center for Playful Inquiry
- Jason Plourde, Traffic Engineer, Vanasse Hangen Brustlin
- Riley Stanchina, Milford Fire Department Deputy Chief
- Gary Thomas, Northpoint Construction Management

**F. A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance, and other services and facilities, or states how and why the school declines to choose the option, ED 318.07(b)(2);RSA 194-B:5, V; RSA 194-B:8, VII**

WCS will, in good faith, negotiate a contract with the host district for transportation to meet the requirements of Ed 318.07(b)(2). Students attending WCS who reside in the host school district shall have the option to ride transportation provided by that host district. As WCS anticipates that students may come from different communities in the region, the school will assist to connect families who wish to coordinate personal shared transportation to and from school, e.g. arrange carpools. Students wishing to participate in athletic or extracurricular activities have the option to do so in the district where they reside.

Transportation to and from athletic or other extracurricular activities is the responsibility of the family. WCS will either employ directly or contract with a local maintenance and custodial services provider, and therefore declines to contract with the host SAU for these services. All contracted services shall be defined by purchase order or written contract in advance of such service being provided. Any contractor shall provide proof of adequate professional liability insurance.

**G. Statements that the school will develop, prior to opening, policies regarding the following: records retention; promoting school safety including: reporting of suspected abuse or neglect; sexual harassment; pupil safety and violence prevention; limiting the use of child restraint practices; and developmentally appropriate daily physical activity**

Prior to opening, WCS will develop policies regarding: records retention; promoting of school safety including: reporting of suspected abuse or neglect, sexual harassment; pupil safety and violence prevention,

limiting the use of child restraint practices, and developmentally appropriate daily physical activity in accordance with Ed 318.08(j)(7).

**H. Provisions for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation, RSA 194-B:3,II(z)**

In the event that WCS should cease operations for whatever reason, including the non-renewal or revocation of its Charter, the Board of Trustees shall consult with an attorney and the New Hampshire Department of Education to assure that contractual and financial obligations are met. Dissolution will follow all applicable state and federal law applicable to Non-profit dissolution and work with the NH Charitable Trust and Department of Education as part of that process. The planned sale and distribution of any assets shall assure first, that any financial obligations of the school are met. When possible, items of in-kind donation will be returned to their donor. Any remaining assets will be distributed among the charter schools or other non-profits supporting charter schools as determined by the Board. Transcripts will be kept on file and disseminated to students upon request, and/or given out to all students upon school closure, or another plan developed by the Board at the time of closure will be created to handle transcripts.

**I. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school, RSA 194-B:3,II(aa) - Not applicable.**

**J. A plan for the education of the school's pupils after the charter school may cease operation, RSA 194-B:3,II(bb)**

In the event that WCS shall have cause to cease operations, the Co-Heads of School, in conjunction with the Board, will provide written notice to families. When possible, families will be informed of the dissolution of the school at least 90 days in advance. A plan for each student's continued education will be determined individually with each student and his/her family. Likely options include: reintegration into student's assigned public school, application to a different chartered public school, or other available options based on parent and student priorities. The staff and Board will work with receiving schools, parents, and students to assure a smooth and timely transition.

School transfer procedures will include:

- Convening a committee of school faculty and parents to create a list of researched educational options for students.
- A plan for each student's continued education will be determined individually with each student and his/her parent or legal guardian.
- WCS will secure written releases of information from parents/guardians.
- WCS will notify receiving schools for each student and forward files.
- WCS will advise receiving schools that WCS personnel are available for consultation.
- WCS will mail student information, including all appropriate student records, to each home.
- The Board Chair and Treasurer will remain engaged, and responsible to oversee that records are kept for the required number of years.

- K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade**

If WCS provides the only available public education services at a specific grade level within its resident school district, WCS shall offer those educational services to all resident pupils of the grade level in accordance with RSA-B:8, IV and Ed 318.07(b)(5).

- L. An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program, and which contains an acknowledgment that a full accountability plan shall be developed and ready to implement prior to the date of opening, RSA 194-B:3,II(dd)**

In accordance with RSA 194-B:3, II (dd), WCS will create, and be prepared to utilize, an outlined accountability plan prior to the opening date of the charter school. To review a comprehensive draft of the proposed accountability plan, see **Exhibit O**. This accountability plan will clarify expectations for evaluation of the school's educational goals/objectives, school improvement, enrollment, graduation and college matriculation rates, financial operations/use of public funds, and governance on an annual basis. Data will be collected from students, parents, faculty, staff, and alumni to track the school's educational impact. The school will provide one copy of its annual report to the state board and to its local school board. This report will also be available to anyone who requests it.

Once per year, the WCS Co-Heads of School will perform an evaluation to determine the school's success and performance. It is imperative that this evaluation tool provides structure/organization as well as creativity to maintain an effective environment for growth. The intent is to provide accurate analysis of finances, operational compliance, development, academic performance, et al - as well as to ensure creative, individual solutions in a positive environment. Upon completion of the evaluation, discussion will be scheduled at the next WCS Board of Trustees meeting. Any necessary adjustments will be discussed at this meeting.

- M. An outline of the proposed policy to adopt and implement the code of conduct for New Hampshire educators, as required by RSA 194-B, II(ee).**

In accordance with RSA 194-B, II(ee), WCS will adopt and implement the Code of Conduct for New Hampshire educators Employee Performance, Conduct, and Disciplinary Action ([Ed 510](#)). Formal adoption will be conducted by the Board of Trustees. The Board of Trustees and Co-Heads of School will jointly oversee implementation and enforcement, which includes updating the WCS Employee Handbook to reflect the Code of Conduct in **Exhibit T**.

## **XV. Letters of Support**

See **Exhibit P** for letters of support from business and community leaders, elected officials, local school districts, parents, and community members.

## **XVI. Charter School Opening**

Please see our Charter School Opening timeline in Section III Part G in this document.



## XVII. Signed and Certified Application

This application is respectfully submitted by Dream AcadeME, Inc. a registered non-profit entity in the State of New Hampshire. This application has been prepared using the criteria set forth in the 'New Hampshire Department Application Rubric 5' and evaluation guidelines set forth in the 'New Hampshire Department of Education Charter School Evaluation Scoring Guide For Proposed Charter School Applications' as provided by the State of New Hampshire at the time of receipt and acceptance of the 'Letter of Intent' as dated February 28, 2023. We certify that we have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation of award. We understand that incomplete applications will not be considered. The people named as contact persons for the application are so authorized to serve as the primary contacts for this application.



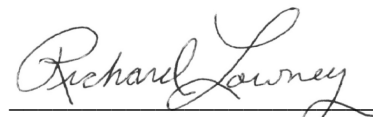
Kyle Morse



Alison Sanchez



Amy Marcum (Hindmarsh)



Rich Lowney



Kimberly Bellemore



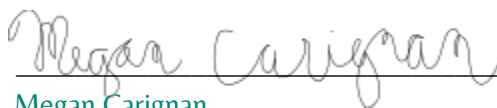
Gabrielle LeBlanc -Winch



Kim Ballantyne



Peggy Hafenberg



Megan Carignan



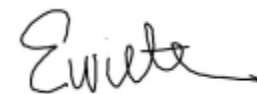
Michelle Flynn



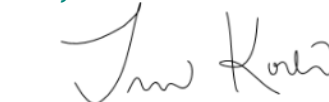
Nicole Sousa



Brooke Santiag



Emily Wiete



Dr. Traci Korhonen, Ed.D.

Exhibit A  
Letter of Intent



**New Hampshire Department of Education**

**INTENT TO SUBMIT A CHARTER SCHOOL APPLICATION FORM**

If you plan to submit a proposed Charter School application, please complete the following information and send the completed form by post or electronically to:

Tal Bayer  
NH Department of Education  
Charter School Office  
101 Pleasant Street  
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Date	2/28/23
Proposed Charter School Name	Dream Academe
Proposed Program (example: Montessori, STEM, Nature-based, Arts Integration)	Reggio - Emilia Inspired
Proposed Grade Levels	K-5
Proposed Location	Amherst, NH
Contact Person (Name)	Dr. Traci Korhonen
Members of Development Team	Traci Korhonen, Steven Korhonen, Tom White, Jules Del Vecchio, Lisa Duprey, Alison Sanchez, Alex Flett
Organization (If Applicable)	Dream Academe
Address	4 Pinewood Drive, Amherst, NH 03031
Email Address	tracidemuth@dreamacademe.org
Telephone/Fax	619-929-9370

**Development Team:**

RSA 194-B:3,V. Persons or entities eligible to submit an application to establish a chartered public school shall include:

- (a) A nonprofit organization including, but not limited to, a college, university, museum, service club, or similar entity.
- (b) A group of 2 or more New Hampshire certified teachers. (Traci Korhonen & Lisa Duprey)
- (c) A group of 10 or more parents.

## Exhibit B

### 11 Characteristics Research

#### CHARACTERISTICS RESEARCH

The reasons behind each of these characteristics are noted, ranging from research around learning, academic performance, brain development, behavior management, physical and mental health, creative thinking, respectful discourse, and family partnerships, all components of a well-rounded and holistic educational model.

***Reggio-Inspired Pedagogy...*** In the *image of the child*, adults view each child as having individual strengths and potential. As philosophical founder Loris Malaguzzi describes in his 100 languages poem (p. 2 of this application), children have unique ways of experiencing learning and showing what they know. Students are encouraged to construct and co-construct their own knowledge through exploration, self-expression, reflection, and close collaboration with peers, family, and other community members. Observation of students' interactions with the environment and their peers will guide projects and group work. Carefully crafted environments will allow children to explore and research, while educators will challenge and provoke student's understandings to encourage new connections. (ASCD, 2003, and [www.reggioalliance.org](http://www.reggioalliance.org)) For examples of established, Reggio-Inspired Elementary and/or Middle Schools, please see **Exhibit H**.

***Environment as 3rd Teacher...*** The environment serves as a teacher through the integration of space, color, natural light, attractive and appropriate learning materials, and displays of student work. Indoor classroom spaces are aesthetically inviting and designed to reduce overstimulation, increase academic performance, and promote calmness through the use of earth tones and features of comfort (Barret, et al., 2017). The reduction of clutter and placement of furniture, materials, light, etc. creates a space that directs children's attention and movement (Fisher, et al., 2014), which invites collaboration and simultaneously creates space for individuals to retreat and reflect. Provocations are intentional materials selectively arranged to augment the emerging lines of inquiry. Whenever possible the students will be offered real tools, because WCS believes students are capable of real work. Materials and spaces are thoughtfully introduced to establish their purpose and create expectations for their caretaking. The environment shifts and transforms to reflect the children's learning process and regularly offers new possibilities for making deeper connections. A carefully crafted environment imparts a sense of ownership, respect, autonomy, self-regulation, and can keep children engaged "as meaningfully as if they were involved with a teacher" (Lewin-Benham, 2008).

***Outdoor Classroom...*** The outdoor classroom serves as an extension to the learning that takes place inside. In this way, students will play and work outdoors daily and for long periods of time. Experiences in nature promote higher knowledge inventory (Bradley, et al., 1999), improve investigative and action skills (Tanner, 2010), and indicate higher performance on standardized tests (Bruyere et al., 2012). Behaviors needed for successful classroom learning, such as focus and attention span, are also positively affected by time in nature. Further, research shows that hands in dirt support a healthy gut biome, which in turn positively affects behavior and improves mental health by increasing levels of serotonin, dopamine, and oxytocin (Gaufin, et al., 2018). The outdoor classroom will also contribute to the development of an ecological identity and promote ethical thinking (Pelo, 2013). Through agricultural study and humane education, building relationships with the plants and animals that live in their backyard, students will grow to be better

stewards of the earth.

***Teacher as a Researcher...*** As researchers, teachers will be curious about students' interests and needs and will be vulnerable to not knowing every answer. They will be co-constructors of knowledge alongside students and parents. Teachers will use Socratic questioning and roundtables to exchange ideas, debate, hypothesize, and brainstorm to further develop their own learning and ensure that best educational practices are in use. Adults will use this investigatory process to explore concepts, questions, history, and construct knowledge through shared experiences (Loughran, 2010). These actions take place amongst teachers and parents, as well as between teacher and student, and peer to peer. This research mentality is modeled at the top with founders, administrators, teachers, and parents - weaving throughout our school and therefore, more easily integrated at the student level.

***Families as a Partner...*** The school recognizes that parents and other household caretakers are a child's first teachers. Therefore, family perspectives are valued and parents/caretakers are encouraged to be involved at WCS, which research shows increase children's intrinsic and extrinsic motivation to learn (Gonzalez-DeHass, 2005). Students feel empowered when they see their adult family members actively involved in school and have long term overall better cognitive and emotional wellbeing into adulthood with school-home connectedness (Steiner et al., 2019). Families contribute many gifts that will enrich the curriculum and culture of the school (Pelo & Carter, 2018). Parents/Caretakers are responsible to communicate to the teacher through documentation about student learning on days off site. Teachers provide guidance, feedback, and build upon the families work with their children. Teachers and families work together to keep students moving through curriculum and assignments at a steady pace that respects students' learning needs.

***Making Learning Visible...*** This model emphasizes transparency in learning and demonstrates value in the students' efforts, ideas, and discoveries. Documentation guides the process of learning and is a critical tool for assessment and planning. Learning is documented and shared with students, families, and other educators. Forms of documentation include the teacher's observations, notes, photographs, videos, transcribed dialogues, children's drawings, stories, poems, and any other type of work the student authentically produces. This allows teachers and students to revisit experiences, make new connections, and reflect upon their process of learning. "Reflection is essential to thinking: Seeing photos and hearing words of what they've just done maintains children's focus, aids their memory, and stimulates further thought. Focusing, remembering, and pursuing a train of thought are essential brain functions and make significant work possible" (Lewin-Benham, 2008). Documentation offers a lens into the process of learning and makes visible the construction of knowledge.

***Developmentally Appropriate Practices...*** Brain development plays an important role in deciding when, what, and how to teach children. The brain develops various parts and white matter stages that allow more abstract thought and connections for the reading at 7-8 years old (Chyl et al., 2021). For example, the prefrontal cortex and corpus callosum goes through a wave of development between 7-8 years old (Davies, 2010). "The midbody of the corpus callosum is implicated in processing primary sensory information. In the process of reading, rapid sensory integration is essential for grapheme-to-phoneme mapping," (Wang et al., 2021). Furthermore, developmentally appropriate practices understand the importance of play for children and teenagers, through which they integrate the dimensions of themselves

with their knowledge and understanding. The National Institute of Play shares neuroscience and behavioral science research to prove play is a primary component of brain development and enhances academic success and emotional wellbeing (NIFP, 2023). By being aware of each student's social-emotional, mental, and physical development teachers can plan lessons that help students learn, support peer-to-peer interactions, and foster self-confidence.

***Wellness Education...*** Students will learn health practices that integrate the mind, body, and spirit as interwoven components of wellness. School policies and practices will support the growth of healthy, nourished bodies and active, balanced minds. WCS offers a wholesome school food program for every student, including continental breakfast and seated, family-style lunches 5-day-a-week. Students will be active participants in food sourcing, nutritional study, and meal preparation. Through this, we create an understanding of healthier food choices and develop a clearer cognitive frame of mind for learning each day. Food will be sourced from our school garden and local farms, and organic whenever possible, as supported by the USDA Farm to School program (<https://www.fns.usda.gov/f2s/im-new-farm-school>). A study at Berkeley found that hearty foods can improve academic achievement by 4% (Anderson et al., 2018), and organic foods have more nutritional value, upwards of 80% comparing a conventional to organic tomato, for instance (Pollan, 2011). Students will participate in animal husbandry and getting their hands in the dirt, which advances a developed microbiome, reduced allergies, and an understanding of the natural cycles of life (Beetz, A. et al., 2012). A diverse microbiome promotes sleep, stable sugar metabolism, and improved immune systems (Mohammadkhah et al., 2018 and Rosaland et al., 2020). These combined factors improve a child's mental, physical, and emotional state for better learning and overall well being. Research shows that healthy students simply learn better (Symons, et al., 2009).

***Socio-Emotional Well-Being...*** Mental health, socio-emotional skills, and emotional intelligence are growing concerns in our communities, particularly for children and teenagers. Research shows that Social Emotional Learning (SEL) not only improves achievement by an average of 11%, but it also increases prosocial behaviors, improves student attitudes toward school, and reduces depression and stress (Durlak et al., 2011). Students are in need of tools to process their emotions and circumstances in an effective way, and to exercise empathy and compassion both toward others and themselves. It is our goal to support student experiences of self-acceptance, self-love, and internal peace. The school addresses this need, not only through supportive, proactive strategies intrinsic to the educational model, but also through direct teaching and practicing of SEL with a daily mindfulness curriculum. Further, in the ways children reflect in their learning, move their bodies outdoors, and work together to resolve conflicts, we will be building mindfulness together. Children will be supported to find a voice for their emotions, as well as show compassion and understanding for their peers, teachers, parents, and the animals and earth, which is reflected in our behavior management plan in Exhibit L. WCS will employ methods such as journaling, the Mind-Up curriculum to understand neuroscience and brain development, practicing yoga and meditation, creating safe environments for dialogue such as a peaceful table, offering quiet places where children can take space, having a calming area where students can work through big feelings, advisory for middle schoolers, EFT (Emotional Freedom Technique, aka tapping meridians to calm the nervous system), and most importantly, PLAY! Research has found that, "abused kids, at risk for antisocial behavior whose predilection for violence, was diminished through play," (Brown, S., 2009). WCS will develop resilience in students by cultivating an approach to life and learning that views challenges and obstacles as part of the

journey to success, with play as a tool. Research shows that a child's resilience is improved when they are members of classrooms and other groups that promote adaptability (Price-Mitchell, 2010).

***Creativity...*** Opportunities for creativity not only promote more joyful and meaningful learning experiences for students, but also support cognitive development related to problem solving, critical thinking, and synthesizing information. Creative exercises have also been shown to advance emotional regulation skills (Gruber, et al., 2018), which are a cornerstone of mental wellness. In addition to opportunities for creativity interwoven throughout the learning experience, WCS' curriculum model places particular emphasis on the artistic disciplines of Music and Visual Arts. Research shows a positive association between the development of empathy and prosocial skills when students engage in musical education through group activities (Rabinowitch, et al., 2012) and the study of instruments (Wu, et al., 2021). Further, there is a specific correlation between study of an instrument with enhanced cognitive development and academic achievements (Román-Caballero, et al., 2022). Arts integration, or the educational approach in which students construct and demonstrate understanding through art, has been linked to enhanced retention of academic content (Hardiman, et al., 2014), higher academic achievement, and diminished achievement gaps (Scripp, 2014).

***Free Thinking...*** While New Hampshire and this community aspire to protect freedom of thought and personal sovereignty, differences in perspectives and positions have contributed to severe social and political divides that impact our ability to successfully function as a society. In reflecting on these ideals and challenges, WCS aspires to cultivate young minds capable of open dialogue, independent research, critical thinking, and empowered decision making. Research suggests that authentic dialogue between peers serves as a scaffold for one another's thinking, encourages autonomy and responsibility for knowledge construction, and promotes both higher learning and resistance to social pressure (Tartas, et al., 2010). Through its educational model and school culture, WCS aims to advance open-mindedness, active listening skills, and the capacity to respectfully disagree - maintaining the rights of all as it relates to individual beliefs held and choices made, as long as these rights do no harm to oneself, others, or the materials, animals, and things in the environment. Further studies have shown the value of creating agonistic spaces in which conflicts can emerge and play out constructively in learning, particularly among neurodiverse students (Frauenberger, et al., 2019). Through these practices, WCS endeavors to build a community that honors its diversity, and prioritizes the common values, goals, and dreams we share for our students and families.

## Exhibit C

### Founder Biographies

#### **Dr. Traci Korhonen, Ed.D.**

Dr. Traci Korhonen has pursued her dreams of positively impacting education in a variety of ways through public, private, and non-profit programs. In 2013, she started Dream AcadeME Summer Camp. Since then Traci has expanded Dream AcadeME with Homeschool, Tutoring, Afterschool classes, and consulting services. Dream AcadeME is now embarking on the next adventure of opening Wellheart Charter School with a unique structure and Reggio inspiration.

Dr. Korhonen received her Doctorate in Education (Ed.D.) in K-12 Education Leadership at USC in 2015. With over twenty years of teaching experience, her most memorable experiences have been teaching Pre-K at Harvard University and working with parents to open micro-schools in LA. Traci weaves Reggio and Constructivism philosophies to create a curriculum that meets the needs of 21st century learners with personalized and integrated project-based experiences. She incorporates the latest research and consistently evolves the curriculum to meet the students' interests and needs.

Teaching children literacy and math skills is one of the most rewarding experiences for Dr. Korhonen as an educator. She facilitates a blended program of the science of reading, whole language, invented spelling, phonics, phonemic awareness, social constructivism, and process drama to maintain motivation for reading and writing. In mathematics, she derives lessons from cognitively guided instruction (CGI) incorporated with math fluency and manipulatives, as well as real world experiences and projects. By incorporating the child's interests and moving at a pace that maintains the child's confidence, Traci has observed numerous children make leaps and bounds in their academic development. With a strong foundation in reading, writing, and math, students are better able to research, document, and experiment with integrated projects.

Most importantly, Dr. Korhonen respects and highly values the parent-teacher partnership and works closely in regular communication with parents about their children's experiences. In addition to her credentials in education, Traci is also a certified pilates, yoga, and fitness instructor. She intends for elements of yoga, movement, dance, meditation, and mindfulness to be integrated into the classroom daily. To her fullest ability, Dr. Korhonen creates an authentic and honest approach to education to prepare children to navigate today's challenging world, while evolving her understanding of best practices along the way. Traci hopes you will join her endeavor in education reform and expresses her gratitude for sharing in these dreams.

#### **Kyle Morse, MPH**

Kyle is passionate about cultivating accessible, quality educational options for the community- rooted in the empowerment, engagement, and wellness of our youth.

Kyle holds a Bachelor's Degree in Anthropology from Duke University and a Master's Degree in Public Health from the University of New Hampshire. Kyle has served in senior leadership roles for nonprofit organizations since 2012, from disability services agencies to behavioral health in justice settings. Kyle has successfully managed strategy, operations, finances, and human capital in service of missions focused on wellness, personal development and efficacy, and social justice. She currently works as a Special Projects Consultant, and previously served as Vice President of Provider Services for Community Bridges.

Kyle serves on the Board of Directors for the YMCA of Greater Nashua and volunteers her time with the Duke Alumni Admissions Advisory Council. In her free time, she enjoys practicing and teaching yoga, traveling, and spending time outdoors. Kyle lives in Amherst, NH with her husband, two daughters, dog, cats, goats, sheep, chickens, and honeybees.

**Kim Ballantyne**

Kim holds a B.A. in Early Childhood/Elementary Education from Juniata College and an M.A. in Early Childhood Education from East Tennessee State University. In addition to her Master's degree, Kim completed an Emergent Inquiry Certificate at ETSU, focusing on the social, cultural, and educational history of emergent inquiry and Reggio-inspired early childhood education. During her teaching career, Kim has taught in public and private preschools, public kindergarten and first grade. Early in her career, Kim took a break from the classroom and chose to stay home with her three daughters. This time provided her with a wonderful opportunity to experience early childhood development in a very personal and satisfying way. It also gave Kim a parent's perspective on education that guided her future teaching practices.

Kim's experience with preschool-aged children and her evolving teaching style led her toward the Reggio Approach. The excitement and inspiration for this approach created a spark that led her to pursue a master's degree in early childhood education with a focus on researching emergent curriculum and the theories of constructivism. The topic she connected with the most was collaboration. She wanted to understand specifically how teachers can successfully facilitate student collaboration with young children. Kim continues to feel a strong desire to help build relationships between students, between teachers and students, and between teachers.

Outside of school, Kim and her husband Todd enjoy traveling to new destinations locally and internationally. They look for ways to appreciate new cultures and experience adventures at each amazing location.

In her 30+ years of teaching, Kim has taught in a variety of school settings and she believes that children deserve to learn in an environment that encourages creativity and exploration every day. Kim wants all students to feel comfortable, welcomed, and valued as capable individuals with amazing talents and ideas

**Peggy Hafenberg**

Peggy is a dreamer, a wife, a mother, and an educator. She received her B.A in Liberal Studies and her preliminary multiple subject teaching credential at California State University Northridge. She experienced working with elementary school age children during student teaching in first and third grade classrooms, as an assistant teacher in a 5th grade classroom, while tutoring English and math to private families, and as an after school science enrichment teacher. One summer, while assisting with a summer camp at a Reggio inspired preschool, her view on the role of Education was profoundly altered and re-inspired. Peggy soon after became an early childhood teacher at the Growing Place, in Santa Monica, California. She learned about observing, listening, and reflecting. She experienced an educational model where teachers worked collaboratively and challenged each other's thinking to provide the best learning environment for their students. Most importantly, Peggy learned that when children are given the utmost respect and talked to in a way that makes them partners in learning and life, then they naturally surprise us with the most profound observations and enlightening connections. After more than ten years of learning and practicing Reggio principles, social-constructivism, and human development at the Growing Place, life circumstances brought Peggy to New Hampshire. When she heard about the planning of a new charter school with similar values and learning foundations her heart exploded with joy! Peggy is eager to support the founding of the Wellheart Charter School so that we can continue to learn together. She believes that the new school will allow our youngest citizens to be heard, valued, and respected, and inspire them to be active thinkers and participators in today's society. In addition to her passion for education, Peggy also enjoys outdoor activities, meditation, reading about holistic health practices, and painting.



**Brooke Santiago**

Brooke Santiago holds a BA in Psychology from St. Johns' University and has been working with children for the past 15 years. Originally from New York, she currently lives in New Hampshire with her husband and infant daughter. Brooke has extensive experience in the early childhood education field and has been a classroom teacher, education coordinator and assistant director of an early childhood school as well as an arts and crafts specialist at a summer camp. Brooke also has training as a postpartum doula and holds certification as an infant massage teacher.

Brooke's experience and passion for the RIE and Reggio Emilia philosophies led her to become a part of the application team for Wellheart Charter School. She believes strongly in allowing children to learn through play, allowing students to have a voice in their curriculum, and in breaking the mold of the traditional classroom setting in order to be more child-focused. While Brooke has always been passionate about her work with young children, as a new mom, her dedication to ensuring that there are more choices when it comes to quality education has only grown. She is excited to see this vision for a Reggio inspired elementary and middle school come to life as it's a model that is typically only found up until pre-K and something that is sorely missing for the older grades.

In her personal life, Brooke is an avid reader, enjoys traveling to different lighthouses around New England and has a goal to visit all 50 states by the time she's 50 (currently at 26 states!).

**Alison Sanchez**

Alison Sanchez earned her master's degree in speech language pathology from Columbia University's Teachers College and her law degree from New York University. She has over ten years experience as a teacher/speech language pathologist in the New York City School system, working with students with complex medical diagnoses. Currently, Alison runs her own pediatric speech therapy private practice in Southern New Hampshire. She is passionate about finding every child's strengths and interests, and treating children with respect and autonomy.

In her free time, Alison enjoys exploring the outdoors with her husband and child, gardening, frequenting estate sales, and learning more about holistic health/wellness.

**Amy Marcum (Hindmarsh)**

Amy grew up in Sydney, Australia and moved to the United States in 2017. As a mother of 3 children, she embraced the opportunity and freedom homeschooling provides in the United States, grateful for the opportunity to become involved in the creation of the Wellheart Chartered Public School in New Hampshire.

Amy has spent most of her career as a Project and Program Manager for software companies, and recently transitioned into software configuration and solutions architecture. She is currently employed full time as a Solutions Architect. In her free time she enjoys spending time in the beautiful New Hampshire outdoors, aspires to become a runner, and learn to sail.

Amy's involvement in the Wellheart Chartered Public School is as a founding member, working with the founding team to develop the application and supporting documentation, and collaborating with the founders to give the school every chance of achieving its mission. Once established, Amy will continue to work with the school and community to foster strong relationships and programs that benefit the school community.

### Kimberly Bellemore

Kimberly is a New Hampshire Real Estate Agent, a Greater Nashua Board of Realtors member, and a senior property manager that has managed over 560 apartment homes. Kimberly has been in the real estate industry for 12 years working with families to find their dream homes. She continues to further her education through quarterly and yearly certifications and classes to guarantee her clients have the most updated knowledge about the market.

Kimberly grew up in a loving family of 5 that was deep-rooted in core values and learned the essential life skills of farming, mind-body wellness, beekeeping, and animal care; which continues on her own growing farmstead called Bellemore Farms. This is where she is passionate about raising bees, chickens, and gardening. Helping on the farm alongside Kimberly are her 5 rescued pooches Ava, Mia, Max, Benjamin, and Daisy. Kimberly is also an incredible Aunt that likes to help educate and nurture her nieces and nephews about the farm and the importance of the mind-body connection.

With Kimberly's nieces, nephews, and future children in mind, she has a high value and interest in a natural and holistic approach to an educational environment. This has fueled her involvement with the Wellheart Chartered Public School, and her passion for its success in our community.

### Megan Carignan

Megan holds an associate in behavioral science with a concentration in criminal justice from Granite State College. Her professional background has been in customer service-based positions helping customers with technical or billing needs. She has taken a seven-year break from working outside the home to stay home with her three daughters. She currently lives in Milford, NH where she, her husband, three daughters, their Boston Terrier, 5 fish tanks, 3 ducks, 1 chicken, 1 goose, and 1 turkey plan to stay for a very long time! ☺

She grew up in Methuen, MA with her parents and younger brother. During her younger years, she enjoyed traveling with her family with their camper. She enjoyed playing softball through her middle school years. Megan was in the public school system until high school. Methuen high school was a large school of about 800 students. Megan faced a tremendous amount of anxiety here because she felt as though she was just another number that teachers had to check off their box before being shuffled to the next class. The school was simply too big and student-teacher ratios were too large to have time for anything but to make sure students memorized the necessary information. Her parents chose to pull her out and send her to a small Christian High School. It was here that she fell in love with a smaller class size ratio to produce a more personalized learning approach. Instead of feeling like a number being checked off a box, at this school, the teachers had time to be interested in her. It sparked a whole new love for learning. She participated in soccer, basketball, and volleyball. She graduated from Fellowship Christian Academy with her 12 classmates.

She currently homeschools her three children because she believes that a love for learning is best cultivated through hands-on projects that children are interested in, and this is something that she enjoys doing at home with her children. She believes that life skills are just as important as learning fundamentals for math or reading. Creating a love for learning is easier when you have the time and a small “class” size. She also knows that children need lots of fresh air, sunshine, and fresh foods to be healthy, and that’s exactly what homeschooling provides for her. She is passionate about this charter school’s approach because it directly aligns with her homeschool style and would perfectly supplement their education.

She and her children spend their days baking, exercising, swimming in the summer, going to the beach, reading (and reading and reading!), taking walks with our dog Bella, having family movie nights, participating in many town sports, and volunteering at our church. Megan personally enjoys weightlifting, firearm training, hiking, drawing, baking, and health and wellness. Her focus is to have a healthy body and mind not only for herself but for her family as well!

**Michelle Flynn**

Michelle holds a bachelors in Medical Laboratory Science and has worked at both Children's Hospital Boston and Lahey Burlington labs. She has led the development and implementation of the Beaker billing portion of the EPIC electronic health record at numerous sites. And she has had the opportunity to stream-line lab billing on the operations side and continue her career by assisting patients and co-workers to understand, audit, and/or remedy lab billing issues.

Michelle is a mom of three, strongly rooted in wellness and learning new skills.

**Nicole Sousa**

Nicole has a BA in Computer Science from Wentworth Institute of Technology. She is a Principle Software Engineer from Ebsco Information Services and has been working on developing software for over 20 years.

Nicole is also a mom of two boys. When she knew she wanted to have children she began to extensively research different educational methods. She became very passionate about education. She learned as much as she could about Montessori, Reggio, and other project based learning schools. Once her first son was born she strived to emulate the Reggio/Montessori philosophy at home and has sent both of her sons now 9 and 4 to a private Montessori school.

In addition, she became very passionate about holistic health and homesteading. She raised her own goats for goat milk before and in the early days after having her son. She also has a flock of chickens and a home vegetable garden that she continues to maintain today. She understands the importance of food and environment on one's health and behavior.

In her free time, Nicole loves spending time with her family in nature. They frequently go on camping trips as well as biking, hiking, fishing, kayaking, and skiing. She also volunteers as a scout leader for Cub Scout Pack 613, and coaches baseball and soccer for Amherst Park & Recreation. Nicole is excited about bringing all of her passions together to help build Wellheart.

**Gabrielle LeBlanc -Winch**

Gabrielle was born and raised in New England. Her roots remain steady in New England as she raises four beautiful children with her husband.

Gabrielle has been passionate about entrepreneurship since the time she was a young child. She has poured her entrepreneurial energy into an extensive and creative career in the beauty industry, self learned marketing with small local businesses, continued self learning and exploring in alternative health, homeschooling and alternative education, and more recently opening a local business with her husband, with the potential of starting an additional online business. She has also served on a local political board.

In Gabrielle's spare time, you can find her making small strides towards creating her own Homestead, strengthening her faith based community, working out, or spending quality time with her family.

## **Richard Lowney**

Mr. Lowney is president and co-founder of Clearview Software International. Mr. Lowney is responsible for providing the technology direction of the company. He has over 30 years of experience managing software development and information technology companies. He was also co-founder of Blue Ivy Solutions, an educational administration software company. Prior to Clearview, Mr. Lowney held information technology management positions at ERT/COMSAT, and Aetna Insurance. Additionally, Mr. Lowney served three years in the U.S. Army in the field of computer technology.

Representing his companies, Mr. Lowney has participated in numerous Trade Missions for business development purposes. Countries included, Australia, Canada, Denmark, England, Germany, Ireland, Northern Ireland, Ukraine, Saudi Arabia, and Scotland.

He has served on the Board of Directors for New Hampshire International Trade Association, USO of New England, the Souhegan Valley Boys and Girls Club and the New Hampshire Alliance of Boys & Girls Clubs. Mr. Lowney holds a BS from Southern New Hampshire University and an MS from Rensselaer Polytechnic Institute.

## **Emily Wiete**

Emily Wiete holds a master's degree in Counseling and Psychological Services from Salem State University in Massachusetts and worked as a School Counselor for a decade. Emily began her career as a mental health counselor at a special education high school and elementary school in Salem, MA and relocated to the Midwest in 2014 where she continued her career in Wisconsin and Indiana until she took on the full-time role of a stay-at-home mom in 2018. Her greatest role to date has been caring for her young children and encouraging their passions and interests and watching them develop into their own unique selves. Emily relocated back to her home state of New Hampshire in the fall of 2023 to raise her children closer to their extended family and experience the beauty of New England.

Before pursuing her masters degree, Emily worked in a management role within a corporation that provided senior care. She managed over 100 caregivers' schedules and ensured quality care in all of the senior's homes. It was a very rewarding career that led her to pursue a degree in counseling as she saw first hand the level of need for mental health services that was within the senior community. Within the last two years Emily had many eye opening experiences that led her to the desire of opening up her own small, Reggio-inspired school. The ideas blossomed out of the passion to provide an education for her own children that would nurture each child's own unique self in a compassionate, loving, self-motivating, respectful setting with ample opportunities to have hands-on learning experiences through play, arts, theater, science, and nature.

Emily's experience in public education and as a very involved mother to her four children has led her to pursue an alternative experience for her own children. She has always desired an experience within the schools that encourages them to be curious about the world around them, where they can learn to express themselves and to trust themselves as they seek answers for their questions. Emily feels that all children should be engaged in a community of learners where the experience of learning is shared and celebrated. During Emily's time in the public school system, she saw many wonderful moments of meaningful learning, but also significant time spent on menial tasks. Emily feels strongly about having her own children, as well as their peers, be encouraged to learn through curiosity, play, nature, and joy. Emily's desire to be a founding board member of Wellheart Charter School was motivated by her desire to create an environment where their formal schooling is fulfilling, meaningful, and is led by the interest of each child.

Exhibit D  
DRAFT Board of Trustee By-Laws



DRAFT Bylaws of  
**Wellheart Chartered Public School**  
A New Hampshire Nonprofit Corporation

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**ARTICLE 1** NAME

## Section 1.1 Corporate Name

The name of this corporation is Wellheart Chartered Public School. (the “Corporation”).

**ARTICLE 2** OFFICES

## Section 2.1 Principal Office

The principal office for the transaction of the business of the Corporation may be established at any place or places within or without the State of New Hampshire by resolution of the Board.

## Section 2.2 Other Offices

The Board may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to transact business.

**ARTICLE 3** PURPOSES

## Section 3.1 General Purpose

The Corporation is a nonprofit corporation and is not organized for the private gain of any person. It is organized under the Voluntary Corporations and Associations Law of New Hampshire (“New Hampshire Nonprofit Corporation Law”) for public and charitable purposes.

## Section 3.2 Specific Purpose

The Specific Purpose of the Corporation shall be the operation of a public charter school. Without limiting the foregoing, the specific purpose of the Corporation shall include those public and charitable purposes specified in the Articles of Incorporation of the Corporation (the “Articles of Incorporation”).

**ARTICLE 4** LIMITATIONS

## Section 4.1 Political Activities

The Corporation has been formed under New Hampshire Nonprofit Corporation Law for the public and charitable purposes described in Article 3, and it shall be nonprofit and nonpartisan. No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

## Section 4.2 Prohibited Activities

The Corporation shall not, except in any insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes described in Article 3. The Corporation may not carry on any activity for the profit of its Officers, Directors or other



persons or distribute any gains, profits or dividends to its Officers, Directors or other persons as such. Furthermore, nothing in Article 3 shall be construed as allowing the Corporation to engage in any activity not permitted to be carried on (i) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”) or (ii) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

## **ARTICLE 5** DEDICATION OF ASSETS

### Section 5.1 Property Dedicated to Nonprofit Purposes

The property of the Corporation is irrevocably dedicated to public or charitable purposes or any other purposes permitted under Section 501(c)(3) of the Internal Revenue Code. No part of the net income or assets of the Corporation shall ever inure to the benefit of any of its Directors or Officers, or to the benefit of any private person, except that the Corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 3 hereof.

### Section 5.2 Distribution of Assets Upon Dissolution

Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable, scientific or educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Code.

## **ARTICLE 6** MEMBERSHIPS

### Section 6.1 Members

The Corporation shall have no members within the meaning of the New Hampshire Nonprofit Corporation Law.

### Section 6.2 Non-Voting Members

The Board may adopt policies and procedures for the admission of associate members or other designated members who shall have no voting rights in the Corporation. Such associates or other members are not “members” of the Corporation within the meaning of the New Hampshire Nonprofit Corporation Law.

## **ARTICLE 7** DIRECTORS

### Section 7.1 Number and Qualifications

The authorized number of directors of the Corporation (“Directors”) shall be not less than five (5) or more than ten (10); the exact authorized number to be fixed, within these limits, by resolution of the Board. Not more than 49% of the persons serving on the

Board may be “interested persons” as such term is defined in Section 7.16. According to RSA 292:6-a the corporation shall have at least 5 voting members, who are not of the same immediate family or related by blood or marriage. Current student family members will comprise 25% or more of the members of the board of trustees.

#### Section 7.2 Corporate Powers Exercised by Board

Subject to the provisions of the Articles of Incorporation, New Hampshire Nonprofit Corporation Law and any other applicable laws, the business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the board of Directors (the “Board”). The Board may delegate the management of the activities of the Corporation to any person or persons, or committee, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

#### Section 7.3 Terms; Election of Successors

Directors shall be elected at each annual meeting of the Board for two-year terms. Each Director, including a Director elected to fill a vacancy, shall hold office until the expiration of the term for which he or she was elected and until the election and qualification of a successor, or until that Director’s earlier resignation or removal in accordance with these Bylaws and New Hampshire Nonprofit Corporation Law.

#### Section 7.4 Vacancies

##### 7.4.1 Events Causing Vacancy

A vacancy or vacancies on the Board shall be deemed to exist on the occurrence of the following: (i) the death, resignation, or removal of any Director; (ii) whenever the number of authorized Directors is increased; or (iii) the failure of the Board, at any meeting at which any Director or Directors are to be elected, to elect the full authorized number of Directors.

##### 7.4.2 Removal

###### 7.4.2.1 For Cause

The Board may by resolution declare vacant the office of a Director who has been declared of unsound mind by a final order of court, or has been convicted of a felony, or found by a final order of any court to have breached a duty to the Corporation under New Hampshire Nonprofit Corporation Law.

The Board may, by a majority vote of the Directors who meet all of the required qualifications to be a Director set forth in Section 7.1.2, declare vacant the office of any Director who fails or ceases to meet any required qualification that was in effect at the beginning of that Director’s current term of office.

The Board may by resolution declare vacant the office of a Director who has committed an

act or offense that tends to significantly harm or damage the reputation of the Corporation, and any Director who fails, after notice, to reasonably attend to the duties and obligations of the Office.

#### 7.4.2.2 Without Cause

Directors may be removed without cause by an affirmative vote of a majority of Directors then in office.

#### 7.4.3 No Removal on Reduction of Number of Directors

No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires unless the reduction also provides for the removal of that specified Director in accordance with these Bylaws and New Hampshire Nonprofit Corporation Law.

#### 7.4.4 Resignations

Except as provided in this Section 7.4.4, any Director may resign by giving written notice to the Chairperson, the Vice-Chairperson, the Secretary, or the Board. Such a written resignation will be effective on the later of (i) the date it is delivered or (ii) the time specified in the written notice that the resignation is to become effective. No Director may resign if the Corporation would then be left without a duly elected Director or Directors in charge of its affairs, except upon notice to the New Hampshire Attorney General (the "Attorney General"). Any resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the Director is a party. Resignations need not be "accepted" in order to take effect.

#### 7.4.5 Election to Fill Vacancies

If there is a vacancy on the Board, including a vacancy created by the removal of a Director, the Board may fill such vacancy by electing an additional Director as soon as practicable after the vacancy occurs. If the number of Directors then in office is less than a quorum, additional Directors may be elected to fill such vacancies by (i) the unanimous written consent of the Directors then in office, (ii) the affirmative vote of a majority of the Directors in office at a meeting held according to notice or waivers complying with the New Hampshire Nonprofit Corporation Law, or (iii) a sole remaining Director.

### Section 7.5 Regular Meetings

Each year, the Board shall hold at least one meeting at a date, time and place fixed by the Board, for the purposes of election of Directors, appointment of Officers, review and approval of the corporate budget and transaction of other business. This meeting is sometimes referred to in these Bylaws as the "annual meeting." Other regular meetings of the Board shall be held at such date, time and place as the Board may fix from time to time by resolution. In compliance with RSA 91-A-2, the Board will conduct an open meeting at least once a month throughout the year.

- Section 7.6      **Special Meetings**  
Special meetings of the Board for any purpose or purposes may be called at any time by any the Chairperson, or the Vice-Chairperson, or the Secretary, or any two Directors.
- Section 7.7      **Notice of Meetings**
- 7.7.1          **Manner of Giving**  
Notice of Meetings shall be given in compliance with RSA 91-A, New Hampshire’s “right to know” law.
- 7.7.2          **Time Requirements**  
Notices shall be given in compliance with RSA 91-A.
- 7.7.3          **Notice Contents**  
The notice shall include the agenda, date, time and place for the meeting.
- Section 7.8      **Place of Board Meetings**  
Regular and special meetings of the Board may be held at any place within the state that has been designated in the notice of the meeting. The designated place where meetings are to be held shall be open and accessible to the public, who may attend such meetings, in compliance with RSA 91-A.
- 7.8.1          **Meetings by Telephone or Similar Communication Equipment**  
To the extent permitted by RSA 91-A, some or all members of the Board may participate by telephone or other similar communications equipment.
- Section 7.9      **Attendance**  
Directors will be considered in attendance whether they are physically at the meeting or attending via live electronic or other means such as teleconferencing, if permitted to participate remotely pursuant to RSA 91-A.
- Section 7.10     **Quorum and Action of the Board**
- 7.10.1         **Quorum**  
A majority of Directors then in office (but no fewer than three Directors) shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 7.12.
- 7.10.2         **Minimum Vote Requirements for Valid Board Action**  
Every act taken or decision made by a vote of the majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a greater number is expressly required by New Hampshire Nonprofit Corporation Law, the Articles of Incorporation or these Bylaws. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Directors from the meeting, if any action taken is approved by at least a majority of the required quorum for that meeting.

### 7.10.3 When a Greater Vote Is Required for Valid Board Action

The following actions shall require a vote by a majority of all Directors then in office in order to be effective:

- (a) Approval of contracts or transactions in which a Director has a direct or indirect material financial interest as described in Section 10.1 (provided that the vote of any interested Director(s) is not counted);
- (b) Removal of a Director without cause as described in Section 7.4.2.2; and
- (c) Indemnification of Directors as described in Article 11.

### Section 7.11 Conduct of Meetings

Meetings of the Board shall be presided over by the Chairperson, or, if there is no Chairperson or the Chairperson is absent, the Vice-Chairperson or, if the Chairperson and Vice-Chairperson are both absent, by the Secretary or, in the absence of each of these persons, by a chairperson of the meeting, chosen by a majority of the Directors present at the meeting. The Secretary shall act as secretary of all meetings of the Board, provided that, if the Secretary is absent, the presiding officer shall appoint another person to act as secretary of the meeting. Meetings shall be governed by rules of procedure as may be determined by the Board from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles, or with any provisions of law applicable to the Corporation.

### Section 7.12 Fees and Compensation of Directors

The Corporation shall not pay any compensation to Directors for services rendered to the Corporation as Directors, except that Directors may be reimbursed for expenses incurred in any travel for the performance of their duties to the Corporation, in reasonable amounts as approved by the Board.

Also, Directors may not be compensated for rendering services to the Corporation in a capacity other than as Directors, unless such compensation is reasonable and further provided that not more than 49% of the persons serving as Directors may be “interested persons” which means:

- (a) any person currently being compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, or
- (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person in (a).

### Section 7.13 Non-Liability of Directors

The Directors shall not be personally liable for the debts, liabilities, or other obligations of the Corporation.

## ARTICLE 8 COMMITTEES

### Section 8.1 Committees of Directors

The Board may, by resolution adopted by a majority of the Directors at any duly called meeting, create one or more Board Committees (“Committees”), including an executive committee, each consisting of two or more Directors, to serve at the discretion of the Board. Other Committees will include but not be limited to: Finance Committee and Fundraising Committee. Any Committee, to the extent provided in the resolution of the Board, may be given the authority of the Board except that no Committee may:

- (a) fill vacancies on the Board or in any Committee which has the authority of the Board;
- (b) amend or repeal Bylaws or adopt new Bylaws;
- (c) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable;
- (d) appoint any other Committees or the members of these Committees; or
- (e) approve any transaction (i) between the Corporation and one or more of its Directors or (ii) between the Corporation and any entity in which one or more of its Directors have a material financial interest.

### Section 8.2 Meetings and Action of Board Committees

Meetings and action of Committees shall be governed by, and held and taken in accordance with RSA 91-A. Minutes shall be kept of each meeting of any Committee and shall be filed with the corporate records. The Committee shall report to the Board from time to time as the Board may require. The Board may adopt rules for the governance of any Committee not inconsistent with the provisions of these Bylaws and applicable law. In the absence of rules adopted by the Board, the Committee may adopt such rules.

### Section 8.3 Quorum Rules for Board Committees

The quorum for any Board Committee shall be one member of the committee.

### Section 8.4 Revocation of Delegated Authority

The Board may, at any time, revoke or modify any or all of the authority that the Board has delegated to a Committee, increase or decrease (but not below two) the number of members of a Committee, and fill vacancies in a Committee from the members of the Board.

### Section 8.5 Nonprofit Integrity

In any fiscal year in which the Corporation receives or accrues gross revenues of two million dollars or more (excluding grants from, and contracts for services with, governmental entities for which the governmental entity requires an accounting of the funds received), the Board shall (i) prepare annual financial statements using generally

accepted accounting principles that are audited by an independent certified public accountant (“CPA”) in conformity with generally accepted auditing standards; and (ii) make the audit available to the Attorney General and to the public on the same basis that the Internal Revenue Service Form 990 is required to be made available;

**Section 8.6**      **Advisory Committees**

The Board may create one or more advisory committees to serve at the pleasure of the Board. Appointments to such advisory committees need not, but may, be Directors. The Board shall appoint and discharge advisory committee members. All actions and recommendations of an advisory committee shall require ratification by the Board before being given effect. Advisory committees shall conduct business in conformity with RSA 91-A including, but not limited to, providing notice of meetings, conducting meetings open to the public, and maintaining records of meetings.

**ARTICLE 9**      **OFFICERS**

**Section 9.1**      **Officers**

The officers of the Corporation (“Officers”) shall be a Chairperson, a Vice-Chairperson, a Secretary, and a Treasurer. The Board shall have the power to designate additional Officers, with such duties, powers, titles and privileges as the Board may fix, including such Officers as may be appointed in accordance with Section 9.6.6. Any number of offices may be held by the same person, except that the Secretary and the Treasurer may not serve concurrently as either the Chairperson or Vice-Chair.

**Section 9.2**      **Election of Officers**

The Officers, except those appointed in accordance with Section 9.6.6 shall be elected by the Board at the annual meeting of the Corporation for a term of one year, and each shall serve at the discretion of the Board until his or her successor shall be elected, or his or her earlier resignation or removal. Officers may be elected for five consecutive terms.

**Section 9.3**      **Removal of Officers**

Subject to the rights, if any, of an Officer under any contract of employment, any Officer may be removed, with or without cause, by the Board, at any regular or special meeting of the Board, or at the annual meeting of the Corporation,.

**Section 9.4**      **Resignation of Officers**

Any Officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect at the date of the receipt of that notice or at any later time specified in that notice; and, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any of the Corporation under any contract to which the Officer is a party.

**Section 9.5**      **Vacancies in Offices**

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular

appointments to that office, provided that such vacancies shall be filled as they occur and not on an annual basis.

## Section 9.6 Responsibilities of Officers

### 9.6.1 Chairperson

The chairperson of the Board (the “Chairperson”), if any, shall be a Director and shall preside at meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned to him by the Board or prescribed by these Bylaws.

### 9.6.2 Vice-Chairperson

The Vice-Chairperson shall, if there is no Chairperson, or in the Chairperson’s absence or disability of the Chairperson, preside at meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by these Bylaws.

### 9.6.3 Secretary

The secretary of the Corporation (the “Secretary”) shall attend to the following:

#### 9.6.3.1 Bylaws

The Secretary shall certify and keep or cause to be kept at the principal office of the Corporation the original or a copy of these Bylaws as amended to date.

#### 9.6.3.2 Minute Book

The Secretary shall keep or cause to be kept a minute book as described in Section 12.1.

#### 9.6.3.3 Notices

The Secretary shall give, or cause to be given, notice of all meetings of the Board in accordance with these Bylaws.

#### 9.6.3.4 Corporate Records

Upon request, the Secretary shall exhibit or cause to be exhibited at all reasonable times to any Director, or to his or her agent or attorney, these Bylaws, the minute book, agenda and other such corporate records.

#### 9.6.3.5 Other Duties

The Secretary shall have such other powers and perform such other duties incident to the office of Secretary as may be prescribed by the Board or these Bylaws.

### 9.6.4 Treasurer

The treasurer of the Corporation (the “Treasurer”) shall attend to the following:

#### 9.6.4.1 Books of Account



The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall be open to inspection by any Director at all reasonable times.

9.6.4.2 Financial Reports

The Treasurer shall prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

9.6.4.3 Deposit and Disbursement of Money and Valuables

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board; shall disburse, or cause to be disbursed, the funds of the Corporation as may be ordered by the Board; shall render, or cause to be rendered to the Chairperson and Directors, whenever they request it, an account of all of his or her transactions as Treasurer and of the financial condition of the Corporation; and shall have other powers and perform such other duties incident to the office of Treasurer as may be prescribed by the Board or these Bylaws.

Section 9.7 Heads of School

Subject to such supervisory powers as may be given by the Board to the Chairperson, the Board may hire Heads of School (Head of School- Operations and Head of School-Education) of the Corporation who shall be the general managers of the Corporation, and subject to the control of the Board, shall supervise, direct and control the Corporation's day-to-day activities and business and affairs. The Heads of School shall be empowered to hire, supervise, and fire all of the employees of the Corporation, under such terms and having such job responsibilities as the Heads of School shall determine in their discretion, subject to the rights, if any, of the employee under any contract of employment. The Heads of School may delegate his or her responsibilities and powers subject to the control of the Board. They shall have such other powers and duties as may be prescribed by the Board or these Bylaws. The Heads of School may hold non-voting positions on the Board, but shall not serve as voting members.

**ARTICLE 10** TRANSACTIONS BETWEEN CORPORATION AND DIRECTORS OR OFFICERS

Section 10.1 Transactions with Directors and Officers

10.1.1 Interested Party Transactions

Except as described in Section 10.1.2, the Corporation shall not be a party to any transaction:

- (a) in which one or more of its Directors or Officers has a material financial interest, or

- (b) with any corporation, firm, association, or other entity in which one or more Directors or Officers has a material financial interest.

#### 10.1.2 Requirements to Authorize Interested Party Transactions

The Corporation shall not be a party to any transaction described in 10.1.1 unless:

- (a) the Corporation enters into the transaction for its own benefit;
- (b) the transaction is fair and reasonable to the Corporation at the time the transaction is entered into;
- (c) prior to consummating the transaction or any part thereof, the Board authorizes or approves the transaction in good faith, by a vote of a majority of Directors then in office (without counting the vote of the interested Directors or any director subject to his/her own interested party transaction), and with knowledge of the material facts concerning the transaction and the interested Director's or Officer's financial interest in the transaction;
- (d) prior to authorizing or approving the transaction, the Board considers and in good faith determines after reasonable investigation that the cost to the corporation reasonably represents fair market value for said services; and
- (e) the minutes of the Board meeting at which such action was taken reflect that the Board considered and made the findings described in paragraphs (a) through (d) of this Section 10.1.2.

#### 10.1.3 Material Financial Interest

A Director or Officer shall not be deemed to have a "material financial interest" in a transaction:

- (a) if the contract or transaction is part of a public or charitable program of the Corporation and it (1) is approved or authorized by the Corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more Directors or their families only because they are in the class of persons intended to be benefited by the program; or
- (b) as permitted by state law.

#### Section 10.2 Loans to Directors and Officers

The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or Officer; except that, however, the Corporation may advance money to a Director or Officer for expenses reasonably anticipated to be incurred in the performance of duties of such Director or Officer, if in the absence of such advance, such Director or Officer would be entitled to be reimbursed for such expenses by the Corporation. If such funds are advanced to a Director or Officer, the Director or Officer

shall promptly, and in any event not more than 7 days after incurring such expense, provide receipts and other necessary records to the Corporation. Unless excused by the Board of Directors, failure to provide such receipts shall obligate the Director or Officer to reimburse the corporation for the advanced funds.

**Section 10.3** Interlocking Directorates

No contract or other transaction between the Corporation and any corporation, firm or association of which one or more Directors are directors is either void or voidable because such Director(s) are present at the Board or Committee meeting that authorizes, approves or ratifies the contract or transaction, if (i) the material facts as to the transaction and as to such Director's other directorship are fully disclosed or known to the Board or Committee, and the Board or Committee authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common Director(s) (subject to the quorum provisions of Article 7); or if (ii) the contract or transaction is just and reasonable as to the Corporation at the time it is authorized, approved or ratified.

**Section 10.4** Duty of Loyalty; Construction with Article 11

Nothing in this Article 10 shall be construed to derogate in any way from the absolute duty of loyalty that every Director and Officer owes to the Corporation. Furthermore, nothing in this Article 10 shall be construed to override or amend the provisions of Article 11. All conflicts between the two articles shall be resolved in favor of Article 11.

**ARTICLE 11** INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND AGENTS

**Section 11.1** The Corporation shall indemnify its Directors, Officers, Employees and Agents to the greatest extent permitted by law, provided that the Corporation shall have no duty to indemnify any person for an intentional act. The Corporation shall obtain and maintain one or more policies of insurance in order to satisfy the obligations of the Corporation hereunder.

**ARTICLE 12** CORPORATE RECORDS, REPORTS AND SEAL

**Section 12.1** Minute Book

The Corporation shall keep a minute book in written form at such place designated by the Board, which shall contain a record of all actions by the Board or any committee including (i) the date, time and place of each meeting; (ii) whether a meeting is regular or special and, if special, how called; (iii) the manner of giving notice of each meeting and a copy thereof; (iv) the names of those present at each meeting of the Board or any Committee thereof; (v) the minutes of all meetings; To the extent that minutes of non-public sessions are exempt from public disclosure, such minutes shall be maintained in compliance with RSA 91-A. .

**Section 12.2** Books and Records of Account

The Corporation shall keep adequate and correct books and records of account at such a place or places designated by the Board. "Correct books and records" includes, but is not necessarily limited to: accounts of properties and transactions, its assets, liabilities, receipts, disbursements, gains and losses.

- Section 12.3 Articles of Incorporation and Bylaws  
The Corporation shall keep at its principal office, the original or a copy of the Articles of Incorporation and Bylaws as amended to date.
- Section 12.4 Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns  
The Corporation shall at all times keep at its principal office a copy of its federal tax exemption application and, for three years from their date of filing, its annual information returns. These documents shall be open to public inspection and copying to the extent required by the Code.
- Section 12.5 Annual Report; Statement of Certain Transactions  
The Board shall cause an annual report to be presented at a regular meeting of the Board within 120 days after the close of the Corporation's fiscal year containing the following information:
- (a) The assets and liabilities of the Corporation as of the end of the fiscal year;
  - (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
  - (c) The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for this fiscal year;
  - (d) The expenses or disbursements of the Corporation for both general and restricted purposes during the fiscal year;
  - (e) A statement of any transaction (i) to which the Corporation, or its subsidiary was a party, (ii) which involved more than \$5,000 or which was one of a number of such transactions with the same person involving, in the aggregate, more than \$5,000, and (iii) in which either of the following interested persons had a direct or indirect material financial interest (a mere common directorship is not a financial interest):
    - (1) Any Director or Officer of the Corporation, or its subsidiary;
    - (2) Any holder of more than 10% of the voting power of the Corporation, or its subsidiary.

The statement shall include: (i) a brief description of the transaction; (ii) the names of interested persons involved; (iii) their relationship to the Corporation; (iv) the nature of their interest in the transaction, and; (v) when practicable, the amount of

that interest, provided that, in the case of a partnership in which such person is a partner, only the interest of the partnership need be stated.

- (f) A brief description of the amounts and circumstances of any indemnifications, or advances aggregating more than \$5,000 paid during the fiscal year to any Officer or Director under Section 10.2 or Article 11.

## **ARTICLE 13** EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

### Section 13.1 Execution of Instruments

The Board, except as otherwise provided in these Bylaws, may by resolution authorize any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

### Section 13.2 Checks and Notes

Except as otherwise specifically determined by resolution of the Board, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed or endorsed by the Treasurer or Secretary and countersigned by the Chairperson.

### Section 13.3 Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

### Section 13.4 Gifts

The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the charitable or public purposes of the Corporation.

## **ARTICLE 14** CONSTRUCTION AND DEFINITIONS

Unless the context requires otherwise, the general provisions, rules of construction, and definitions of New Hampshire Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine gender includes the feminine and neuter, the singular number includes the plural, the plural number includes the singular, and the term "person" includes both the Corporation and a natural person. All references to statutes, regulations and laws shall include any future statutes, regulations and laws that replace those referenced.

**ARTICLE 15** AMENDMENTS

## Section 15.1 Amendment by Directors

The Board may adopt, amend or repeal bylaws by a two-thirds vote of the Board. Such power is subject to the following limitations:

- (a) Where any provision of these Bylaws requires the vote of a larger proportion of the Directors than otherwise is required by law, such provision may not be altered, amended or repealed except by the vote of such greater number.
- (b) No amendment may extend the term of a Director beyond that for which such Director was elected.
- (c) If bylaws are adopted, amended or repealed at a meeting of the Board, such action is authorized only at a duly called and held meeting for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefore, is given in accordance with these Bylaws, unless such notice is waived in accordance with these Bylaws.
- (d) No amendment may be adopted which is inconsistent with the Corporation's Charter, as approved or amended from time to time by the New Hampshire Board of Education.

**ARTICLE 16** FISCAL YEAR

## Section 16.1 Fiscal Year

The fiscal year runs from July 1 through June 30.

### Certificate of Secretary

I certify that I am the duly elected and acting Secretary of Wellheart Chartered Public School, a New Hampshire nonprofit corporation; that these Bylaws, consisting of 18 pages, are the Bylaws of this Corporation as adopted by the Board of Directors on \_\_\_\_\_ 2023; and that these Bylaws have not been amended or modified since that date.

Executed on \_\_\_\_\_ at \_\_\_\_\_, New Hampshire.

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[NAME]  
Secretary

## Exhibit E Fundraising Plan Draft

### Wellheart Fundraising Initiative:

Once Wellheart (WCS) is awarded the State of New Hampshire's Charter School approval, a fundraising campaign will begin.

We have a strategic fundraising plan to secure additional financial resources beyond the public funding. Our strategic fundraising plan for WCS involves identifying fundraising goals, assessing the school's needs, and creating a comprehensive strategy to attract donors and supporters. This plan includes activities such as grant writing, organizing fundraising events, establishing partnerships with local businesses or organizations, cultivating relationships with individual donors, and implementing online fundraising campaigns. Our committee structure noted below will define the WCS's messaging and communication strategies to effectively convey the school's mission, impact, and funding needs to potential donors. Additionally, WCS's plan will include strategies for donor stewardship and ongoing engagement to maintain long-term relationships with supporters.

### *The fundraising initiative will be structured in a building block initiative that will include:*

- 1) Pre-Opening Committee Formation – Assigning and recruiting committee members.
  - *Fundraising Committee:* This committee may consist of administrators, faculty, board members, parents, and volunteers who will provide the research, decision making recommendations, and monitoring of all the fundraising activities and present to the WCS management leadership.
  - *Parent Steering Committee* as sub-committee of Fundraising: A committee of early adopters of parents, family members, and concerned youth development advocates, this is a reinforced commitment to involve parents on all operational issues of WCS. This committee will provide its parent/family perspective to the Fundraising Committee for consideration with a Family/Parent Centric perspective.
  
- 2) Pre-Opening Branding and Messaging – This stage will be to inform the community about the needs and benefits of having a public charter school in their community. Our community has existing stakeholder organizations that care for the community's quality of life. The objective is to reach out and inform these organizations on why having a Charter School will benefit the entire community. This stage will be prior to asking for financial support, although it may be implied as we explain how a charter school is funded. Community stakeholder organizations would include Chamber of Commerce, Rotary, Lions Club, Church Groups, Boys & Girls Club, YMCA, Community College, Daycare Centers, Bean Foundation, and more. Companies that contribute using State Business Tax Credits for Donors, Financial Planners, etc. Media such as PATCH, letters to the editor, special interest articles, press release announcements of new hires, and press coverage of community leaders who are advocates and supporters.
  
- 3) Pre-Opening Fundraising – Funds raised will supplement WCS's budget and fund programs or materials or upgrades that the school may not be able to afford.
  - Funds will increase equal education outcomes: Unequal school funding can affect education outcomes for students, and raising funds will bridge the gap.
  - These Funds promote partnerships between schools, families, businesses, and the community. As a result, students gain many advocates focused on their success.
  - Funds increase community interest, involvement, and charter school responsibility. When students and the community are involved in fundraising, it increases everyone's sense of pride through their involvement.



- The funds provide teachers with classroom technology, purchase school supplies, and offer professional development to improve teaching skills. Lastly, school fundraising can provide much-needed scholarships to kids who need them and also improve facilities.
- Fundraising Campaigns – There are multiple fundraising opportunities that WCS, via its Fundraising Committee, will explore to raise additional funds. These fundraising opportunities will be assessed as option for the various states of WCS development (i.e. Pre-Start-up, Year One of operation, each subsequent year of operation and long range endowment development fundraising). The following are fundraising avenues under consideration:
  - Grants: Charter schools can research and apply for grants offered by foundations, corporations, and government agencies that support education initiatives.
  - Individual Donors: Charter schools can reach out to parents, alumni, community members, and other individuals who may be interested in supporting their mission. This can be done through targeted fundraising campaigns, personalized appeals, and donor cultivation efforts.
  - Fundraising Events: Organizing events such as galas, auctions, walkathons, or talent shows can help raise funds while engaging the school community and attracting local sponsors.
  - Corporate Partnerships: Seeking partnerships with local businesses, corporations, and organizations can provide financial support through sponsorships, donations, or in-kind contributions.
  - Online Fundraising: Utilizing crowdfunding platforms or creating online fundraising campaigns can help charter schools reach a broader audience and gather donations from supporters near and far.
  - Alumni Engagement (obviously for the future of WCS): Engaging with alumni through alumni networks, newsletters, or reunions can foster a sense of connection and encourage them to contribute financially to their former charter school.
  - Community Outreach: Building relationships with community organizations, government officials, and local stakeholders can lead to collaborations and potential funding opportunities.
  - Hosting Professional Development Workshops: Hosting of Educational Subject Matter Experts will provide a venue to educational professionals to present their research, expertise, and experience to a paying audience. These workshops will also generate funds from community business sponsors. Hosting serves a dual purpose. It will generate funding to augment the funding provided by the Department of Education. It also positions WCS as a recognized learning center where educational concepts and ideas are nurtured to strengthen the services provided to students and other educational professionals.
  - Hosting 'Reggio Emilia Approach' Conferences. These fundraising conferences are offered with a fee for participants and will provide insightful information of the Reggio Emilia Approach. These workshops will also generate funds from community business sponsors. This teaching/learning approach and its educational philosophy are presented to participants. Uniquely, the attendees will be able to observe, question, and interact with a fully functional learning facility at WCS.
  - COMMENT: It's important for WCS, as a charter school, to assess WCS's specific operational needs and develop a diversified fundraising strategy that aligns with their mission, values, and correlates with the values and interests of the community it serves and are asking for financial support.
- 4) Fundraising Goals – The specific fundraising goals are identified in the financial section of this application:
  - The financial goals have been budgeted for 6 Years. There are first year Pre-Opening projections followed by projections of the subsequent 5 years of operation. As noted above these projections are to provide additional funding to enhance the operational needs of WCS.
  - WCS has set fundraising goals that meet the need and are comfortably attainable.

- The primary goal is to provide high focused attention to delivering quality educational services and not be burdened by fundraising activities. Once an organization is functioning and providing favorable results for the community the burden of fundraising is significantly easier and less time and effort consuming.

## Exhibit F Curriculum Standard Alignments

### Math CCS Alignment

*Illustrative Mathematics (K-8):*

Kindergarten -

[https://curriculum.illustrativemathematics.org/k5/teachers/kindergarten/course-guide/lessons\\_and\\_standards.html](https://curriculum.illustrativemathematics.org/k5/teachers/kindergarten/course-guide/lessons_and_standards.html)

1st Grade -

[https://curriculum.illustrativemathematics.org/k5/teachers/grade-1/course-guide/lessons\\_and\\_standards.html](https://curriculum.illustrativemathematics.org/k5/teachers/grade-1/course-guide/lessons_and_standards.html)

2nd Grade -

[https://curriculum.illustrativemathematics.org/k5/teachers/grade-2/course-guide/lessons\\_and\\_standards.html](https://curriculum.illustrativemathematics.org/k5/teachers/grade-2/course-guide/lessons_and_standards.html)

3rd Grade -

[https://curriculum.illustrativemathematics.org/k5/teachers/grade-3/course-guide/lessons\\_and\\_standards.html](https://curriculum.illustrativemathematics.org/k5/teachers/grade-3/course-guide/lessons_and_standards.html)

4th Grade -

[https://curriculum.illustrativemathematics.org/k5/teachers/grade-4/course-guide/lessons\\_and\\_standards.html](https://curriculum.illustrativemathematics.org/k5/teachers/grade-4/course-guide/lessons_and_standards.html)

5th Grade -

[https://curriculum.illustrativemathematics.org/k5/teachers/grade-5/course-guide/lessons\\_and\\_standards.html](https://curriculum.illustrativemathematics.org/k5/teachers/grade-5/course-guide/lessons_and_standards.html)

6th Grade - [https://curriculum.illustrativemathematics.org/MS/teachers/1/lessons\\_and\\_standards.html](https://curriculum.illustrativemathematics.org/MS/teachers/1/lessons_and_standards.html)

7th Grade - [https://curriculum.illustrativemathematics.org/MS/teachers/2/lessons\\_and\\_standards.html](https://curriculum.illustrativemathematics.org/MS/teachers/2/lessons_and_standards.html)

8th Grade - [https://curriculum.illustrativemathematics.org/MS/teachers/3/lessons\\_and\\_standards.html](https://curriculum.illustrativemathematics.org/MS/teachers/3/lessons_and_standards.html)

*Contexts for Learning Mathematics(K-6):*

[https://www.heinemann.com/contextsforslearning/assets/core\\_fosnotclm\\_rgb.pdf](https://www.heinemann.com/contextsforslearning/assets/core_fosnotclm_rgb.pdf)

### ELA CCS Alignment

*Amplify Core Knowledge Language Arts (K-5):*

[https://amplify-com-mktg.imgix.net/app/uploads/2019/09/12193335/GK-5\\_Align\\_AmplifyCKLA\\_20190111-1.pdf](https://amplify-com-mktg.imgix.net/app/uploads/2019/09/12193335/GK-5_Align_AmplifyCKLA_20190111-1.pdf)

*Amplify English Language Arts (6-8):*

[https://files.gabart.com/2051/amplifyela\\_gradeoverview\\_curriculum\\_map\\_digital.pdf](https://files.gabart.com/2051/amplifyela_gradeoverview_curriculum_map_digital.pdf)

*PRIDE Orton-Gillingham Reading & Comprehension Program (K-5):*

<https://pridereadingprogram.com/wp-content/uploads/2021/03/PRIDE-Reading-Program-Common-Core-Allignment-2021.pdf>

*Just Right Reader (K-2):*

[https://docs.google.com/spreadsheets/d/e/2PACX-1vSpC8CwKr5llb-KS2pCnZYT2wop90CUOTfxY96HPp73xj8EBsYd9VhDCjmwhbPCPrmmDxMYMpC8aRap/pubhtml?gid=1999266972&single=true&urp=gmail\\_link](https://docs.google.com/spreadsheets/d/e/2PACX-1vSpC8CwKr5llb-KS2pCnZYT2wop90CUOTfxY96HPp73xj8EBsYd9VhDCjmwhbPCPrmmDxMYMpC8aRap/pubhtml?gid=1999266972&single=true&urp=gmail_link)

### **Science NGSS Alignment**

*Carolina Smithsonian K-5:*

<https://www.pageturnpro.com/Carolina-Biological-Supply-Company/98502-NGSS-Overview-Correlation/sdefault.htm>

*Carolina Smithsonian 6-8:*

<https://www.pageturnpro.com/Carolina-Biological-Supply-Company/100495-STCMS-PE-Correlation/sdefault.html>

### **Social Studies CCS Alignment**

*TCI (K-8):*

<https://www.teachtci.com/social-studies-standards-correlations/>

## Exhibit G

### Subject Curriculum Draft

**PHYSICAL EDUCATION:** The K-12 New Hampshire Physical Education Curriculum Guidelines are organized by learning domains; psychomotor (motor skills, health related fitness), cognitive (knowledge), and affective (dispositions). Wellheart will use the content from the six guidelines to enrich and extend activities for our students and provide a unique and high quality physical education program. We will provide modifications for students with special needs on an individual basis and make our program inclusive.

Curriculum Guideline 1: Engages in a physically active lifestyle.

- Walking and Hiking are a good form of movement for everyone - different levels can participate
- Relay races - creative ways to have teams move (bear crawl, sideways, grapevine)
- Obstacle courses - created collaboratively
- Team effort - games that involve students working together and helping each other
- Working on skills together - cross age activities would be included
- Ropes course, climbing wall, hiking on the property, outdoor nature skills
- Hiking and navigation with maps - being safe outside - orienteering

Curriculum Guideline 2: Achieves and maintains a health enhancing level of physical fitness.

- Inside or outside - teaching specific exercises is important for all students
- Crunches, push-ups, planks, and explicitly teach other exercises
- Teach the value of stretching and yoga practices
- Well being balance - when to rest and repair
- Learning to check heart rate etc.
- Learning to notice breathing, and learning different ways to breathe for relaxation and strength
- Running form and understanding individual bodies and how building endurance works for each body

Curriculum Guideline 3: Demonstrates competency in motor skills and movement patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities.

- All ages can practice throwing and catching balls (tennis balls, bouncy balls, etc.)
- Start by throwing and catching independently then progress to switching hands and increase difficulty
- Work in pairs to throw underhand and work your way back to further distances (2 balls with 2 kids)
- Juggling, balancing, jumping, tumbling
- Hand-eye coordination activities to support overall physical development and improve children's fine motor skills. Eyes track the hand movements and send important messages to the brain about what the hands are doing.

Curriculum Guideline 4: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities.

- Hula hoops, jump ropes, balloons
- Movement for time not distance - inclusivity
- Opportunities for tumbling and inversions/ learning to fall safely
- Partner activities using various equipment and partner work
- Exercise doesn't have to be strenuous or uncomfortable

- What do you do with your family? Encourage students to share active things they do at home.

Curriculum Guideline 5: Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression, and social interaction.

- Understanding that not everyone is at the same level
- Encouraging students that are more skilled to see the benefits of helping others - creating empathy
- Encouraging students that aren't as skilled to keep practicing and notice the progress along the way
- Teaching students to be patient, feel compassion, and learn to coach their peers
- Teaching the basics about sports rules and ideas of the game
- Have kids explain offensive, defense, and the rules of the game (students that play sports can be the experts as share their experiences on organized teams) - do this in classroom activities

Curriculum Guideline 6: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- Physical Education benefits for students include: improving behaviors and attitudes, reducing stress and anxiety, building self-esteem, enhancing student perceptions of competence, and improving overall focus to feel ready to learn.
- Enjoyment experienced during physical activity and sports can reinforce self-esteem, which, in turn, can lead to enhanced motivation to participate further
- Enjoyment is both a positive affective response and a motivating factor in determining participation
- Wankel and Kreisel (1985) found that intrinsic factors, such as 'excitement of sport', 'personal accomplishment', and 'doing the skills', were more important for young people than extrinsic factors such as winning, rewards, and pleasing others.
- It might be the case that any improvement in academic performance following physical activity reflects changes in cognitive functioning, such as increased blood flow in the brain, increased levels of arousal, and stimulated brain development (Shephard, 1997).
- If young people are exposed to a range of different activities, they will find something they like or are good at and will choose to continue being active after school hours and beyond school life.

## HEALTH:

NH Health Standards required topics of study: *Alcohol & Other Drug Use Prevention, Injury Prevention, Nutrition, Physical Activity, Family Life & Sexuality, Tobacco, Mental Health, Personal & Consumer Health, and Community & Environmental Health.*

NH Health Standards Required Skills: *Accessing Information, Self Management, Analyzing Influences, Interpersonal Communication, Decision Making, Goal Setting, Advocacy*

Wellheart will approach Health instruction encompassing New Hampshire Health Curriculum Standards, using a holistic health model. Research demonstrates the effectiveness of comprehensive health education curricula (O’neill et al., 2016). As such, WCS will utilize integrated strategies, targeting multiple health risk behaviors. WCS will provide information suited to students’ social, emotional, mental, and physical development for each topic covered.

### *Tobacco, Alcohol & Other Drug Use Prevention*

WCS will deliver developmentally appropriate information on substance definition (medicinal and non-medicinal drugs), concepts of use and misuse, as well as both the short and long term risks and impacts of substance use. WCS will approach substance misuse prevention not only from a reactionary standpoint relative to consequences, but also utilizing proactive strategies to identify catalysts for substance misuse, and address contributing factors (e.g. social pressures, self acceptance, cognitive distortions, media influences, school culture, and learned behaviors). Skill building around decision making and interpersonal communication related to substance use and misuse will be supported.

WCS’ proactive strategies and comprehensive approach to substance abuse education are evidence based. Research shows that media literacy instruction, targeting critical thinking skills related to media messaging, is an effective substance abuse prevention strategy in schools- resulting in comparatively lower rates of intention to use substances, as well as heightened self-efficacy to refuse substances (Kupersmidt, et al., 2010). Further studies demonstrate that self-esteem is protective against initiation of substance use in adolescents (Richardson, et al., 2013). The WCS Health Curriculum will implement integrated strategies addressing substance use, violence, and socioemotional skills, as demonstrated to be effective in randomized control studies (O’neill, et al., 2011).

### *Injury Prevention*

WCS will engage students in integrative and developmentally appropriate instruction related to fire safety, water safety, first aid, traffic safety, transportation safety, personal safety, violence prevention, use of protective equipment, and suicide prevention. As described previously, integrative strategies will be used to proactively address safety education- notably mental health and socioemotional skills, violence prevention, and suicide prevention.

Consistent with WCS’ experiential learning model, behavioral skills training (BST) will be implemented in safety skill instruction. Studies have long held that BST, inclusive of modeling, behavioral rehearsal, and social reinforcement, is more effective than more passive learning models in teaching personal safety skills (Wurtele, et al., 1986). When appropriate, in situ training and assessment will be utilized, as has been shown to be effective in a variety of safety skill educational experiences, including but not limited to fire safety (Houvouras, et al., 2014) and traffic safety (Harriage, et al., 2016). Additionally, in situ education is in alignment with WCS’ model of family involvement and contextual learning. Consistent with the school’s emphasis on community building and integration,

WCS will also utilize community partnerships to deliver engaging safety skill lessons with expert guest instructors, e.g. fire safety with local firefighters, water safety with local lifeguards.

### Nutrition

The importance of proper nutrition in the developing child cannot be understated, and this will be a central topic of study at WCS. Undernutrition is associated with stunted growth, increased infections, decreased immunity, and impacts neurodevelopment (Gaufin, et al., 2018). WCS' comprehensive nutrition education curriculum will guide students to grasp and respect the life cycle of the food they eat, from start to finish, in addition to the impact said food has upon our bodies, minds, and spirits. Children will be supported to take part in:

- Nutritional research,
- Sourcing of nourishing local ingredients,
- Direct production of ingredients (e.g. produce and herbs cultivated in school garden, animal products yielded through animal husbandry, ingredients safely foraged),
- Preparation of school meals providing sustenance and energy to the student body, and
- Sustainable management of food waste.

As per the NH Health Education Curriculum Guidelines, it is vital that each student has, “access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students.” School nutrition programs will meet or exceed the U.S. Dietary Guidelines for Americans.

Through the above routine activities and standalone lessons, students will gain an understanding of healthful eating, accessing nutritional information, influences on food choices, the interplay between food and physical activity, and food safety- as per NH Curriculum Standards. Our curriculum will expand beyond these subject areas in a number of ways. For example, Healthful Eating lessons will not only rely on the framework of the food pyramid, but also dig into the emergence of artificial ingredients and preservatives, highly processed foods, genetically modified foods, foods treated with chemicals, CAFOs, and “big agriculture.” WCS will support students to learn about the known short and long term impact of these variables, and develop the analytical abilities to make informed food choices moving forward. All recommendations will be made with cultural competence and sensitivity in mind.

In the older grades, the curriculum will dig into the social determinants of health, acknowledging systemic, cultural, community, and individual variables that factor into our nutrition. Nutritional analyses may also integrate with curriculums in social studies (history, global politics, current events), math (nutritional information, recipes, budgeting), science (biology, chemistry, horticulture), and physical/outdoor education- consistent with WCS' comprehensive approach. Within the Health Education Curriculum itself, there will be significant overlap with Physical Activity and Mental Health topics of study, e.g. the ways in which foods promote or hinder mental clarity and cognition, and the mutual influence between socioemotional dynamics and the food we eat, including but not limited to discussion of self acceptance and self love, body image, and the practice of mindful eating.

An example of a contemporary, in depth topic of study in middle school may include recent and ongoing research of the reciprocal relationship between the microbiome, physical health, and mental functioning. Research has demonstrated the importance of the microbiome on development of the immune system, nervous system, and growth (Gaufin, et al., 2018). Disruptions to the microbiome are associated with chronic illnesses, resilience against pathogens, variations in vaccine response, and changes to drug metabolism (Gaufin, et al., 2018). In contrast, microbial diversity has positive associations to immune system functioning (Roslund, et al., 2020), as well as



protection against allergies and obesity (Mohammadkhah, et al., 2018). Emerging studies also suggest relationships between high fat or high sugar diets with microbiome circumstances producing vulnerability to disrupted circadian rhythms (Mohammadkhah, et al., 2018), subsequently compounding health concerns related to poor sleep cycles. Within the same study, artificial sweeteners were shown to modify gut microbiota, and these effects on gastrointestinal microbiota are hypothesized to induce glucose intolerance (Mohammadkhah, et al., 2018).

### Physical Activity

WCS will provide instruction on healthful physical activity, related influences and safety considerations, effects of substances, and associated services- as per NH Health Curriculum Standards. As with other subject areas already discussed, this is an opportunity for high level integration with other subjects, BST, and in situ training. WCS' Outdoor Education Instructor will have an active role in delivering experiential lessons to students. Physical activity will be closely tied to topics of Nutrition, Mental Health, and Socioemotional Wellness, and subsets of Injury Prevention- and, as such, may be delivered through integrative exercises.

For example, WCS plans to implement a comprehensive yoga program for students, incorporating physical activity, spiritual well being (self awareness, acceptance, and love), and myriad mental health benefits (mental clarity, stress reduction, improved executive functioning, et al). In some cases, student study of yoga teacher training may be supported, to deepen their understanding of the tradition, techniques, and benefits of yoga- as well as to enhance their skills related to leadership, creativity, and compassion. Yoga also provides an opportunity for integrated learning involving physical activity, science (anatomy), world religion and history.

### Family Life & Sexuality -

The Health Curriculum Standards in NH for Family Life and Sexuality provide a foundation for WCS to follow, and the school will meet or exceed these requirements. The primary focus at WCS will be self love and compassion for others, and through that foundation understanding the family dynamics that exist and relationships that evolve. Instead of teaching the children about examples that exist outside their immediate worlds, WCS will begin with children sharing about their own families and varying dynamics. Through this they strengthen the understanding of the importance of family, and also that families look different! Children develop ways of communicating respectfully and learn that families go through changes at different times (separation through death or divorce, sickness, varying family models, multigenerational families, etc.), and that it is normal and okay for things to change. This aligns with the school's intention of building resilience in our youngest students.

WCS will also help students to look at development from a scientific perspective, understanding the stages and cycles of life, from infancy through puberty into adulthood and eventually, death. Puberty and sexuality will be addressed throughout middle school years, beginning in the 6th grade. At that time, parents will be informed prior to teaching on these topics, so they may opt to teach their children at home. Lessons at school will be focused on the physical changes and curiosity about and/or attraction or feelings towards others. The school will discuss what happens at a cellular level with hormones and brain development shifting, to help teens understand their sleep cycles, mood swings, and changes in their bodies, voices, and feelings. Students will look at the differences and the beauty in the changes in XY chromosomal and XX chromosomal human beings. WCS's ultimate goal is for our students to love their bodies as they grow and change, and to be patient with their bodies and minds as they make these shifts, loving their body deeply throughout the process.

In middle school, WCS's Health Education curriculum will explore how diseases and germs are spread in many ways, including through bodily fluids. This will include meeting the NH standard to teach about HIV/AIDS and other sexually transmitted diseases. WCS will also educate students on the many diseases and viruses that can be spread through close contact, including kissing or sharing food and drinks (such as oral herpes, mononucleosis). Further, WCS will help students to understand that sex presents massive responsibilities for both partners, including the creation of life. In middle school, it's important for students to understand the physiological changes that happen during pregnancy and understand what birth looks like, as well as what caring for an infant really means. The school will teach students how to protect themselves from potential sexual abuse and how to report it to a trusted adult. WCS will help students clearly understand that no means no, with no coercion, and the value of maintaining friendship with no sexual relations. Parents will be invited into these conversations and will have an important voice as students navigate these delicate subjects. WCS's primary goal, in the Family Life & Sexuality portion of its Health Education, is for students to develop their self love and compassion for others, with awareness, informed consent, safety, and biology as priorities in approaching Sexuality.

### Mental Health

NH Health Curriculum standards outline priority areas of positive self-image, emotional health, interpersonal relationships and communication, stress management, mental health challenges, and support resources in approaching Mental Health. Self-love, empowerment, and confidence are intrinsic to the WCS model, notably through inquiry based learning and emergent curriculum, and will be integrated in all aspects of educational instruction and school culture. Socio-emotional skills will be routinely taught and practiced.

Skill building will align with Dialectical Behavioral Therapy (DBT), which is founded on the pillars of mindfulness, emotional identification and regulation, distress tolerance, and interpersonal skills. DBT is known as an evidence-based treatment method for acute mental health challenges, but has also been shown to be an effective proactive socio-emotional learning strategy for base skill building in students (Martinez, et al., 2018). Research has shown a clear positive relationship between DBT in schools and the development of self-concept, coping skills, and social support (Katz, et al., 2018). WCS will utilize the curriculum resources of *Choose Love*, by Jesse Lewis, (*Choose Love* can be reviewed here: <https://legacy.chooselovemovement.org/schools/>), Responsive Classroom (*The Morning Meeting Book*), and *Mind Up (Prek-2 & 3-5)*. Mindfulness will be incorporated into students' daily schedules, and interpersonal skills practiced through peer to peer learning, group work, and WCS' approach to conflict resolution.

Humane education, particularly through Animal Husbandry, will be incorporated in the WCS curriculum. Humane education is a long-standing field of education that endeavors to nurture kindness, compassion, and concern for nonhuman animals, people, and the environment. It is also an exemplary opportunity for integrative learning in line with the school's comprehensive health education goals. It offers myriad educational and developmental benefits-including but not limited to mental health, physical health, nutrition, and other STEM learning (e.g. biology, zoology, ecology, engineering, carpentry, et al).

- Animal contact has been shown to improve mood and reduce stress, fear, and anxiety. Research demonstrates significantly lower cortisol levels associated with support from a friendly dog, as opposed to support from a friendly human. The effect was strongly correlated to time spent with the animal (Beetz, et al., 2012).

- Studies have linked humane education in upper elementary students to increased prosocial behaviors, as well as improved self-reported attitudes towards animals and the environment (Samuels, et al., 2016). Researchers also hypothesize a positive relationship between humane education and violence prevention. Students taught to be kind to animals, not only become kinder towards animals, but also towards one another (Angell, 1884).
- Physically, positive attitudes towards companion animals are associated with cardiovascular health, including lower mean arterial pressure and systolic blood pressure (Beetz, et al., 2012). Early exposure to animals has also been associated with increased bacterial richness and diversity in the infant gut microbiome, which may protect against obesity and allergies (Mohammadkhah, et al., 2018).

### Personal & Consumer Health

As per NH Health Curriculum standards, WCS will provide guidance to students in subject areas of personal health care, disease and infection prevention, and selection and use of health care products and services. Personal health care will be framed through preventative health care habits and techniques, e.g. oral hygiene. Approaches to illness prevention and treatment will be presented through a multifaceted, culturally competent lens. WCS acknowledges the value of not only western, “modern” medicine- but also eastern, “alternative,” and/or traditional health maintenance practices and medical interventions.

For example, students may participate in researching and cultivating medicinal herbs used to bolster the immune system and/or alleviate symptoms, as an alternative and/or supplement to pharmacological options. Modern research, and millennia of human experience, have demonstrated the efficacy of herbal remedies in health protection, prevention, and treatments. For example, research has demonstrated that herbal remedies are effective in treating gastric ulcers with fewer adverse effects and reduced rates of recurrence (Bi, et al., 2014). Studies have also shown the comparative benefits of incorporating herbal medicine in the treatment of periodontal issues (Eid Abdelmagyd, et al., 2019), irritable bowel syndrome (Rahimi, et al., 2012) mental health concerns (Sarris, 2018), and countless other conditions.

Endeavoring to advance research, critical thinking, and decision making skills, students will be encouraged to explore and consider both the risks and benefits associated with any healthcare decision. Students will be supported to understand the concepts of informed consent and personal sovereignty- as personal healthcare choices are, ultimately, personal. These lessons may integrate relevant historical (and contemporary) case studies. Within the subject matter of selection of health care products and services, media literacy and regulatory politics will be integrated into lessons for older students, including comparative research into the marketing of pharmaceuticals globally, the precautionary principle, “greenwashing” of health products, research funding sources, etc.

WCS does not endorse obstruction of clear airways, speech, and nonverbal communication vital to the learning, development, and health of students. Masks present a barrier to facial recognition which contributes to heightened anxiety (Saint & Moscovitch, 2021), and studies on adverse effects of long term mask wearing suggest negative impacts on health and cognition (Fikenzer, et al., 2020) (Elisheva, R., 2020) - while research has been inconclusive in demonstrating efficacy of mask wearing in disease prevention (Xiao, et al., 2020). Based on current scientific knowledge around pathogen transmission and associated risks, countered with adverse socio-emotional, developmental, and other health impacts associated with mask wearing in schools, WCS supports and encourages students and employees to keep faces unobscured by masks while at school.

### Community & Environmental Health

In alignment with NH Health Education Curriculum standards, WCS will support students to familiarize themselves with the kinds of community healthcare facilities, services, and resources available to them. Students will be exposed to various perspectives and applications of community healthcare- from practitioners of varied medical traditions, to emergency services, to fitness facilities, to community support groups, to health food stores, and everything in between. Students will be guided to understand the dynamic interplay between individual, family, community, and population health. Continuing with the integrative approach, older students will study the dynamics of the social determinants of health, and apply this to research, analysis, and projects incorporating their own experiences and environments.

WCS' core characteristics include: the environment as the third teacher, wellness, and outdoor education- which meet and intertwine to represent environmental health. In applied learning through nature, students will also learn to respect nature, as well as actively benefit from a healthful learning environment. Our youngest students will engage in exploration of environmental health risks through best practice methods of defining decision perspectives, making choices under uncertainty, considering consequences, and implementing proposed ideas (Gregory, 1991).

WCS will educate students on the elements of environmental health: water, air quality, sanitation, chemicals and radiation, built environments, and the changes and cycles of our environment and climate. For example, students may monitor the water quality of on-site water (be they ponds, brooks, vernal pools, etc.) and the impact on the ecosystem, research chemical ingredients in the toiletries or cleaning products available to families and schools, take a field trip to a local air quality monitoring station, or analyze the ways in which their built environments at school and at home may offer health protective variables, and/or present health risks- and what they can do about it. Older students will also gain an understanding of the core concepts of environmental health, i.e., Toxicity, Exposure, Dose/Response, Individual Susceptibility, Risks and Benefits, Environmental Justice, and Community Resources and Action. Students will be encouraged to explore relevant research studies in the context of their own environments, and/or to design and implement service projects.

**COMPUTER SCIENCE:**

In order to develop our students as informed and aware consumers of computers and other technological devices, and then bridge them into using these tools for research and learning, as well as facilitate learning:

1. Start with basic concepts: Begin by explaining the fundamentals of computers, such as what they are, how they work, and their importance in our lives. You can use simple analogies and examples to make it relatable.
2. Engage through interactive activities: Incorporate hands-on activities and games to make learning computer science enjoyable. Use age-appropriate coding tools, robotics kits, or online platforms that introduce coding concepts through visual programming.
3. Explore creative projects: Encourage children to work on creative projects that involve technology, such as designing simple animations, creating stories using digital tools, or building simple circuits. This allows them to apply their knowledge and express their creativity.
4. Use educational resources: Utilize age-appropriate educational resources, websites, and apps designed specifically for introducing computer science to young learners. These resources often provide interactive lessons, games, and challenges to make learning engaging.
5. Seek community programs and events: Look for local community programs, coding camps, or workshops that cater to elementary school children. These programs provide a structured learning environment and opportunities for children to collaborate with peers.
6. Emphasize problem-solving: Teach children that computer science involves problem-solving skills. Encourage them to think critically, break down problems into smaller steps, and come up with creative solutions. This mindset helps develop their computational thinking abilities.
7. Showcase real-world examples: Share stories and examples of how computer science is used in different fields and industries. Highlight how technology has transformed our lives and the possibilities that computer science offers for the future.

Remember to make the learning experience fun, interactive, and age-appropriate to keep children engaged and curious about computer science.

**Exhibit H**  
**Examples of Established Reggio Emilia Inspired Schools**

<i>Name</i>	<i>Location</i>	<i>Grade Levels</i>	<i>Founding Year</i>
Advent School	Boston, MA	PreK - Grade 6	1961
Reggio Magnet School for the Arts	Avon, CT	PreK - Grade 5	1966
Woorana Park School	Melbourne, Australia	Kindergarten - Grade 6	1971
The Children's School	La Jolla, CA	Preschool - Grade 8	1972
University Primary School	Champaign, IL	PreK - Grade 5	1982
Riverfield Country Day School	Tulsa, OK	Kindergarten - Grade 5	1984
Sabot School	Richmond, VA	Kindergarten - Grade 8	1995
North Hill Private School	Woodbridge, Ontario	Preschool - 12yo	1996
Katherine Michiels School	San Francisco, CA	Kindergarten - Grade 5	2000
Opal School Public Charter School	Portland, OR	Preschool - Grade 5	2001 (Closed 2021)
Richland Academy	Richmond Hill, Ontario	Grade 1 - Grade 8	2002
La Scuola	San Francisco, CA	Preschool - Grade 8	2002
Fiddlehead School of Arts & Sciences	Gray, Maine	PreK - Grade 8	2002
Voyagers Community School	Oceanport, NJ	Preschool - Grade 12	2004
Ventana School	Los Altos, CA	Preschool - Grade 5	2010
Wild Roots Holistic Learning Center	Temecula, CA	Preschool - Grade 5	2013
Riverside Magnet School	East Hartford, CT	Preschool - Grade 5	2013
Creative Inspiration Journey School	St. Cloud, FL	PreK - Grade 5	2014
Kaleidoscope Community School	Salem, OR	Preschool - Grade 5	2015
Council Oak Elementary School	Tulsa, OK	PreK - Grade 5	2018
Discovery School of Innovation	The Woodlands, TX	Kindergarten - Grade 8	2020
The School of Wonder	Wilmington, NC	Kindergarten - Grade 5	2022

## Exhibit I Daily/Weekly Schedule Samples Draft

Our Daily/Weekly Schedule shows an example of the dynamic movement of grade levels and subjects through a flow of the day aligned with children's and teen's rhythms, and of course is subject to change as we evolve in our formation process. We have a staggered drop off and pick up schedule to keep in mind the traffic patterns for the town, and will adjust if possible.

Each day children grades K-5 have time outdoor learning while middle schoolers 6-8 have advisory upon arrival. Outdoor learning allows children to connect and engage with each other and the environment, and make a smooth transition into their school day. Advisory is a way to help middle schoolers build connectedness with each other and the caring adults in their lives, as well as share in socratic discussions to work towards solutions for challenges they may be experiencing. It's also a time for students to talk about their impact on the school community and what actions they might want to take to make change for the better, including researching ideas and gathering information to form a proposal before any action taking place under the guidance of caring teachers and parents.

Each multi-age classroom gathers together as whole or in smaller groups, and on Fridays the school gathers as a whole, for community meetings. This is where we will be implementing *The Morning Meeting Book* from the *Responsive Classroom* series. The morning meeting format moves through a greeting, sharing, group activity, and closes with a morning message. The purpose of the morning meeting is to: 1) set a tone of respectful and engaged learning in a climate of trust, 2) build and enhance connections among students and between students and teachers(adults), 3) merge academic, social, and emotional learning, 4) motivate students to address the human need to feel a sense of significance and belonging, and to have fun, and 5) enable some extraordinary moments through the repetition of many ordinary moments of respectful interaction. On Friday our whole school morning meeting will include song, dance, and even performance!

The next big chunk of the morning will be group work. This is where teachers will use the flow of students moving in and out between specialists, such as outdoor education, woodworking, music, and time in the atelier, and a multi-age group with wellness, to incorporate other small groups based on interests and needs in math and ELA/reading. During the morning group work block students will work in reading groups, writing groups, math groups, and also have some opportunities each week for full class instruction in these areas. Students' project work may be tied into these areas during this time. On Fridays students will pair with a reading buddy after morning meetings, and then move into project work or tending to the school grounds.

The middle part of the day will be consistent throughout the grade levels with a sit-down lunch provided by the school, outdoor learning time, and mindfulness. A multi-age group of students will help prepare lunch each day while also learning about the nutrition and wellness components related to what they prepare and serve. Students will gather at tables in groups of 20-30 and sit with peers family style to share a meal. Teachers and students will eat together from real plates, silverware, glasses, and cloth napkins. They will engage in meaningful conversation and eat at a slower pace, allowing their food for proper digestion. Storytelling and singing will often be heard gathered around these tables. Students will compost waste and

help to clear the table and clean up after themselves.

After lunch children will have outdoor learning time to develop connections in nature and with each other. There will always be outdoor projects in process for students to work on, as well as plenty of space for them to play freely and engage their imaginations. We aim to have a variety of areas outside to learn and for free play, including food gardens, flower gardens, animals (chickens, goats, fish), walking trails, ropes course, playground equipment, and open space.

Once children have spent valuable learning time outdoors, they will come together either outdoors or indoors for mindfulness. Some days this will include following a lesson from the Mind Up curriculum that teaches about brain science or a lesson from Choose Love that teaches social-emotional skills. Other days mindfulness will be less formal and may include resting in a comfortable place and listening to nature sounds or a guided meditation, or maybe even practicing a gentle flow of yoga. In 6th grade students will be invited to work towards their yoga teaching certification, which would be completed by grade 8, allowing them to enter high school with a yoga certificate/training they could utilize for potential work.

After mindfulness, the afternoon flows with group work similar to the morning. Students will flow in and out of small and larger group work with specialist teachers in outdoor education, woodworking, music, and time in the atelier. During the afternoon group work block, students will work in social studies and science in either small or large groups, sometimes mixed ages otherwise not, depending on the teachers' scheduling and practices and the students' needs. Students' project work may be tied into these areas during this time as well.

The day ends similarly to how it started, with children coming together in class or multi-age class groups to talk about how their day went, what went well, what could have gone better, and sharing any highlights or disappointments that they would like to explore further another day. This is a way for students to feel closure for the day and to have a chance to share anything that came up in a safe space. Children move from here to dismissal and after school activities on or off campus.











<b>Friday</b>									
<b>Arrival</b>	8:20	8:20	8:20	8:40	8:40	8:40	8:30	8:30	8:30
<b>Orchestra</b>	-	-	-	-	-	-	8:30-9:00	8:30-9:00	8:30-9:00
<b>Open Outdoor Learning</b>	8:20-9:00	8:20-9:00	8:20-9:00	8:40-9:00	8:40-9:00	8:40-9:00	-	-	-
<b>Community Meeting w/Song &amp; Dance</b>	9:00-9:45	9:00-9:45	9:00-9:45	9:00-9:45	9:00-9:45	9:00-9:45	9:00-9:45	9:00-9:45	9:00-9:45
<b>Reading Buddies</b>	9:45-10:15	9:45-10:15	9:45-10:15	9:45-10:15	9:45-10:15	9:45-10:15	9:45-10:15	9:45-10:15	9:45-10:15
<b>Tending the Grounds and Project Work</b>	10:15-11:30	10:15-11:30	10:15-11:30	10:15-12:00	10:15-12:00	10:15-12:00	10:15-12:30	10:15-12:30	10:15-12:30
<b>Lunch</b>	11:30-12:00	11:30-12:00	11:30-12:00	12:00-12:30	12:00-12:30	12:00-12:30	12:30-1:00	12:30-1:00	12:30-1:00
<b>Open Outdoor Learning</b>	12:00-12:30	12:00-12:30	12:00-12:30	12:30-1:00	12:30-1:00	12:30-1:00	1:00-1:30	1:00-1:30	1:00-1:30
<b>Choose Love</b>	12:30-1:00	12:30-1:00	12:30-1:00	1:00-1:30	1:00-1:30	1:00-1:30	1:30-2:00	1:30-2:00	1:30-2:00
<b>Sports &amp; Games</b>	1:00-1:30	1:00-1:30	1:00-1:30	1:30-2:00	1:30-2:00	1:30-2:00	2:00-2:45	2:00-2:45	2:00-2:45
<b>Tending the Grounds and Project Work</b>	1:30-2:15	1:30-2:15	1:30-2:15	2:00-2:35	2:00-2:35	2:00-2:35	-	-	-
<b>Closing Up Our School and Reflection Meeting</b>	2:15-2:30	2:15-2:30	2:15-2:30	2:35-2:50	2:35-2:50	2:35-2:50	2:45-3:00	2:45-3:00	2:45-3:00
<b>Dismissal</b>	2:30	2:30	2:30	2:50	2:50	2:50	3:00	3:00	3:00
<b><i>Enrichment</i></b>									
<b>Wellness (18 students)</b>	Take 2 10:15-11:30	Take 2 10:15-11:30	Take 2 10:15-11:30	Take 2 10:15-11:30	Take 2 10:15-11:30	Take 2 10:15-11:30	Take 2 10:15-11:30	Take 2 10:15-11:30	Take 2 10:15-11:30
<b>Woodworking</b>	Open 10:15-11:15			Open 1:30-2:30			Open 11:15-12:30		
<b>Atelier</b>	Open 1:00-2:15			Open 9:45-11:00			Open 11:00-12:30		

## Exhibit J Calendar 2025-2026 Draft

WCS meets the required number of instructional hours for elementary and middle school. The state of NH minimally requires elementary students to receive 942 hours of instruction and middle school students to receive 990 instructional hours. The elementary day cannot exceed 5.75 instructional hours and the middle school day cannot exceed 6 instructional hours. WCS' elementary days have 5.55 hours of instruction and middle school days have 5.85 hours of instruction, factoring a 30 minute lunch and 7.5 minutes of transition time throughout the day. The EECs school year is 171 days long. We offer in-school instruction on Family Conference Days. This equals 949 instructional hours for elementary school and 1000.35 instructional hours for middle school. We added an alternative end of school year date 5 days after the end of school if needed due to unforeseen circumstances for school closures.

WCS will operate on a trimester schedule. Our school calendar starts in July 2025 with teachers beginning curriculum planning and professional development remotely. In August, teachers move onsite to campus to continue with preparing curriculum, participating in professional development/in-person training, and preparing the campus/classrooms for the students.

Our first day of school is 9/2 and all students will attend school in staggered time frames for two hours. This is a shortened day for students to meet their teachers and peers, and become familiar with campus. The afternoon opens up to the public as an Open House for new and interested community members to come and learn about our school and meet our teachers. There is also a *Back to School Night Potluck* on 9/12 for the whole school to build relationships. This is how we commence our school year.

The school year evolves with guidance from Reggio-inspired leaders to support the development of our school's mission and vision. We will have three events where school will resume as usual, but paying conference attendees will observe our school in operation for part of the morning, and then participate in the afternoon for conference presentations that WCS leaders facilitate off-site. These events are not only professional development for the whole school as they prepare for the visitors, but also fundraising events. The dates are 10/24, 2/6 and again after the school year ends 6/10. The purpose of these paid events are to invite those who want to learn the process of how a brand new school opens Reggio-inspired and evolves through the year, facing challenges and revisiting our core characteristics and methods that drive our school culture through the opening phase and first year.

Our first staff professional development (PD) day will be 11/11 and our second on 4/17, where students are off from school on these days. Our family conferences occur three times a school year. The first will be 11/24 and 11/25, with the first trimester ending 11/25. The next set of family conferences will be 3/6 and 3/9, with the second trimester ending 3/9. Our last family conference will be shorter in length and virtual on 5/29, with the 3rd trimester ending on this day. All students learn off-site participating in school work that the teacher prepares earlier in the week for parents/guardians to implement, but there will also be teachers on campus to teach those students who wish to remain on campus as their regularly scheduled day. This allows instructional hours to continue for students during these family conference days.

We have four respites throughout the school year: A) 11/26-28, B) 12/22-1/2, C) 2/23-27, and D) 4/27-5/1. We selected these respite weeks to mostly align with the NH suggested school calendar. Other days off include: 9/1 (Labor Day), 1/19 (MLK Jr.), 2/16 (President's Day), and 5/25 (Memorial Day).

2025/26 Split Year Calendar Draft

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31


February 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28


March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				


April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12*	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

 Holidays and Vacations  
(Strikethrough = School Closed)

 Staff Prof Dev / Family Conferences  
(Strikethrough = NO School for Students)

 School or Community Event

## 2025/26 Split Year Calendar Draft

### JULY

- 7 Contracts for identified staff go into effect  
Teachers continue curriculum planning remotely. Professional development begins (Through 8/2/24)

### AUGUST

- 4 Staff first day on campus  
4-15 Staff Professional Development Week (on site)  
18-29 Staff Set Up Classroom/  
School Grounds Prep Week

### SEPTEMBER

- 1 Labor Day - School Closed  
2 First Day of School  
ALL students required to show up  
K-2: 8:30-10:30 am  
3-5: 10:30-12:30 pm  
6-8: 1:00-3:00 pm  
Public Open House 4-6 pm  
12 Back to School Night Potluck

### OCTOBER

- 24 Fall Reggio Conference Fundraiser

### NOVEMBER

- 11 Staff Prof Dev1 Day - No School for Students  
24-25 Family Conferences  
Students Optional Learn from Home Day  
Staff Appreciation Lunch  
*End of 1st trimester*  
26-28 Fall Break - School Closed

### DECEMBER

- 22-31 New Year Break - School Closed

### JANUARY

- 1-2 New Year Break - School Closed  
19 Martin Luther King Jr. Day - School Closed

### FEBRUARY

- 6 Winter Reggio Conference Fundraiser  
16 Presidents' Day - School Closed  
23-27 Winter Break - School Closed

### MARCH

- 6 & 9 Family Conferences  
Students Optional Learn from Home Day  
Staff Appreciation Lunch  
9 *End of 2nd trimester*

### APRIL

- 17 Staff Prof Dev Day - No School for Students  
27-30 Spring Break - School Closed

### MAY

- 1 Spring Break - School Closed  
25 Memorial Day - School Closed  
30 Virtual Family Conferences  
Students Optional Learn from Home Day  
*End of 3rd trimester*

### JUNE

- 1 Hike Pack Monadnock as a Whole School  
Families Welcome  
2-4 Spirit Days with Finalizing Projects  
for Culminating Event, Sports/Games  
5 Last Day of School  
Culminating School Event: 9-11:30 am  
End of School Year Potluck Picnic:  
11:30 am-1 pm  
Dismissal 1 pm  
8-9 Teacher prepare for Final Presentation Event  
10 End-of-Year Reggio Conference Fundraiser  
11 Teachers Pack Up for Summer  
12 Teachers Pack Up for Summer 8-11 am  
Teachers Luncheon Out 11 am-1 pm  
12\* Last Day of School to account for closures  
where learn from home isn't available



## Exhibit K

### Employee Job Descriptions/Responsibilities Draft

#### Head of School (Education)

The Head of School - Education will oversee the implementation of the academic model and uphold the overall vision and mission of the school. He or she has an investment in the day-to-day academics at the school, and works with the Board for school growth and development. Reporting to the Board of Trustees, the The Head of School (Education) will have overall responsibility for WCS's staff, programs, expansion, and execution of its mission. She or he will develop and maintain a deep knowledge of the field, core programs, curriculum, and staff management and training, as well as drive informed decision making for school instruction. Must pass a background check.

#### **Professional Qualifications:**

- Master's Degree required. A Master's Degree in education, administration, or a related field.
- Several years of experience as a classroom teacher, ideally in a Reggio setting.
- Demonstrated history of effectiveness in leadership of a school or education related nonprofit.
- Knowledgeable about progressive education, social constructivism, or Reggio Emilia philosophy.
- Demonstrated acumen for mentoring and guiding the professional development of classroom teachers.
- Strong organizational abilities including planning, delegating, program development, and task facilitation.
- Knowledge of fundraising strategies and donor relations unique to the nonprofit sector.
- Skills to collaborate with and motivate board members and other volunteers.
- Strong written and oral communication skills.
- Ability to interface and engage diverse volunteer and donor groups.
- Demonstrated ability to oversee and collaborate with staff.

#### **Responsibilities:**

- Drives the charter's vision, mission, overall direction, and long/short-term goals.
- Help to design and implement fundraising, and advocates for and implements community involvement.
- Plans and coordinates arrangements for school and community activities; acts as liaison between school and other schools or outside agencies, the parents, and the public at large.
- Hires, supervises, evaluates, supports, and conducts disciplinary action for employees. Direct supervision of administrative, facilities, and other support staff.
- Creates and sustains an environment of health, wellness, safety, respect, and support for learning.
- Manages food service program and curriculum.
- Advise and support the parent council.
- Processes, assigns, trains, and directs work of volunteers.
- Organizes an interview process for hiring certificated and classified staff.
- Seeks out and participates in educational and professional development and motives and encourages such developments for school.
- Establishes and maintains professional and Collaborative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Responsible for the hiring and retention of competent, qualified staff.
- Responsible for signing all notes, agreements, and other instruments made and entered into and on behalf of the organization.
- Responsible for implementation of WCS's programs that carry out the organization's mission.

- Responsible for the enhancement of WCS's image by being active and visible in the community and by working closely with other professional, civic, and private organizations.
- Responsible for leading WCS in a manner that supports and guides the organization's mission as defined by the Board of Trustees.
- Ensure ongoing local programmatic excellence, rigorous program evaluation, and consistent quality of finance and administration, fundraising, communications, and systems; recommend timelines and resources needed to achieve the strategic goals.
- Lead, coach, develop, and retain WCS's staff.
- Ensure effective systems to track scaling progress, and regularly evaluate program components, so as to measure successes that can be effectively communicated to the board, funders, and other constituents.

**Curriculum & Instruction Responsibilities:**

- Initiate K-8 leadership for curriculum planning, development, and implementation, as well as models high quality instruction.
- Administer, coordinate, and supervise the instructional program by Collaboratively working with faculty.
- Approve the selection of instructional materials and textbooks through proper channels as a Collaborative committee procedure at all levels.
- Develop curriculum guides and instructional brochures for the school by working Collaboratively with appropriate committees.
- Recruits and evaluates staff members, and supervises and coordinates a program of orientation for new teachers and in-service training for experienced teachers.
- Direct the use and distribution of instructional equipment and materials for the school.
- Prepare and submit reports to the Board and State of NH relating to the progress and accomplishments in curriculum and instruction development programs.
- Develop and maintain a Curriculum Materials Center in the school.

### **Head of School - Operations**

The Head of School (Operations) will oversee the day-to-day operations, and uphold the overall vision and mission of the school. Reporting to the Board of Trustees, the Head of School (Operations) will have overall strategic and operational responsibility for WCS's staff, programs, expansion, and execution of its mission. He or she will work with the Board on school growth and development, and advises on topics of fiscal accountability, staffing, and quality assurance. She or he will provide knowledge and oversight of the school's strategic plan, financial development and management, operations, facilities, human resources, public relations, and quality.

### **Professional Qualifications:**

- Master's Degree required. A Master's Degree in administration, business, or a related field is preferred.
- Several years of experience in operations, program management, or administration within a school environment.
- Demonstrated history of effectiveness in leadership of a charter school.
- Demonstrated acumen for day-to-day operations, fundraising, human relations, and budget preparations.
- Excellence in organizational management with the ability to coach staff, manage, and develop high-performance teams, set and achieve strategic objectives, and manage a budget.
- Strong marketing, public relations, and fundraising experience with the ability to engage a wide range of stakeholders and cultures.
- Strong written and verbal communication skills; a persuasive and passionate communicator with excellent interpersonal and multidisciplinary project skills.
- Action-oriented, entrepreneurial, adaptable, and innovative approach to business planning.
- Ability to work effectively in collaboration with diverse groups of people.
- Passion, idealism, integrity, positive attitude, mission-driven, and self-directed.

### **Responsibilities:**

- Drives the charter's vision, mission, overall direction, and long/short-term goals.
- Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with charter school and administration standards, policies, and procedures.
- Establishes and maintains professional and Collaborative working relationships with all stakeholders: families, students, employees, neighbors, and partners.
- Integrates the community with effective communication and public relations.
- Hires, supervises, evaluates, supports, and conducts disciplinary action for employees. Direct supervision of administrative, facilities, and other support staff.
- Provides training to employees on school policies and regulations as they apply to school site operations; standard school site rules and procedures; computer operation and software programs used at the school site; proper use of office equipment; and emergency procedures.
- Supervises the enrollment, transfer, discharge, and readmission process for students, and the preparation of related records and files, as well as student transportation.
- Supervises the preparation of student enrollment and attendance report.
- Supervises the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.
- Supervises student medication dispensation and injury reports.
- Purchasing, event planning, and management, as well as prepares and processes field trip requests.
- Assists in writing, translating, publication, and distribution of weekly school newsletter.

- Oversees charter renewal and annual reports, and assists in the preparation and development of the annual budget by preparing Collaboratively with employees and contractors, for approval by the Board.

**Financial Management & Development Responsibilities:**

- Fiscal management and reporting tasks.
- Coordinates the development and oversight of the school's General Fund, operational, capital, and special projects budgets; prepares budget transfers as appropriate.
- Prepares and maintains purchase orders and other expense records; approves, logs, and monitors expenditures; reconciles site records monthly office reports; resolves discrepancies; and ensures expenditures are within budget allowances for the month and year.
- Helps to design, implement, and annually update the school fundraising plan.
- Researches, develops, and implements the annual grant application calendar that maximizes funding potential for core and supplementary services.
- Recruits and oversees any contract grant writing services, fundraising interns and/or volunteers.
- Works closely with the Board of Trustees to identify and cultivate potential individual donors and potential corporate donors.
- Create reports on fundraising successes, obstacles, and opportunities to the Board of Trustees.

### **Administrative Specialist**

The Administrative Specialist will be responsible for performing a number of administrative duties including planning and coordinating the daily business operations of the school, directly supporting the Co-Heads of School. The ideal candidate is highly self-motivated, professional, and capable of managing their workload and prioritizing tasks. The ability to build relationships and collaborate with different stakeholders is also an essential skill required for this role. This person reports to the Head of School (Operations).

#### **Professional Qualifications:**

- Bachelor's degree preferred, but not required with course work in Business Administration, Organizational Management, or related discipline desired. In lieu of a Bachelor's degree, a minimum of 3 years' experience in a school registrar, secretary, or comparable school clerk position.
- Effective written and verbal communication skills.
- Advanced Microsoft Office skills.
- Accounting Skills, certificate, or experience.
- Strong organizational, project management and problem-solving skills.
- Knowledgeable about basic QuickBooks functions (or willingness to take training).
- Experience with academic/grant writing.
- Capable of taking initiative, trying experimentation, and being flexible.
- Ability to multi-task and work efficiently.
- Problem-solving frame of mind and ability to invent creative solutions,
- Knowledgeable about progressive education, social constructivism, or Reggio Emilia philosophy.
- Charter school experience is highly desirable.

#### **Administrative Responsibilities:**

- Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful, and friendly.
- Maintains student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.
- Receive and review subcontractor timesheets (monthly).
- Coordinates Head of Schools' school master calendar of meetings and events.
- Maintain a calendar of state and federal filing requirements.
- Maintain and organize filing systems of paper and electronic documents.
- Manage records including but not limited to: student enrollment, attendance, assessment, medical, disciplinary and other student records.
- Provide research: collecting and analyzing information.
- Respond to emails and interface with families.
- Protect operations by keeping information confidential.
- Supervises requisitions, receives, and distributes/stores classroom, school office, and Work Room materials and supplies; maintains ongoing inventory; processes packing slips.
- Secures childcare coverage for special events.
- Prepares necessary forms for Human Resources to hire, upgrade, terminate or authorize special payments to staff.
- Prepares yard supervision schedule.
- Arranges for conferences and travel of administrators and staff; prepares related purchase order or payment requisitions; and follows up with receipts, invoices, and expense claims.

- Investigates circumstances of employee on-the-job injuries; prepares required documentation; and reports safety hazards to the Heads of School.
- Recognizes problems and impediments and reports them promptly with options for solutions to the Co-Heads of School; promotes and assists with constructive resolutions.
- Establishes and maintains professional and Collaborative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Monitors charter school's special projects accountability timelines and coordinates timely completion of administrative/clerical tasks.
- Prepares and processes facility use agreement forms using established Charter School Board procedures.
- Prepares annual performance audit in collaboration with Heads of School.
- Provide general administrative support as required by the Heads of School.

**Accounting /QuickBooks Responsibilities:**

- Organize transactions (expenses and deposits) in QuickBooks, draft invoices to clients, and reconcile bank accounts with Quickbooks accounts.
- Assist in preparing 990, 1099-MISC, 1096 taxes.
- Coordinates the development of, and prepares, school site General Fund and special projects budgets; prepares budget transfers as appropriate; monitors charter school budget.

**Fundraising Responsibilities:**

- Research and organize Local/National Grants for the school.
- Research and develop fundraising events.
- Draft email/letter templates for campaigns.
- Write and develop grant proposals.
- Create and share a quarterly newsletter for donors, volunteers, and stakeholders.
- Create and share an annual report for donors, volunteers, and stakeholders.

**Marketing Responsibilities:**

- Create a brochure and/or other collateral to promote enrollment and engagement opportunities at WCS.
- Recruit and oversee any communications interns or volunteers.
- Draft seasonal/event related Newsletters.
- Maintains School website.
- Utilize social media for marketing.

### **Maintenance/Facilities Manager**

The Maintenance Worker will perform general maintenance and repairs for assigned equipment and facilities including plumbing, electrical, basic carpentry, heating and cooling, and other building systems. This person will also spend time with students in the classroom supporting project work on a weekly basis, especially in woodworking. He or she will invite students to support their work in tending the campus grounds, and will be involved in all school events, potentially even organizing sports and games. Further, this individual will be required to attend all staff meetings and professional development opportunities. This person reports to the Head of School (Operations).

#### **Professional Qualifications:**

- High school diploma.
- Related experience preferred/ 3-5 years of maintenance.
- Teaching or coaching background is favorable.
- Knowledge of general carpentry and repair.
- Knowledge of landscaping and gardening.
- Ability to use hand tools and power tools.
- Excellent organizational and time management skills.
- Ability to multi-task and work efficiently.
- Desire to work with children.
- Interest in coaching sports and games

#### **Physical Requirements:**

- Prolonged periods standing and walking.
- Must be physically able to climb ladders, bend, or crawl into awkward spaces.
- Must be able to lift up to 50 or more pounds at a time.

#### **Responsibilities:**

- Scrutinizes facility wear and tear and makes recommendations as to facility improvement (i.e., carpet replacement, exterior and interior paint, turf).
- Inspects and identifies equipment or machines in need of repair.
- Troubleshoots issues to determine necessary repairs.
- Plans repair work using buildings blueprints or equipment manuals as needed.
- Performs general repairs that do not require a specialized technician. Examples may include repairing drywall, painting, and repairing doors and other building fixtures.
- Performs routine maintenance on building systems.
- Cleans and assists with upkeep of the facilities.
- Orders supplies and materials needed for repairs and maintenance.
- Helps to maintain outside grounds using equipment such as lawn mowers, hedge trimmers, leaf blowers, branch/tree trimming, raking, digging, planting, mulching, etc.
- Performs other related duties as assigned.
- Engages with students in using real tools to solve problems for the facilities.
- Supports student understanding of how to use tools in their projects and in their ideas for learning.
- Invites students to observe and participate in hands-on activities around campus.

### **School Security Officer**

School Security Officers are responsible for the overall safety and security of the school. The security officer plays an important role in contributing to a calm environment for both the children and teachers. Creating a calm and safe environment needs to be a top priority for our officers. The officer is expected to interact daily with the students to help the students feel safe. Our officer must be able to perform physically demanding tasks and be ready to de-escalate and handle dangerous situations.

#### **Professional Qualifications:**

- High school diploma or GED and training/certification/degree in police academy or military service.
- Successful completion of CPS Security Training curriculum with associated certifications.
- A minimum of 2-3 years of highly successful related experience.
- Solid attendance and punctuality, and excellent time management skills.
- Physically fit to stand and walk for prolonged periods of time (up to 8 hours) and quickly ascend/descend stairs, as well as sprint and move very quickly with precise coordination and awareness of surroundings.
- Must be physically able to climb ladders, bend, or crawl into awkward spaces.
- Must be able to lift up to 50 or more pounds at a time and pass a physical fitness exam.
- Experience with technology systems utilized for school safety processes (i.e. camera systems or entry screening systems).
- Desire to work with children and the ability to work with adolescents in maintaining a positive and safe school culture.
- Ability to read and adhere to written and oral instructions.
- Strong oral communication skills, human relations and interpersonal skills.
- Proficient with teamwork and collaborating with colleagues and administration.
- Demonstrated ability to keep up with fast paced environments and to multi-task.
- Sound judgment and ethical practice.

#### **Responsibilities:**

- Actively respond to incidents, fights, or other issues that threaten the safety of students, staff, and/or guests.
- Patrol and monitor school property for unauthorized persons. If needed, redirect or escort from the property.
- Report unusual activity or suspicions of safety issues to local law enforcement.
- Complete proper documentation related to incident reports and misconduct reports.
- Assist with the organization and distribution of student backpack/purse/locker searches.
- Monitor school grounds and school entrances to ensure only authorized personnel and authorized visitors access the school; if assigned to the main entrance, ensure all guests follow visitor protocol and triage visitor requests.
- Direct traffic in the school parking lot during drop off and pick up as needed, and if qualified according to town/state regulations, direct traffic coming onto and off of campus from the street as needed during drop off and pick up.
- Actively participate in professional development training to ensure ongoing growth and to advance skills.
- As assigned, monitor the student entry and dismissal process to ensure safety.
- Build positive and professional relationships with students and leverage those relationships to establish and maintain productive and safe learning environments and common areas of the building.
- Exercise dignity and respect when interacting with students.
- Lead efforts to de-escalate inappropriate student behaviors.



- Serve as a primary participant in emergency response during crisis situations including, but not limited to fire and active shooter incidents.

### **Full Time Classroom or Speciality Educators**

#### **Professional Qualifications:**

- Bachelors or Masters Degree in Education or related field
- Minimum three years experience teaching
- Knowledgeable about progressive education, social constructivism, and/or Reggio Emilia philosophy
- Preferred experience teaching in a Reggio school, or inspired by the philosophy, in previous roles.
- Able to teach multiple grades/ages in the same classroom, with skills in differentiating curriculum and instruction for varied abilities and ages
- Passionate about brain science and 'whole-child' development
- Experience with curriculum development and designing, socratic method, and project work
- Able to thrive in a dynamic, entrepreneurial, young school environment
- Committed to reflection and life-long learning
- Curious about improving teaching practices through discovery and co-researching with children
- Capable of taking initiative, experimentation, and flexibility
- High-quality, professional, and effective written and verbal communication skills

#### **Responsibilities:**

- Knowledgeable and able to put into practice the *Environment as the 3rd teacher*.
- *Make learning visible* in the classroom through documenting the work of the students.
- Hold in high regard and respect for an open and transparent parent/guardian-teacher relationship and communication with comfort in showcasing all areas of curriculum, language, and materials used with children to their families.
- Ability to write narrative reports in any given subject matter to communicate student performance to parents/guardians.
- Participate in parent communication which may include, but is not limited to daily or weekly snapshots, portfolios, progress reports, emailing, and messaging
- Open-minded and willingness to give/receive open communication about teaching intentions, reflections, necessary shifts, looking at challenges, and celebrating the work well done.
- Must have a love for animals, the great outdoors in all weather conditions, and getting your hands dirty.
- Be consciously aware of choice of materials for the classroom (limited to no plastic, non-toxic materials & cleaning supplies, no fragrances.
- Appreciation of whole foods and quality nutrition and striving for a no waste school lunch with composting and farm to table family style lunches.
- Able to self critique and not take personally suggestions to shift gears or change thinking patterns
- Work collaboratively with co-teachers, mentors, Co-Heads of School, parents, volunteers, and the community
- Work dynamically with students in varied-structured small groups and collaborate with co-teachers in sharing teaching responsibilities fairly
- Intentional use of light and arrangement of furniture to subtly direct students' learning and attention.
- Set up the classroom in a welcoming and aesthetically pleasing manner, ready to receive the children each morning.
- Design classroom space based on use of calming tones and color pallets, using natural materials and/or student work to fill the space, as well as making materials available to students and organized in baskets and glass containers.

- Understand the negative effects on behavior and focus from brightly colored, overly decorated, and overstimulating environments from prefabricated traditional classroom materials
- Keep a safe classroom environment at all times including ensuring that materials are age appropriate and in good working condition, as well as ensuring that students are behaving appropriately both inside and outside.
- Use the school's curriculum, but predominantly use observations of the students' interests to guide learning and teach subjects at multiple levels making accommodations as needed for individuals.
- Communicate with co-teachers, support teachers, and volunteers to ensure that each person entering the classroom is on the same page regarding curriculum and classroom/student goals.
- Communicate with parents regarding the progress their children are making as well as to identify areas of growth when necessary.
- Create a child-centered learning environment by continual observations of students and checking in with them verbally.
- Prepare open-ended lesson plans, provocations, and investigations for the students to take part in.
- Participate in on-going training and professional development as determined by the Co-Heads of School.
- Mentor others, including staff/peers, parents, paraprofessionals, volunteers, etc. in our practices and approach to education as required.
- Attend weekly faculty and team meetings and make meaningful contributions to them.
- Supervise recess and lunch.
- Be present and attend school-wide events, such as open houses, potlucks, picnics, fundraisers, conferences, workshops, luncheons, etc.

### Wellness Educator/School Chef

The Wellness Educator/School Chef will have the rich opportunity to educate in a unique, progressive school inspired by Reggio. The mission of our school is to support each child's creative, academic, and emotional potential by providing an inspired, highly-personalized, and diverse learning experience.

#### **Professional Qualifications:**

- Bachelors or Masters Degree in Education or related field
- Minimum three years experience working at the elementary level in the specialty sought
- Ability to achieve strong social emotional and academic results using a social constructivist approach to learning
- Effective written and verbal communication skills
- Skills in differentiating curriculum and instruction for varied abilities and ages
- Experience with academic/grant writing
- Knowledgeable about progressive education, social constructivism, or Reggio Emilia philosophy
- Passionate about 'whole-child' development
- Experience with curriculum development and designing, socratic method, and project work
- Able to thrive in a dynamic, entrepreneurial, young school environment
- Committed to reflection and life-long learning
- Curious about improving teaching practices through discovery and co-researching with children
- Capable of taking initiative, experimentation, and flexibility

#### **Responsibilities:**

- Apply for National School Lunch and School Breakfast Program and complete daily paperwork to satisfy requirements to maintain funding
- Create weekly/monthly shopping list and source food from our school garden, local farms, CSAs, and as organic as possible (particular attention to Clean 15 & Dirty Dozen)
- Develops, compiles, and maintains food records regarding use and expenditures.
- Inventories supplies and equipment.
- Determines, or assists in determining, meals, menus, and prices.
- Helps to prepare a sit down meal (lunch) for all students and staff daily, and also prepare a continental breakfast (baked good, boiled eggs, fruit, granola, yogurt, etc.) for the community each morning
- Prepare foods that can be served with allergens in mind and keep well-documented notations of student and staff allergies and appropriate medication for food allergy safely stored for use in case of emergency.
- Ensures the cleanliness and functional operation of galley equipment, kitchen appliances, and work areas by routinely cleaning and inspecting each piece.
- Maintain a neat, orderly, and welcoming kitchen-teaching environment
- Knowledgeable and able to put into practice the *Environment as the 3rd teacher*.
- *Make learning visible* in the classroom through documenting the work of the students.
- Hold in high regard and respect for an open and transparent parent/guardian-teacher relationship and communication with comfort in showcasing all areas of curriculum, language, and materials used with children to their families.
- Lead whole group, small group, and individualized instruction
- Implement classroom management strategies that draw on children's strengths and participation
- Facilitate a democratic community of learners with meetings, conflict resolution strategies, and engaging the children in solving problems and offering solutions

- Use observation and documentation to assess student learning
- Write narrative assessment reports
- Participate in parent communication which may include, but is not limited to daily or weekly snapshots, portfolios, progress reports, emailing, and messaging
- Partner with co-teacher, other teachers, and administration
- Attend weekly meetings and participate in professional development as directed by Co-Heads of School
- Supervise recess and lunch
- Be present in school-wide events

**Kitchen Responsibilities (with support of students and parents):**

- Cleans, cuts, prepares, and cooks meat, fish, or poultry to a safe temperature.
- Prepares and cooks various items according to menus, special dietary or nutritional requirements, or numbers of portions to be served.
- Bakes bread, rolls, and pastries.
- Transfer prepared foods to serving bowls/plates for family style dinner
- Set the table family style to seat 25-30 people at each table.
- Washes dishes from meal and cooking equipment such as pots, pans, dishes, utensils, and other pieces.

## Exhibit L

### Behavior Management Draft

**WCS Teacher Language:** What we say to students and how we say it is one of the most powerful teaching tools. Through careful use of language, we can support students as they develop self-control, build their sense of community, and gain academic skills and knowledge. The *Responsive Classroom* approach offers specific language strategies for various areas of teaching. These strategies range from asking open-ended questions that stretch children’s thinking to using respectful reminding and redirecting language when children’s behavior goes off track (Denton, 2018).

1. Be direct and genuine: This allows students to know exactly when they are on the right track and what actions and behaviors are contributing to that.
  - The “3 Rs”—reinforcing language, reminding language, and redirecting language.
    - Reinforcing language - This helps students understand that success is about hard work, persistence, and a positive attitude. We can help students focus on their strengths by moving beyond general praise (“Great job”) and instead name concrete and specific actions that illustrate what students are doing well (“I see you’re checking your work before turning it in”).
    - Reminding Language - Just as we all need reminders to stay organized in our everyday lives, children need reminders in school to keep their work and behavior on track. By using reminding language before students start a possibly challenging task, or right when they start to make a mistake, teachers help them stay on task, organized, responsible, and safe. Reminders are most effective when both the student and teacher feel calm which is why it’s so important to give reminders early before students’ behavior has gone on long enough for frustration to build.
    - Redirecting language - When students are doing something harmful to themselves or others, are too far into a mistake to correct themselves, or are too emotional to think reasonably about what they’re supposed to be doing, teachers need to redirect them with clear words. Skillfully used, redirecting language lets teachers provide helpful external control to keep children safe and productive when their self-control is failing them.
2. Convey trust in children’s abilities and intentions: Make students feel seen and let them know that their opinion matters. It also leaves room for them to ask questions and accept help.
  - Use inclusive language - By using inclusive language such as “second graders,” “students,” “mathematicians,” “scientists”, or “artists,” we are sending the message that everyone belongs. It also builds confidence and self-esteem as we communicate to students that we see them as learners.
  - The group needs to agree that the classroom/school is a place where everyone is welcome and included.
  - Envisioning language - This can be used to set a positive tone for future work and engage children in problem-solving. This type of positive language is ideal for setting goals, solving problems, and launching new units of study; it can also motivate and encourage. Envisioning language is most effective when it connects to the current subject matter (a new assignment, a problem at recess, etc.) or to something that the students care deeply about in their larger lives.
  - Practice nonjudgmental and open-ended questions - When we convey our trust in students, it builds their confidence and skills, which often leads to a deeper engagement and willingness to cooperate. If students feel intimidated or unvalued, they are more engaged in negative attention-seeking or

- misbehavior. Open-ended questions—such as “What do you see in our room that makes you wonder?”
- Remember - “reset, retry, and redo” for mistakes. Mistakes will happen, but we will always try our best.
3. Focus on action: Because children tend to be concrete thinkers, it can be effective to name specific actions rather than abstract terms. For example, rather than telling children to “be respectful,” it’s usually more helpful to describe what that looks like in the current situation.
    - Students can learn to ask questions and explore ideas while uncovering solutions to problems and developing reasoning skills.
    - The teacher is preparing students to work together by helping them reflect on their ideas and encouraging the engagement of students sharing ideas.
    - Teachers who engage in dialogic teaching are aware that listening carefully, scaffolding thinking, and understanding through meaningful conversations benefit student learning.
    - Teachers minimize the use of external control and children practice self-regulation and cooperation.
    - The teacher’s role is to activate student thinking and understanding by using questioning strategies to create opportunities for students to engage in conversations.
  4. Keep it brief: As with reminding language, it’s important to be brief and to use a neutral tone and neutral body language when giving a redirection.
    - Practice calm firmness - A neutral tone helps everyone maintain balance. When we can use a neutral, respectful, judgment-free tone, we not only foster a positive learning environment and convey trust, but we also keep our own emotions in check. Taking a deep breath or practicing silence allows us to intentionally use a calm tone of voice and maintains the dignity of students.
    - It’s difficult for children to follow long strings of words. Children understand more when we speak less. “Who can tell us one way to include everyone at recess?” The children now have an opportunity to remind themselves of the positive behaviors. If the expectations for recess have been adequately taught and practiced, children will be able to make good use of such a reminder.
    - Instead of “I like,” try “I notice.” When we say “I notice,” we are naming specific behaviors students are doing well, rather than imposing our own judgment or pleasure with student behavior or performance. Recognize the specific efforts that led to success. When you use the word “notice,” it will guide you to be mindful and notice students’ efforts and behavior.
    - Children live in their hearts and are more emotional beings than adults. They live in a world of wonder. Instead of asking questions like, “Why are you upset?” we can wonder with them, meeting them where they are by validating and wondering. “I see you are upset. I wonder what happened?” Wondering also helps to redirect behavior. “I wonder what will happen if you check in with your friend who is upset?” “I wonder if that worked out the way you wanted it to?” Teachers can also use wonder statements to build curiosity, “I wonder what is missing?” Taking a step further, children can write “I wonder” prompts in their journals.
    - Formal agreements are between teachers and children, and among children, about how to organize and regulate the operation of the classroom, including interpersonal relationships.
    - The objectives of involving children are to promote feelings of necessity about rules and fairness, and feelings of ownership of classroom rules and procedures.
  5. Know when to be silent: The skillful use of silence can be just as powerful as the skillful use of words. Silence allows children to think, rehearse what to say, and sometimes gather the courage to speak at all.
    - Watch, and then acknowledge the student’s action with a nod, a smile, or thumbs up. No words are needed.

- Allow time for students to think (e.g. 'wait time'). Typically 4-7 seconds, sometimes even a minute or two.
- Being silent also allows us to listen to students. Listening means resisting the impulse to jump in and correct students' words or to finish students' thoughts. To listen is to maintain our attention until the speaker is clearly done and to try to understand what the speaker said before formulating a response.

#### Examples of teacher language and questioning:

- "What do you mean by that?"
- "Can you give an example?"
- "So, let me see if I understand what you're saying. Are you saying...?" (always leave space for the child to agree or disagree and say more.)
- "You have a lot of knowledge you can bring to this group. What will you add?"
- "That's what collaboration is! Working together."
- "You don't want to forget that good idea!"
- "How is your planning going?"
- "You're saying no a lot. What's going on?"
- "This is what we're focusing on now. How can we get back on track?"
- "Freeze. Everyone return to your seat with your folder. Then we'll start."
- "Keep that thought in your head."
- "What could we do differently to make this feel better for you?"
- When a child calls out an idea, "Oh, this is sparking your memory!"
- "What feels unclear, can you tell me more?"
- "What's your plan for this?"
- "Let's review our class agreement."
- "Can you hold onto it?" (asking a child to wait for their turn to speak)
- "We need to be careful listeners to do our best learning. What do careful listeners do?"
- Agree on a silent signal as a school (e.g. hand raised, finger crossed, shh sign, etc. with voices off).
- Chimes, singing bowls, and timers are excellent tools to use with students.
- Allow students to take short breaks (taking a lap, delivering something to another classroom, getting a drink of water, using the bathroom, etc.)

Exhibit M  
**WCS 5 Year Budget DRAFT**

	Year 0 Pre-Opening	Year 1 FY2026	Year 2 FY2027	Year 3 FY2028	Year 4 FY2029	Year 5 FY2030
<b>OPERATING CASH INFLOWS</b>						
Unrestricted Grants-in-Aid	\$ -	\$ 2,239,920	\$ 2,406,445	\$ 2,607,388	\$ 2,805,664	\$ 3,000,892
Restricted Grants-in-Aid	\$ 1,325,000	\$ 175,000	\$ -	\$ -	\$ -	\$ -
Lease Aid	\$ -	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Contributions and Donations	\$ 50,000	\$ -	\$ 30,000	\$ -	\$ -	\$ -
Fundraising Revenue	\$ 100,000	\$ 50,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Special Education Revenue	\$ -	\$ 227,567	\$ 227,567	\$ 227,567	\$ 227,567	\$ 227,567
Other Grant Revenue	\$ -	\$ 10,800	\$ 10,800	\$ 10,800	\$ 10,800	\$ 10,800
Differential Aid Revenue	\$ -	\$ 20,398	\$ 20,398	\$ 20,398	\$ 20,398	\$ 20,398
<b>TOTAL CASH INFLOWS</b>	<b>\$ 1,475,000</b>	<b>\$ 2,753,685</b>	<b>\$ 2,750,210</b>	<b>\$ 2,921,153</b>	<b>\$ 3,119,429</b>	<b>\$ 3,314,656</b>
<b>OPERATING CASH OUTFLOWS</b>						
<i>Instruction</i>						
Teachers Salary	\$ 216,000	\$ 1,143,234	\$ 1,184,124	\$ 1,279,648	\$ 1,379,790	\$ 1,430,190
Instructional Aide Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Substitute Teacher Wages	\$ -	\$ 58,800	\$ 60,564	\$ 62,381	\$ 64,252	\$ 66,180
Instruction Benefits	\$ 64,800	\$ 432,000	\$ 432,000	\$ 453,600	\$ 475,200	\$ 475,200
Payroll Taxes	\$ 20,228	\$ 95,660	\$ 98,923	\$ 106,677	\$ 114,789	\$ 118,784
Instruction Workers Compensation	\$ 6,480	\$ 36,061	\$ 37,341	\$ 40,261	\$ 43,321	\$ 44,891
Curriculum Development	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -
Printing & Binding	\$ 3,000	\$ 6,000	\$ 6,320	\$ 6,713	\$ 7,082	\$ 7,426
General Teaching Supplies	\$ 24,400	\$ 24,400	\$ 25,700	\$ 27,300	\$ 28,800	\$ 30,200
Text Books and Program Materials	\$ 48,800	\$ -	\$ 51,400	\$ 54,600	\$ 57,600	\$ 60,400
Educational Software Licenses	\$ 2,440	\$ -	\$ 2,570	\$ 2,730	\$ 2,880	\$ 3,020
New Furniture and Fixtures	\$ 40,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<b>Total Instruction Operating Expenses</b>	<b>\$ 466,148</b>	<b>\$ 1,801,155</b>	<b>\$ 1,903,941</b>	<b>\$ 2,038,910</b>	<b>\$ 2,178,715</b>	<b>\$ 2,241,292</b>
<i>Health Services</i>						
Health Services Wages	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Nurse Supplies	\$ 5,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
<b>Total Health Services Operating Expenses</b>	<b>\$ 5,000</b>	<b>\$ 11,000</b>	<b>\$ 11,000</b>	<b>\$ 11,000</b>	<b>\$ 11,000</b>	<b>\$ 11,000</b>
<i>Improvement of Instruction</i>						
Professional Development	\$ 70,000	\$ 23,000	\$ 69,000	\$ 72,000	\$ 75,000	\$ 75,000
<b>Total Improv.of Inst. Operating Expenses</b>	<b>\$ 70,000</b>	<b>\$ 23,000</b>	<b>\$ 69,000</b>	<b>\$ 72,000</b>	<b>\$ 75,000</b>	<b>\$ 75,000</b>



**Technology Department**

Student Computers	\$ 75,000	\$ -	\$ 6,500	\$ 8,000	\$ 7,500	\$ 7,000
Teacher/Aid Computers	\$ 62,500	\$ -	\$ -	\$ 2,500	\$ 2,500	\$ -
Purchased IT Services	\$ 20,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Software	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Tech Equipment	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<b>Total Technology Operating Expenses</b>	<b>\$ 179,500</b>	<b>\$ 32,000</b>	<b>\$ 38,500</b>	<b>\$ 42,500</b>	<b>\$ 42,000</b>	<b>\$ 39,000</b>

**Audio Visual Services**

Audio Visual Equipment	\$ 10,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Audio Visual Repairs & Maintenance	\$ -	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600
<b>Total School Board Operating Expenses</b>	<b>\$ 10,000</b>	<b>\$ 1,600</b>	<b>\$ 1,600</b>	<b>\$ 1,600</b>	<b>\$ 1,600</b>	<b>\$ 1,600</b>

**Library Department**

Library Books	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
<b>Total Library Operating Expenses</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>

**Support Services - School Board**

Local Property Taxes	\$ 15,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Legal Services	\$ 15,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Audit Services	\$ 20,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000
Director & Officer Insurance	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,200	\$ 2,200	\$ 2,500
<b>Total School Board Operating Expenses</b>	<b>\$ 52,000</b>	<b>\$ 59,000</b>	<b>\$ 59,000</b>	<b>\$ 59,200</b>	<b>\$ 59,200</b>	<b>\$ 59,500</b>

**Support Services - School Administration**

Support Services Salaries	\$ 133,333	\$ 202,000	\$ 208,060	\$ 214,302	\$ 220,731	\$ 227,354
Support Services - Benefits	\$ 21,600	\$ 64,800	\$ 64,800	\$ 64,800	\$ 64,800	\$ 64,800
Support Service - Payroll Taxes	\$ 10,816	\$ 16,377	\$ 16,841	\$ 17,318	\$ 17,810	\$ 18,317
Support Services Workers Compensation	\$ 4,000	\$ 6,060	\$ 6,242	\$ 6,429	\$ 6,622	\$ 6,821
Business Services	\$ 15,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
Contract Services	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Postage Fees	\$ 2,000	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Admin Printing & Binding	\$ 10,000	\$ 4,000	\$ 4,213	\$ 4,475	\$ 4,721	\$ 4,951
Advertising	\$ 15,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Travel & Conferences	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
General Supplies & Equipment	\$ 2,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Dues & Fees	\$ 1,500	\$ 8,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
<b>Total School Admin Operating Expenses</b>	<b>\$ 217,249</b>	<b>\$ 342,737</b>	<b>\$ 345,656</b>	<b>\$ 352,825</b>	<b>\$ 360,184</b>	<b>\$ 367,742</b>

**Operation of Plant**

Operation of Plant Wages	\$ -	\$ 49,530	\$ 51,016	\$ 52,546	\$ 54,123	\$ 55,746
Plant Services - Payroll Taxes	\$ -	\$ 4,097	\$ 4,211	\$ 4,328	\$ 4,448	\$ 4,573
Plant Services - Workers Compensation	\$ -	\$ 4,220	\$ 4,337	\$ 4,458	\$ 4,582	\$ 4,710
Water and Septic	\$ 1,100	\$ 4,400	\$ 5,000	\$ 5,000	\$ 6,000	\$ 8,000
Cleaning Services	\$ 4,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000
Trash Disposal Services	\$ 625	\$ 2,500	\$ 3,500	\$ 4,000	\$ 4,000	\$ 6,500
Repairs & Maintenance	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Rent/Mortgage Payment	\$ 72,000	\$ 144,000	\$ 144,000	\$ 144,000	\$ 144,000	\$ 144,000
Liability Insurance	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Telephone & Data Communications Service	\$ 2,500	\$ 10,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Electricity	\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Heating Oil	\$ 2,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Building and Ground Supplies	\$ 5,000	\$ 1,000	\$ 1,053	\$ 1,119	\$ 1,180	\$ 1,238
<b>Total Plant Operating Expenses</b>	<b>\$ 122,225</b>	<b>\$ 281,747</b>	<b>\$ 279,117</b>	<b>\$ 281,451</b>	<b>\$ 284,333</b>	<b>\$ 290,767</b>

**Transportation**

Gas/Fuel	\$ -	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200
Registration & Maintenance	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Insurance	\$ -	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
<b>Total Transportation</b>	<b>\$ -</b>	<b>\$ 16,200</b>	<b>\$ 16,200</b>	<b>\$ 16,200</b>	<b>\$ 16,200</b>	<b>\$ 16,200</b>

**Capital Expenditures**

Leasehold Improvements	\$ 253,000	\$ -	\$ -	\$ -	\$ -	\$ -
Technology Improvements	\$ 20,000					
Van/Bus	\$ 60,000	\$ 23,500	\$ 23,500	\$ 23,500	\$ 23,500	\$ 23,500
<b>Total Capital Expenditures</b>	<b>\$ 333,000</b>	<b>\$ 23,500</b>	<b>\$ 23,500</b>	<b>\$ 23,500</b>	<b>\$ 23,500</b>	<b>\$ 23,500</b>

<b>TOTAL CASH OUTFLOWS</b>	<b>\$ 1,456,122</b>	<b>\$ 2,592,939</b>	<b>\$ 2,748,513</b>	<b>\$ 2,900,185</b>	<b>\$ 3,052,732</b>	<b>\$ 3,126,600</b>
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<b>ESTIMATED ANNUAL SURPLUS/(DEFICIT)</b>	<b>\$ 18,878</b>	<b>\$ 160,746</b>	<b>\$ 1,697</b>	<b>\$ 20,968</b>	<b>\$ 66,696</b>	<b>\$ 188,056</b>
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Per Pupil Expenditures	Not Applicable	\$ 10,627	\$ 10,695	\$ 10,623	\$ 10,600	\$ 10,353
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## WCS 5 Year Operating Revenue Budget DRAFT

OPERATING CASH INFLOWS		RATIONALE	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
			Pre- Opening	FY2026	FY2027	FY2028	FY2029	FY2030
Unrestricted Grants-in-Aid	Represents funds received from NH Department of Education. Anticipate 2% Tuition Inflation every year.		\$ -	\$ 2,239,920	\$ 2,406,445	\$ 2,607,388	\$ 2,805,664	\$ 3,000,892
				Year 1	Year 2	Year 3	Year 4	Year 5
	Kindergarten			30	31	33	34	34
	Grade 1			29	30	32	34	34
	Grade 2			29	30	33	34	34
	Grade 3			29	29	32	33	34
	Grade 4			26	29	30	33	34
	Grade 5			26	28	29	31	34
	Grade 6			25	27	29	30	33
	Grade 7			25	27	28	30	33
	Grade 8			25	26	27	29	32
	Total Students			244	257	273	288	302
	State Aid per Student			\$ 9,180	\$ 9,364	\$ 9,551	\$ 9,742	\$ 9,937
	<b>Total</b>			<b>\$ 2,239,920</b>	<b>\$ 2,406,445</b>	<b>\$ 2,607,388</b>	<b>\$ 2,805,664</b>	<b>\$ 3,000,892</b>
	Student Growth				5%	6%	5%	5%
	Increase in Students				13	16	15	14
	Number of Classrooms			12	12	13	14	14
Restricted Grants-in-Aid	Assume Charter School Program Grant is awarded for \$1.5M		\$ 1,325,000	\$ 175,000	\$ -	\$ -	\$ -	\$ -
Lease Aid	Based on amounts received by other Charter Schools of similar size		\$ -	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Contributions and Donations	Year 0 to Fund Expenditures not covered by CSP Grant		\$ 50,000	\$ -	\$ 30,000	\$ -	\$ -	\$ -

<b>Other Grant Revenue</b>	Based on Title Funds received by Other Charter Schools of Similar Size		\$ -	\$ 10,800	\$ 10,800	\$ 10,800	\$ 10,800	\$ 10,800
<b>Special Education Revenue</b>	Covers Paraprofessional Wages, FICA, and Benefits		\$ -	\$ 227,567	\$ 227,567	\$ 227,567	\$ 227,567	\$ 227,567
<b>Fundraising Revenue</b>	Through a mix of Parents and Community Fundraising		\$ 100,000	\$ 50,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
<b>Differential Aid Revenue</b>	Based on FY23 FRR Lunch and ELL for Charter School in Peterborough (similar location)		\$ -	\$ 20,398	\$ 20,398	\$ 20,398	\$ 20,398	\$ 20,398
				<b>Pupils</b>				
		<b>Rate/Pupil</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>Free &amp; Reduced Lunch</b>	\$ 1,854	11	11	11	11	11	
	<b>English Language Learners</b>	\$ 726	0	0	0	0	0	
<b>TOTAL OPERATING REVENUE</b>								<b>\$ 1,475,000 \$ 2,753,685 \$ 2,750,210 \$ 2,921,153 \$ 3,119,429 \$3,314,656</b>

## WCS 5 Year Operating Expense Budget DRAFT

OPERATING EXPENSES	RATIONALE	Year 0 Pre-Opening	Year 1 FY2026	Year 2 FY2027	Year 3 FY2028	Year 4 FY2029	Year 5 FY2030
<b>Instruction</b>							
Teachers Salary	Refer to supplemental tab "Schedule 1 Salary Expense"	\$ 216,000	\$ 1,143,234	\$ 1,184,124	\$ 1,279,648	\$ 1,379,790	\$ 1,430,190
Substitute Teacher Wages	Refer to supplemental tab "Schedule 2 Hourly Wage Expense"	\$ -	\$ 58,800	\$ 60,564	\$ 62,381	\$ 64,252	\$ 66,180
Instruction Benefits	Assume Flat Amount per Employee	\$ 64,800	\$ 432,000	\$ 432,000	\$ 453,600	\$ 475,200	\$ 475,200
Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA. NHES is 2.2% up to \$14,000 in Wages	\$ 20,228	\$ 95,660	\$ 98,923	\$ 106,677	\$ 114,789	\$ 118,784
Instruction Workers Compensation	Estimated at 3% Salaries	\$ 6,480	\$ 36,061	\$ 37,341	\$ 40,261	\$ 43,321	\$ 44,891
Curriculum Development	Funded by CSP Grant	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -
Printing & Binding	Copier Machine Lease - Baseline estimated at \$6K/Year growing w/students	\$ 3,000	\$ 6,000	\$ 6,320	\$ 6,713	\$ 7,082	\$ 7,426
General Teaching Supplies	Estimated at \$100/Student. Year 1 Funded by CSP Grant.	\$ 24,400	\$ 24,400	\$ 25,700	\$ 27,300	\$ 28,800	\$ 30,200
Text Books and Program Materials	Estimated at \$200/Student. Year 1 Funded by CSP Grant.	\$ 48,800	\$ -	\$ 51,400	\$ 54,600	\$ 57,600	\$ 60,400
Educational Software Licenses	Estimated at \$10/Student. Year 1 Funded by CSP Grant.	\$ 2,440	\$ -	\$ 2,570	\$ 2,730	\$ 2,880	\$ 3,020
New Furniture and Fixtures	Fit-up for School Startup and additional classrooms	\$ 40,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<b>Total Instruction Operating Expenses</b>		<b>\$ 466,148</b>	<b>\$ 1,801,155</b>	<b>\$ 1,903,941</b>	<b>\$ 2,038,910</b>	<b>\$ 2,178,715</b>	<b>\$ 2,241,292</b>
<b>Health Services</b>							
Health Services Wages	Outsourced Health Services	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Nurse Supplies	Baseline estimated at \$5K/Year for initial investment	\$ 5,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
<b>Total Health Services Operating Expenses</b>		<b>\$ 5,000</b>	<b>\$ 11,000</b>	<b>\$ 11,000</b>	<b>\$ 11,000</b>	<b>\$ 11,000</b>	<b>\$ 11,000</b>

**Improvement of Instruction**

Professional Development	Per Year Stipend for each Salaried Employee - Covered by Grant in Year 0	\$ 70,000	\$ 23,000	\$ 69,000	\$ 72,000	\$ 75,000	\$ 75,000
<b>Total Improvement of Instruction Operating Expenses</b>		<b>\$ 70,000</b>	<b>\$ 23,000</b>	<b>\$ 69,000</b>	<b>\$ 72,000</b>	<b>\$ 75,000</b>	<b>\$ 75,000</b>

**Technology Department**

Student Computers	\$2,500 per Workstation for 30 Students	\$ 75,000	\$ -	\$ 6,500	\$ 8,000	\$ 7,500	\$ 7,000
Teacher/Aid Computers	Estimated at \$2,500/Computer for each Salaried Employee. Year 1 Funded by CSP Grant.	\$ 62,500	\$ -	\$ -	\$ 2,500	\$ 2,500	\$ -
Purchased IT Services	Outsourced IT Services	\$ 20,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Software	Administrative Software including Student Information System	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Tech Equipment		\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<b>Total Technology Operating Expenses</b>		<b>\$ 179,500</b>	<b>\$ 32,000</b>	<b>\$ 38,500</b>	<b>\$ 42,500</b>	<b>\$ 42,000</b>	<b>\$ 39,000</b>

**Audio Visual Services**

Audio Visual Equipment		\$ 10,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Audio Visual Repairs & Maintenance		\$ -	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600
<b>Total Audio Video Expenses</b>		<b>\$ 10,000</b>	<b>\$ 1,600</b>	<b>\$ 1,600</b>	<b>\$ 1,600</b>	<b>\$ 1,600</b>	<b>\$ 1,600</b>

**Library Department**

Library Books	Books & Printed Matter	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
<b>Total Library Operating Expenses</b>		<b>\$ 1,000</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>

**Support Services - School Board**

Local Property Taxes		\$ 15,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Legal Services	Annual Retainer	\$ 15,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Audit Services	Based on recently obtained quotes from other Charter Schools	\$ 20,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000

Director & Officer Insurance		\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,200	\$ 2,200	\$ 2,500
<b>Total Support Services - School Board Operating Expenses</b>		<b>\$ 52,000</b>	<b>\$ 59,000</b>	<b>\$ 59,000</b>	<b>\$ 59,200</b>	<b>\$ 59,200</b>	<b>\$ 59,500</b>
<b>Support Services - School Administration</b>							
Support Services Salaries	Refer to supplemental tab "Schedule 1 Salary Expense"	\$ 133,333	\$ 202,000	\$ 208,060	\$ 214,302	\$ 220,731	\$ 227,354
Support Services - Benefits	Assume Flat Amount per Employee	\$ 21,600	\$ 64,800	\$ 64,800	\$ 64,800	\$ 64,800	\$ 64,800
Support Service - Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA. NHES is 2.2% up to \$14,000 in Wages	\$ 10,816	\$ 16,377	\$ 16,841	\$ 17,318	\$ 17,810	\$ 18,317
Support Services Workers Compensation	Estimated at 3% Salaries	\$ 4,000	\$ 6,060	\$ 6,242	\$ 6,429	\$ 6,622	\$ 6,821
Business Services	Outsourced Accounting Services	\$ 15,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
Contract Services	Other Contracted Services	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Postage Fees		\$ 2,000	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Admin Printing & Binding	Baseline estimated at \$4,000/Year growing consistent with student population growth.	\$ 10,000	\$ 4,000	\$ 4,213	\$ 4,475	\$ 4,721	\$ 4,951
Advertising	Charter School Program Grant Funded to attract new students & Website	\$ 15,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Travel & Conferences		\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
General Supplies & Equipment		\$ 2,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Dues & Fees	Background Checks	\$ 1,500	\$ 8,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
<b>Total School Administration Operating Expenses</b>		<b>\$ 217,249</b>	<b>\$ 342,737</b>	<b>\$ 345,656</b>	<b>\$ 352,825</b>	<b>\$ 360,184</b>	<b>\$ 367,742</b>
<b>Operation of Plant</b>							
Operation of Plant Wages	Refer to "Schedule 2 Hourly Wage Expense"	\$ -	\$ 49,530	\$ 51,016	\$ 52,546	\$ 54,123	\$ 55,746
	FICA is 7.65% of Gross Wages. Exempt from FUTA. NHES is 2.2% up to \$14,000 in Wages	\$ -	\$ 4,097	\$ 4,211	\$ 4,328	\$ 4,448	\$ 4,573
Plant Services - Payroll Taxes							
Plant Services - Workers Compensation	Estimated at 3% Salaries	\$ -	\$ 4,220	\$ 4,337	\$ 4,458	\$ 4,582	\$ 4,710

Water and Septic	Alarm/Security Monitoring, Electricity, Water, Septic	\$ 1,100	\$ 4,400	\$ 5,000	\$ 5,000	\$ 6,000	\$ 8,000
Cleaning Services	Monthly Contracted Services	\$ 4,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000
Trash Disposal Services		\$ 625	\$ 2,500	\$ 3,500	\$ 4,000	\$ 4,000	\$ 6,500
Repairs & Maintenance		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Rent/Mortgage Payment	Rent Property from Foundation	\$ 72,000	\$ 144,000	\$ 144,000	\$ 144,000	\$ 144,000	\$ 144,000
Liability Insurance		\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Telephone & Data Communications Service		\$ 2,500	\$ 10,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Electricity		\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Heating Oil		\$ 2,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Building and Ground Supplies	\$1K in Year 1 Growing Consistent with Student Population	\$ 5,000	\$ 1,000	\$ 1,053	\$ 1,119	\$ 1,180	\$ 1,238
<b>Total Operating of Plant Operating Expenses</b>		<b>\$ 122,225</b>	<b>\$ 281,747</b>	<b>\$ 279,117</b>	<b>\$ 281,451</b>	<b>\$ 284,333</b>	<b>\$ 290,767</b>
<b>Transportation</b>							
Gas/Fuel		\$ -	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200
Registration & Maintenance		\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Insurance		\$ -	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
<b>Total Transportation</b>		<b>\$ -</b>	<b>\$ 16,200</b>	<b>\$ 16,200</b>	<b>\$ 16,200</b>	<b>\$ 16,200</b>	<b>\$ 16,200</b>
<b>Capital Expenditures</b>							
Leasehold Improvements		\$ 253,000	\$ -	\$ -	\$ -	\$ -	\$ -
Technology Improvements		\$ 20,000					
Van/Bus		\$ 60,000	\$ 23,500	\$ 23,500	\$ 23,500	\$ 23,500	\$ 23,500
<b>Total Capital Expenses</b>		<b>\$ 333,000</b>	<b>\$ 23,500</b>	<b>\$ 23,500</b>	<b>\$ 23,500</b>	<b>\$ 23,500</b>	<b>\$ 23,500</b>
<b>TOTAL OPERATING EXPENSES</b>		<b>\$ 1,456,122</b>	<b>\$ 2,592,939</b>	<b>\$ 2,748,513</b>	<b>\$ 2,900,185</b>	<b>\$ 3,052,732</b>	<b>\$ 3,126,600</b>



## WCS 5 Year Salary Expense Budget - Schedule 1 - DRAFT

Actual Salaries will vary based on experience - amounts below represent average anticipated salaries.

TITLE	DEPARTMENT	Year 0 Pre-Opening	Year 1 FY2026	Year 2 FY2027	Year 3 FY2028	Year 4 FY2029	Year 5 FY2030
Classroom Teacher (Grade K-2)	Instruction	\$ 18,000	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
Classroom Teacher (Grade K-2)	Instruction	\$ 18,000	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
Classroom Teacher (Grade K-2)	Instruction	\$ 18,000	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
Classroom Teacher (Grade K-2)	Instruction	\$ 18,000	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
Classroom Teacher (Grade K-2)	Instruction	\$ -	\$ -	\$ -	\$ 60,000	\$ 61,800	\$ 63,654
Classroom Teacher (Grade 3-5)	Instruction	\$ 18,000	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
Classroom Teacher (Grade 3-5)	Instruction	\$ 18,000	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
Classroom Teacher (Grade 3-5)	Instruction	\$ 18,000	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
Classroom Teacher (Grade 3-5)	Instruction	\$ 18,000	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
Classroom Teacher (Grade 3-5)	Instruction	\$ -	\$ -	\$ -	\$ -	\$ 60,000	\$ 61,800
Classroom Teacher (Grade 6-8)	Instruction	\$ 18,000	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
Classroom Teacher (Grade 6-8)	Instruction	\$ 18,000	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
Classroom Teacher (Grade 6-8)	Instruction	\$ 18,000	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
Classroom Teacher (Grade 6-8)	Instruction	\$ 18,000	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
Special Education Teacher	Special Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School Counselor	Guidance Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Head of School	School Administration	\$ 66,667	\$ 80,000	\$ 82,400	\$ 84,872	\$ 87,418	\$ 90,041
Head of School	School Administration	\$ 66,667	\$ 80,000	\$ 82,400	\$ 84,872	\$ 87,418	\$ 90,041
Office Coordinator/Admin Assistant	School Administration		\$ 42,000	\$ 43,260	\$ 44,558	\$ 45,895	\$ 47,272
<b>Total Salary Employees</b>		<b>\$ 349,333</b>	<b>\$ 922,000</b>	<b>\$ 949,660</b>	<b>\$ 1,038,150</b>	<b>\$ 1,129,299</b>	<b>\$ 1,163,180</b>

**Salaries by Department:**

<b>Instruction</b>	\$ 216,000	\$ 720,000	\$ 741,600	\$ 823,848	\$ 908,568	\$ 935,826
<b>Special Education</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Guidance Services</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>School Administration</b>	\$ 133,333	\$ 202,000	\$ 208,060	\$ 214,302	\$ 220,731	\$ 227,354
<b>Total by Department:</b>	\$ 349,333	\$ 922,000	\$ 949,660	\$ 1,038,150	\$ 1,129,299	\$ 1,163,180
<b>Total # of Classrooms</b>			<b>12</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>Growth in # Classrooms</b>				<b>0%</b>	<b>8%</b>	<b>8%</b>

**# of Salaried Employees by Department**

<b>Instruction</b>	12	12	12	13	14	14
<b>Special Education</b>	0	0	0	0	0	0
<b>Guidance Services</b>	0	0	0	0	0	0
<b>School Administration</b>	2	3	3	3	3	3
<b>Total # of Salaried Employees by Dept</b>	14	15	15	16	17	17
<b>Increase in Salaried Employees</b>		1	0	1	1	0

**Assumptions:**

**Cost of Living Adjustment per Year** 3%

**Minimum Teacher Salary Milford** \$ 43,860

**Maximum Teacher Salary Milford** \$ 74,459

**Average Charter School Teacher Salary** \$ 43,246

## WCS 5 Year Hourly Wage Expense Budget - DRAFT

Actual Wages will vary based on experience - amounts below represent average anticipated salaries.

TITLE	DEPT	Base Hourly Rate	Weeks/ Year	Hours/W eek	Year 1	Year 2	Year 3	Year 4	Year 5				
					FY2026	Hours /Week	FY2027	Hours/ Week	FY2028	Hours/ Week	FY2029	Hours /Week	FY2030
<b>Nutrition &amp; Wellness</b>													
Specialty Teacher	Instruction	\$ 38.10	42	40	\$ 64,008	40	\$ 65,928	40	\$ 67,906	40	\$ 69,943	40	\$ 72,042
<b>Outdoor Education Specialty</b>													
Teacher	Instruction	\$ 38.10	42	40	\$ 64,008	40	\$ 65,928	40	\$ 67,906	40	\$ 69,943	40	\$ 72,042
<b>Woodworker &amp; Music</b>													
Specialty Teacher	Instruction	\$ 38.10	42	35	\$ 56,007	35	\$ 57,687	35	\$ 59,418	35	\$ 61,200	35	\$ 63,036
Atelierista Specialty Teacher	Instruction	\$ 38.10	42	35	\$ 56,007	35	\$ 57,687	35	\$ 59,418	35	\$ 61,200	35	\$ 63,036
Language Teacher	Instruction	\$ 38.10	42	20	\$ 32,004	24	\$ 39,557	24	\$ 40,744	25	\$ 43,715	30	\$ 54,031
Facilities Manager	Facilities	\$ 38.10	52	25	\$ 49,530	25	\$ 51,016	25	\$ 52,546	25	\$ 54,123	25	\$ 55,746
Paraprofessional	Instruction	\$ 30.00	42	40	\$ 50,400	40	\$ 51,912	40	\$ 53,469	40	\$ 55,073	40	\$ 56,726
Paraprofessional	Instruction	\$ 30.00	42	40	\$ 50,400	40	\$ 51,912	40	\$ 53,469	40	\$ 55,073	40	\$ 56,726
Paraprofessional	Instruction	\$ 30.00	42	40	\$ 50,400	40	\$ 51,912	40	\$ 53,469	40	\$ 55,073	40	\$ 56,726
Substitute Teacher 1	Temporary Employee	\$ 35.00	42	40	\$ 58,800	40	\$ 60,564	40	\$ 62,381	40	\$ 64,252	40	\$ 66,180
<b>Total Hourly Wages</b>					<b>\$ 531,564</b>		<b>\$ 554,104</b>		<b>\$ 570,727</b>		<b>\$ 589,597</b>		<b>\$ 616,290</b>
<b>Hourly Wages by Department</b>													
<b>Instruction</b>					<b>\$ 423,234</b>		<b>\$ 442,524</b>		<b>\$ 455,800</b>		<b>\$ 471,222</b>		<b>\$ 494,364</b>
<b>Facilities</b>					<b>\$ 49,530</b>		<b>\$ 51,016</b>		<b>\$ 52,546</b>		<b>\$ 54,123</b>		<b>\$ 55,746</b>
<b>Temporary Employee</b>					<b>\$ 58,800</b>		<b>\$ 60,564</b>		<b>\$ 62,381</b>		<b>\$ 64,252</b>		<b>\$ 66,180</b>
<b>Total</b>					<b>\$ 531,564</b>		<b>\$ 554,104</b>		<b>\$ 570,727</b>		<b>\$ 589,597</b>		<b>\$ 616,290</b>

**Exhibit N**  
**Parent Involvement Survey Draft**

Dear Volunteer Applicant,

Date: \_\_\_\_\_

We are so excited that you have chosen to volunteer at Wellheart Charter School. Welcome to our School Volunteer Program! Family perspectives and voices are valued and encouraged. Students feel empowered when they see their adult family members actively involved in school. Families contribute many gifts that will enrich the curriculum and culture of the school. Our school relies on the volunteer time of each family to run day-to-day, including, but not limited to, daily support all days in the kitchen, during learning time, and for clean up, as well as various committees and ongoing roles for the year. We also would like to know each family's skills, interests, and gifts that can support our students and school.

Each family is asked to volunteer at least one full day per month, as WCS is operating on a Collaborative basis. We encourage all adult household members to join WCS's volunteer program. You must be 18 years or older and have the ability and skill to perform the assigned tasks confidentially. The WCS volunteer program asks all volunteers to respect students' privacy. While volunteering, please keep observations about student behavior and academic performance confidential, and only disclose pertinent, sensitive student information to a teacher or administrator.

**Student Safety:** Volunteers on the school grounds or interacting with students assume full responsibility for their own safety and the safety of others. Screening volunteers are required to ensure the safety of our community and abide by state regulations. Please reference New Hampshire RSA 632-A: 10, Prohibition from Child Care Service of Persons Convicted of Certain Offenses, as reprinted below. After reading RSA 632-A: 10, please sign the Volunteer Form, also below, and return the form to the office at WCS. As a volunteer you are expected to perform service in compliance with standards, specifications, direction, and policies of the school. Volunteers who come in direct contact with our students on a daily basis, meet with students on a one-on-one basis, or any other volunteering designated by Wellheart Charter School will be screened through the regular NH school volunteer background check process under NH RSA 189:13-a. We ask that families pay the background check fee. However, there will be sliding scale reimbursement for families who have financial duress and cannot afford part of or all of the background check fees.

As a rule, volunteers with continued service will be exempted from an annual requirement. However, a break in service of one year will require a new background check. WCS also reserves the right to perform a background check on any volunteer at any time. Volunteers will be delegated by the Co-Heads of School in collaboration with the faculty and their needs. There is no fingerprinting cost for the volunteer. Volunteers will be released when duties are no longer needed or if their conduct does not meet the standards of the school.

**NEW HAMPSHIRE EDUCATION LAWS ANNOTATED**

***RSA 632-A:10 Prohibition from Child Care Service of Persons Convicted of Certain Offenses***

- I. A person is guilty of a class A felony if, having been convicted in this or any other jurisdiction of any felonious offense involving child pornography, or of a felonious physical assault on a minor, or of any sexual assault, he knowingly undertakes employment or volunteer service involving the care, instruction or guidance of minor children, including, but not limited to, service as a teacher, a coach, or worker of any type in child athletics, a day care worker, a boy or girl scout master or leader or worker, a summer camp counselor or worker of any type, a guidance counselor, or a school administrator of any type.
- II. A person is guilty of a class B felony if, having been convicted in this or any other jurisdiction of any of the offenses specified in Paragraph I of this section, he knowingly fails to provide information of such conviction when applying or volunteering for service or employment of any type involving the care, instruction, or guidance of minor children, including, but not limited to, the types of services set forth in Paragraph I.
- III. A person is guilty of a class B felony if, having been convicted in this or any other jurisdiction of any of the offenses specified in Paragraph I of this section, he knowingly fails to provide information of such conviction when making application for initial teacher certification in this State.

Written Head of School Signature →

SCHOOL				
VOLUNTEER NAME			Volunteer is over 18 years old <input type="checkbox"/>	
ADDRESS		CITY	STATE	ZIP
HOME PHONE #		CELL PHONE #		
EMAIL ADDRESS				

Please print clearly

1. I certify that I have read and understand RSA 632-A:10, reprinted above.
2. I certify that I have never been convicted of any crime or offense involving child pornography, assault on a minor, or any sexual assault as described in RSA 632-A:10.
3. I agree and will comply with the district's confidentiality requirements.
4. I agree to submit a criminal record release form as per NH RSA 189.13-a, including fingerprinting, at no cost to myself.

SIGNATURE OF VOLUNTEER: \_\_\_\_\_ DATE: \_\_\_\_\_

## VOLUNTEER SURVEY

\*Please have each volunteer fill out a separate survey and sign the certification/agreement.\*

First Name:		Last Name:	
Please list any and all skills, special interests, and/or gifts that you would like to share with the school:			
What days are you usually available:			
<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday	<input type="checkbox"/> Thursday <input type="checkbox"/> Friday
Please share any scheduling requests:			
Emergency Contact:			
Name:		Phone #:	Relationship:
Please check all areas of interest:			
<input type="checkbox"/> morning drop off	<input type="checkbox"/> kitchen cooking	<input type="checkbox"/> teacher luncheons	<input type="checkbox"/> conference committee
<input type="checkbox"/> morning outside time	<input type="checkbox"/> kitchen clean up	<input type="checkbox"/> room parent	<input type="checkbox"/> field trip committee
<input type="checkbox"/> organizing materials	<input type="checkbox"/> lunch outside time	<input type="checkbox"/> birthdays committee	<input type="checkbox"/> garden committee
<input type="checkbox"/> classroom activites	<input type="checkbox"/> afternoon pick up	<input type="checkbox"/> fundraising committee	<input type="checkbox"/> other

Signature of Volunteer: \_\_\_\_\_ Date: \_\_\_\_\_

**Exhibit O**  
**Accountability Plan Draft**

**DRAFT WCS ACCOUNTABILITY PLAN**

**Accountability Plan Information:** Wellheart Accountability Plan provides an comprehensive evaluation outline to determine that the school's operations, performance, and outcomes are in alignment with its mission, vision, objectives, and regulatory responsibilities.

**Definitions:**

**Goals:** Strategic, long-term, broad outcomes that the school seeks to achieve; they represent the chosen direction and aspirations of the school.

**Objectives:** Short-term, intentional strategies for accomplishing a specific task that can be achieved in a limited amount of time and lead to the achievement of a long-term goal. Objectives identify the pathways taken to accomplish the goal. They are specific, measurable and time-bound, with defined completion dates.

**Types of Goals for the Accountability Plan:**

**Organizational Goals:** Focus on a school's long range intentions for school operations and overall business philosophy; the foundation of the school as identified in the school's charter. They help define the school's purpose, support its growth, and fulfill its financial objectives.

**Programmatic Goals:** Designed to assure quality improvement in professional development, educational practices (e.g. curriculum), and the criteria and standards identified in programs of study.

**Academic Goals:** Focus on the educational outcomes a school sets for itself. For example, student performance goals and the competencies, skills, and attributes that students should achieve upon completion of a course, program or grade level.

**Monitoring and Reporting:** School leadership will track accountability plan measures on an ongoing basis, report to Board of Trustees quarterly, and to DOE in line with required reporting schedules.

**ORGANIZATIONAL GOALS DRAFT**

**GOAL 1:** Establish a school governance and leadership structure to best fulfill the WCS mission and represent the WCS community. Draft.

Objective	Responsible Parties	Measurement/Target	Timeframe(s)
Objective 1.1: Create the first WCS Board of Trustees	Development Team, Founding Members	First Board elected/appointed, composition meets all regulatory requirements.	Within the first month of formalized NH nonprofit status, anticipated February 2024.
		At least one at-risk (special needs, ELL, homeless, migrant, refugee, economically disadvantaged, etc.)	August 2026

		member elected/appointed to the Board of Trustees.	
<b>Objective 1.2:</b> Board training and education will be provided to ensure strong and capable school governance. WCS will engage with Board Source and the NH Center for Nonprofits, among others, to access relevant training for Board members.	Board of Trustees President, Board Development Committee	Board member participation in offered training, including foundational structured training and ongoing resources. At least 80% Board participation.	Foundational June 2024-December 2024, Ongoing
<b>Objective 1.3:</b> Develop and deploy a Representative Leadership Team (RLT) for the school. The RLT will be composed of leadership staff, instructors, board members, family members, and students as appropriate.	Co-Heads of School, Board of Trustees	Full slate of RLT members appointed and meetings initiated.	October 2025
		At least one at-risk (special needs, ELL, homeless, migrant, refugee, economically disadvantaged, etc.) member represented on the RLT.	August 2026
<b>GOAL 2:</b> Create intentional learning environments, in line with mission and best practices, to advance academic engagement and performance. Draft.			
<b>Objective</b>	<b>Responsible Parties</b>	<b>Measurement/Target</b>	<b>Timeframe(s)</b>
<b>Objective 2.1:</b> Secure and execute a multi-year lease or mortgage for a suitable facility.	Co-Heads of School, Board of Trustees	Lease or mortgage in effect.	By January 2025
<b>Objective 2.2:</b> Provide a safe learning environment by making necessary updates to rental space to remain compliant with ADA and Federal and State Health and Safety Regulations.	Co-Heads of School, Maintenance/Facilities Manager	Physical space passes inspection for ADA standards as well as Health and Safety Codes (including but not limited to ADA Bathrooms, Egresses, and Ramps; Fire Safety Systems, Sprinkler Systems, Electrical and Plumbing to Health Code, EMF Mitigation, and Lead, Asbestos, and Mold remediation), and is ready for classroom set up.	By August 2025
<b>Objective 2.3:</b> Design and create indoor settings consistent with mission and best practices informing environmental factors proven to support learning and academic performance.	Co-Heads of School, Mentor Teachers, Classroom Teachers, Maintenance/Facilities Manager	Indoor environments conducive to learning are set up and ready to hold classes.	By September 2025
		At least 90% of materials and supplies	By September 2025



		purchased, organized, and available for teacher and student use.	
<b>Objective 2.4:</b> Develop outdoor learning environments for the purpose of supporting a robust outdoor education program aligned with mission and shown to have a positive association with academic performance.	Co-Heads of School, Maintenance/Facilities Manager, All Teachers	Purchase, installation, and set up complete for outdoor environments, structures, equipment, and materials. At least 80% of planned outdoor learning settings ready for use.	By September 2025
<b>Objective 2.5:</b> Ensure learning environments are accessible through implementation of adaptive environment, equipment, and materials.	Co-Heads of School, Maintenance/Facilities Manager	Purchase and installation completed for adaptive environments, equipment, and materials. All ADA compliance measures met.	By September 2025
<b>GOAL 3:</b> Inform and engage with the local community through varied methods of communication, including addressing potential barriers to access. Draft.			
<b>Objective</b>	<b>Responsible Parties</b>	<b>Measurement/Target</b>	<b>Timeframe(s)</b>
<b>Objective 3.1:</b> Connect with public school leaders and counselors to share information on the school, to support potential recommendations to students and families who may benefit from the WCS model.	Co-Heads of School, Board of Trustees	Introductory contact made, informational material shared, and introductory meeting offered with administration and/or counselors from every public school in catchment area.	September 2024 - August 2025, Ongoing
<b>Objective 3.2:</b> Cultivate robust relationships with public charter schools and local public schools for purposes of collaboration and mutual support.	Co-Heads of School, Board of Trustees	Introductory contact made, informational material shared, and introductory meeting offered with all NH Public Charter Schools within 25 mile radius, as well as those with strongly aligned models.	By January 2025
<b>Objective 3.3:</b> Develop marketing plan and materials.	Co-Heads of School, Board of Trustees	Marketing campaign plan designed.	May 2024
		WCS website built and launched.	June 2024
		Written and electronic informational materials developed, with support of graphic design and marketing consultants, including accessible formats that address barriers to	June 2024

		information in standard formats.	
<b>Objective 3.4:</b> Engage students, families, and community through outreach, marketing, and public education efforts.	Co-Heads of School, Board of Trustees	Partnerships established with local non-profits focused on youth development, education, and support of at-risk families. At least 8 solidified collaborative relationships.	January 2025
		Information shared through at least two organizations in every school district of the target catchment area.	Initial rollout by March 2025, Ongoing
		At least six live informational and/or recruitment sessions offered in the catchment area communities.	September 2024 - March 2025
		Offer two open houses and/or curriculum exhibitions/workshops for the community.	September 2025 - June 2026
		Accommodate all private tour requests within one month of request.	Within two months of certificate of occupancy and ongoing.
<b>GOAL 4:</b> Promote access and enrollment of WCS student body that is representative of the community and fulfills capacity goals. Draft.			
<b>Objective</b>	<b>Responsible Parties</b>	<b>Measurement/Target</b>	<b>Timeframe(s)</b>
<b>Objective 4.1:</b> Enroll 244 students for the 2024-2025 school year, using detailed enrollment projections as guidelines.	Co-Heads of School	Enrollment of at least 95% of projected amounts.	August 2025
<b>Objective 4.2:</b> Address barriers to access among students at-risk by purchasing school vehicles to support student transportation, to advance academic options and outcomes in communities with higher at-risk rates.	Co-Heads of School, Maintenance/Facilities Manager	Purchase of at least one 14 passenger vehicle, addition to school insurance, identification and training of drivers, student utilization numbers in towns with above average rates of at-risk variables.	By August 2025
<b>Objective 4.3:</b> Purchase and implement software systems to appropriately manage student information.	Co-Heads of School, Administrative	Student information system functional and relevant staff trained in its use	By March 2025

	Specialist		
<b>GOAL 5:</b> Assure fiscal accountability by adhering to a balanced operating budget and fulfilling financial development goals. Draft.			
Objective	Responsible Parties	Measurement/Target	Timeframe(s)
<b>Objective 5.1:</b> Develop a balanced operational budget.	Co-Heads of School, Board of Trustees	Budget developed with the support of consulting CPA and approved by the Board of Trustees.	By March 2024, Annual Renewals in advance of fiscal year
<b>Objective 5.2:</b> Monitor and maintain a balanced operational budget.	Co-Heads of School, Board of Trustees	Projected and actual P&L variance within 15% on a monthly basis, 5% annually.	Initiate cycles of monthly monitoring, quarterly reporting to Board in March 2024
<b>Objective 5.3:</b> Fulfill financial development goals.	Co-Heads of School, Board of Trustees, Full Employee Team	WCS's 6-year projected budget defines fundraising goals of \$100,000 in Year 0, \$50,000 in Year 1, and \$25,000 in each year following.	Fundraising campaign launched October 2023. Progress towards goals reported to the Board monthly, targets defined annually.

<b>PROGRAMMATIC GOALS DRAFT</b>			
<b>GOAL 1:</b> Recruit, hire, and train all key school employees and consultants. Draft.			
Objective	Responsible Parties	Measurement/Target	Timeframe(s)
<b>Objective 1.1:</b> Hire key personnel.	Board of Trustees, Co-Heads of School	All planning positions (as defined in CSP Grant) filled. May include: Co-Heads of School, Maintenance/Facilities Manager, Administrative Specialist, and Mentor Teacher	By May 2024
	Co-Heads of School	85% of all positions filled.	By July 2025
	Co-Heads of School	At least two full time employees hired with strong backgrounds in special education and/or disability services, to serve as leaders in developing strategy to support students who special needs.	By July 2025

<p><b>Objective 1.2:</b> Develop and adopt employee contracts and employment policies and procedures with the support of relevant consultants, e.g. legal. Policies will be inclusive of those required by regulations and rules,, and other policies necessary for effective procedures and a comprehensive employee handbook.</p>	<p>Co-Heads of School, Board of Trustees, Relevant Consultants</p>	<p>Finalization of contracts and formal adoption of policies.</p>	<p>Planning position contracts by February 2024. All remaining position contracts by March 2025. Policies required by regulations and rules by January 2025, remaining employment policies by March 2025.</p>
<p><b>Objective 1.3:</b> Engage necessary consultants to support start-up planning activities for the school. (Examples include legal, accounting, auditors, human resources, marketing, architects, engineers, contractors, et al.)</p>	<p>Co-Heads of School, Board of Trustees</p>	<p>Formalized contracts and plans of work in place.</p>	<p>June 2024</p>
<p><b>GOAL 2:</b> Design and deliver a robust pre-opening professional development program, emphasizing Reggio-inspired educational philosophies and practices, which will translate to enhanced student experience and achievement and sharing best practices with the community. Draft.</p>			
Objective	Responsible Parties	Measurement/Target	Timeframe(s)
<p><b>Objective 2.1:</b> Teachers will participate in preparatory professional development leading up to school opening.</p>	<p>Co-Heads of School, Mentor Teachers, Classroom Teachers</p>	<p>Teachers will complete the associated educational resources for each subject curriculum, engage in theoretical exploration through recommended literature for each subject, will complete mandatory training relative to the physical and emotional well being of each student. Post training evaluations of at least 80% reported efficacy/value of training program.</p>	<p>Completed by September 2025</p>
<p><b>Objective 2.2:</b> Coordinate ongoing Reggio-inspired internal coaching and mentoring program for all leadership staff, all instructors, and select relevant employees with support of grant funds.</p>	<p>Co-Heads of School, Mentor Teachers</p>	<p>90% participation in professional development days, adherence to monthly schedule of leadership mentoring.</p>	<p>Consulting agreements executed by June 2024, engagement in coaching and mentorship programming ongoing.</p>
<p><b>Objective 2.3:</b> Leadership, instructors, and select relevant employees will engage in immersive learning experiences through other Reggio-inspired programs, in accordance with a rotating plan to provide opportunities to all relevant staff in a logistically</p>	<p>Co-Heads of School, Board of Trustees</p>	<p>50-75% of relevant employees participate in: - Learning visits with Reggio Emilia schools to experience the application of the model in their unique contexts,</p>	<p>By August 2025</p>

feasible way.		and/or, - Attendance of the Reggio Emilia Conference at the Loris Malaguzzi International Centre.	
<b>Goal 3:</b> Develop and deliver a comprehensive curriculum that advances student success, aligns with state standards, and embodies the WCS mission, educational philosophy, and model. All curriculum development will incorporate the intention of how best to support students with special needs alongside their peers. Draft.			
Objective	Responsible Parties	Timeframe(s)	Measurement
<b>Objective 3.1:</b> Prepare a comprehensive, research-based literacy curriculum that will not only support student success in ELA performance, but also promote a love of learning and advance performance in other academic areas through strengthened comprehension skills. Curriculum will reflect best practices in supporting at risk students.	Head of School-Education, Mentor Teachers, Classroom Teachers	Curriculum materials purchased: Amplify Core Knowledge Language Arts (PreK-5), Amplify ELA (6-8), Pride Orton-Gillingham Reading & Comprehension Program (K-5), Patterns of Power (K-8), Handwriting Without Tears (K-5), Writing Revolution (K-8). Professional development/training in these curricula complete.	September 2025
<b>Objective 3.2:</b> Prepare a research-based Math curriculum that will support a strong foundation for other subjects, e.g. science, and skill-building applicable to real world contexts, e.g. cooking, personal finance, business, technology, engineering and design.	Co-Head of School-Education, Mentor Teachers, Classroom Teachers	Curriculum materials purchased. Professional development/training in these curricula complete.	September 2025
<b>Objective 3.3:</b> Prepare inquiry-based, emergent Science and Social Studies curriculums that will support increased student engagement and performance in these subjects.	Co-Head of School - Education, Mentor Teachers, Classroom Teachers	Curriculum materials purchased. Professional development/training in these curricula complete.	September 2025
<b>Objective 3.4:</b> Create quality, comprehensive curriculums for Health, the Arts, and Physical Education that exceed standards and advance the school's: - Foundational elements of Wellness, Creativity, and Outdoor Education, all associated with increased performance in core academic subjects. - Research-based Methods, shown to enhance	Co-Heads of School, Mentor Teachers, Classroom Teachers	Curriculum design complete. Relative professional development/training complete.	September 2025

learning experiences and academic success.			
<b>Objective 3.5:</b> Effective implementation of curriculum ongoing	Co-Heads of School, Mentor Teachers, Classroom Teachers	Supervision/observation reports document effective implementation of curriculum meeting standards of employee performance evaluation criteria to be developed.	Monthly employee supervision initiated September 2025, reviews at least annually ongoing.
		Regular individual employee supervision meetings, teacher team meetings, and full staff meeting feedback.	Team and staff meetings at least monthly, individual employee supervision meetings at least every other month.
		80% satisfaction based on student family evaluations.	Student family feedback collected at least twice a year.
<b>GOAL 4:</b> Develop and share best practices materials and programming to the greater community. Draft.			
<b>Objective</b>	<b>Responsible Parties</b>	<b>Measurement/Target</b>	<b>Timeframe(s)</b>
<b>Objective 4.1:</b> Purchase technology and materials needed for documentation/presentations for sharing best practices.	Co-Heads of School, Administrative Specialist, Mentor Teachers	Purchases inventoried and ready for teachers to use for documentation to share best practices.	By September 2025
<b>Objective 4.2:</b> Develop accessible documentation of innovative practices/models for the local and greater community.	Co-Heads of School, Mentor Teachers, Classroom Teachers	At least 2 documentation exhibits developed with support of experts in the Reggio-inspired model.	Through August 2026
<b>Objective 4.3:</b> Design and host professional development workshop to disseminate best practices within the Reggio-inspire community.	Co-Heads of School, Mentor Teachers	At least one workshop planned, marketed, and delivered with support of experts in the Reggio-inspired model.. Workshop registration within 90% of capacity determined in event planning.	By August 2026.
<b>GOAL 5:</b> Engage student families using effective communication and opportunities for involvement. Draft.			
<b>Objective</b>	<b>Responsible Parties</b>	<b>Measurement/Target</b>	<b>Timeframe(s)</b>
<b>Objective 5.1:</b> Implement an effective communication system for administration, teachers, and families to	Co-Heads of School, Administrative	Communication system purchased and implemented	By May 2025

include student information, curriculum updates, and school news.	Specialist	Weekly communications disseminated.	Initiating September 2025, Ongoing
		Quarterly family survey of at least 70% satisfaction with communication system.	Initiating December 2025, Ongoing
<b>Objective 5.2:</b> Engage family members through regular volunteer commitments that are well-suited to the volunteer and school needs	Co-Heads of School	70% of student families participate as volunteers at least monthly. 20% of student families participate as volunteers less than monthly, but at least once per trimester.	Initiating September 2025, Ongoing

ACADEMIC GOALS DRAFT			
<b>GOAL 1:</b> Support each individual student to fulfill individual academic goals and maintain overall well-being. Draft.			
Objective	Responsible Parties	Measurement/Target	Timeframe(s)
<b>Objective 1.1:</b> Foster a school community of student empowerment and well-being, conducive to effective learning.	Co-Heads of School, Mentor Teachers, Classroom Teachers	At least 80% response rate on student and family evaluations of feeling supported, and well-being valued. Consistent iPlatform data reports.	By July 2026
<b>Objective 1.2:</b> Implement effective family-teacher-student Goal Setting and Performance Evaluation system	Co-Heads of School, Mentor Teachers, Classroom Teachers	90% student and family participation in conferences held once per trimester. Conference centered around narrative summary reports and individual student goals, number of goals roughly correlating to student grade level. WCS will utilize conference goals to demonstrate effectiveness through the objective that at least 75% of students will achieve at least 60% of their goals by the end of the school year.	Initiating November 2025
<b>GOAL 2:</b> Support each individual student to progress towards proficiency in core academic subjects, and assure instructional effectiveness. Draft.			
Objective	Responsible Parties	Measurement/Target	Timeframe(s)
<b>Objective 2.1:</b> Facilitate assessments to further inform	Co-Heads of School,	At least 75% student participation in Screening	By June 2026

evaluation of instructional effectiveness.	Mentor Teachers, Classroom Teachers	and Diagnostic Assessments.	
		WCS will measure achievement of the NH College and Career Ready Standards in complement with RSA 194-B:8 V, to assess each student near the end of each school year to evaluate educational progress of each pupil, as specified in RSA 194-B:3 II(h). WCS will use the NH statewide education improvement and assessment program, as provided in RSA 193-C. Student achievement will initially be measured using current mandatory State Assessment System (SAS) testing in grades three and eight, with accommodations for students with learning challenges. Target of between 80-95% participation in SAS testing, with aiming for 95% if possible.	By June 2026
		Implementation of both Formal and Informal Assessments throughout the year. WCS will analyze aggregate grade level and school wide data from formal assessments to evaluate relative teacher effectiveness using value added and gain score models.	By July 2026
<p><b>Objective 2.2:</b> Facilitate assessments to further inform evaluation of academic progress and support needs.</p> <p>The school will gather WCS student data through annual diagnostic assessments and formal assessments, and SAS participation in 3rd and 8th grade. The school will gather comparative SAS data for aligned grade levels using iPlatform, particularly the following variables:</p> <ul style="list-style-type: none"> <li>Statewide assessment scaled score and assessment percentage proficiency in math and ELA</li> </ul>	Co-Heads of School, Mentor Teachers, Classroom Teachers	<p>The school will analyze SAS data in comparison to the closest district and target catchment area, with attention to potentially confounding subcategory variables, in order to measure relative proficiencies in Math and ELA. WCS's goal for measuring school effectiveness using the SAS will be assessment percentage proficiency within 10% of the closest public school district and target catchment area average.***</p> <p>Example: If Milford public school district has a 50% score in ELA, WCS will aim for 40-60% score in ELA taking into consideration:</p> <ol style="list-style-type: none"> <li>With expecting a higher percentage of</li> </ol>	By July 2026



<ul style="list-style-type: none"> <li>● Target catchment area towns’ assessment scaled score &amp; assessment percentage proficiency in Math, ELA</li> <li>● Closest public school district’s assessment scaled score &amp; assessment percentage proficiency in Math, ELA</li> <li>● Statewide average assessment growth in math and ELA in aligned grade levels</li> <li>● Target catchment area towns’ average assessment growth in math and ELA in aligned grade levels</li> <li>● Closest public school district’s average assessment growth in math and ELA in aligned grade levels</li> <li>● Enrollment numbers, demographic data, and data on subcategories such as economic disadvantage, English language learners, homeless, migrant, military connected, students in foster care, and students with disabilities for the following areas:             <ul style="list-style-type: none"> <li>○ Statewide</li> <li>○ Target catchment area</li> <li>○ Closest public school district’s</li> </ul> </li> </ul>		<p>at-risk students, we aim to be as successful within a 10% range of the local school district (TBD).</p> <p>2. We expect students to perform lower than peers in the 3rd grade for ELA since we start reading instruction later (therefore aiming to be no more than 10% lower than local district), however, these numbers would be expected to surpass local scores by 8th grade (therefore aiming to be in the 10% higher than local district).</p>	
		<p>Implementation of both Formal and Informal Assessments throughout the year. WCS will analyze aggregate student achievement from formal assessments to evaluate using value added and gain score models. We would look for students scores to move up at least one point in any academic or developmental area scoring 2 or less between the 1st and 3rd reports of the year.</p> <p><b>Qualitative Scoring of Performance Scale:</b></p> <p><b>Score of 2 - Progressing toward expectations:</b> indicates the child shows understanding of basic concepts and skills and demonstrates the ability to apply the skills with increasing success. The child’s academic performance may vary in consistency with regard to accuracy and quality, but the child shows developmentally appropriate progress.</p> <p><b>Score of 3 - Meeting expectations:</b> indicates the child consistently meets academic standards and expectations for her/his age. The child shows the ability to apply skills with accuracy, independence, and quality, needing only minimal assistance.</p> <p><b>Score of 4 - Exceeding expectations:</b> indicates the child consistently exceeds the learning standards and expectations. The child demonstrates self-motivation and the ability to apply skills with consistent accuracy, independence, and a high level of quality.</p>	<p>By July 2026</p>

		<p><b>Score of 1 - Needs attention:</b> indicates a concern for the child’s learning which needs to be further understood. The child shows difficulty in an area of learning and requires additional instruction, practice, and support. Parents and teachers together need to give attention to finding an appropriate response to the child’s difficulty.</p> <p><b>Score of 0 - Not applicable:</b> indicates content and skills that were not a major focus of instruction and assessment during the reporting period.</p>	
<b>GOAL 3:</b> Support each individual student to smoothly and successfully transition to their next academic chapter following WCS. Draft.			
Objective	Responsible Parties	Measurement/Target	Timeframe(s)
<b>Objective 3.1:</b> Support transition planning for students departing WCS, following graduation or for any other reason.	Co-Heads of School, Mentor Teachers, Classroom Teachers	Student and family evaluation data on efficacy of WCS transition supports, at least 80% satisfaction.	Data collection initiating November 2026, ongoing
		Student and family evaluation data on preparedness for next academic chapter and success of transition, at least 80% satisfaction.	Data collection initiating November 2026, ongoing
		Data collection from receiving schools regarding preparedness for transition, at least 80% positive feedback.	Data collection initiating November 2026, ongoing.

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Milford School District Proficiency Rates			
	Total	3rd Grade	8th Grade
ELA	47%	33%	57%
MATH	41%	43%	43%
SCIENCE	35%	-	38%



**Exhibit P**  
**Letters of Support**

March 23, 2023

Dear Department of Education,

I am writing to express my support for the Wellheart Chartered Public School of Hillsborough County.

As a parent of two young children exploring schooling options in the Amherst area, I was grateful to discover an opportunity for my daughters to learn within an educational model, environment, and community that would be such an ideal fit for our family- one offering a thoughtful and balanced approach to childhood development and education that we've been unable to find elsewhere. While aspects of this model exist within the state, I've yet to encounter a school that combines this particular alchemy of factors in our locality- and believe that accessible educational options are vital.

As a professional with a background in Public Health and Social Justice, I am thrilled by the creation of a school that combines innovation and proven methods to address numerous social determinants to health, wellness, and long term success. A Reggio-inspired school built around student-directed study, play-based early years, arts integration, and learning through nature, is a school founded in evidence-based practices that correlate to positive outcomes in physical health, mental health, and socio-emotional well-being. All of the nuances of this Charter's design – from mixed-age classrooms to adaptable student schedules to farm-to-table experiential learning – are in support of cultivating healthy and successful students, families, and communities in our current times.

New Hampshire's Department of Education has a wonderful opportunity to support the establishment of this Charter School, offering a unique option to students and families in our area. I look forward to seeing this vision become a reality in the coming years.

Sincerely,



Kyle Morse, MPH

79 County Rd,  
Amherst, NH 03031

Erin and Kyle Worth  
443 South Baboosic Lake Rd  
Merrimack, NH 03054

April 4, 2023

State of New Hampshire  
Department of Education  
25 Hall Street  
Concord NH 03301

Dear New Hampshire Department of Education,

I am writing this letter in support of the charter application for Dream Academe in the Hillsboro County of New Hampshire. I am currently a resident of Merrimack, NH along with my husband and two young children, ages 5 and 3. We have decided to homeschool our 5-year-old come first grade (fall 2023) because I feel the school day is simply too long. I want more time spent outdoors and more time with family. I am excited about the endeavor but have also struggled with the thought of him missing out on the community feel a school provides as well as the independence it allows in the later years. This charter has been the perfect solution and I feel a lot of other families would feel the same way. I can't recall how many times in the past year I have told others that I wish there was a shortened day or a part time school option, and now we would have that choice as parents!

We are also excited about the education philosophy of this charter school. I love the idea of a non-traditional setting along with a rich curriculum of the outdoors, real world experiences, and project based learning with peers. I honestly feel my children, being on the reserved side, would highly benefit from this form of education where the groups are smaller, the setting is smaller and the curriculum is more hands on.

I pray the NH Dept of Education will value parents wanting to be involved in their children's education and support the vision of this charter school!

Thank you for your consideration!

Erin and Kyle Worth

May 7, 2023

Dear Department of Education in New Hampshire,

My name is Richard Genest, my daughter is Megan (Genest) Carignan, and my 3 granddaughters are, Kaylee, Natalee and Hollee Carignan, I am very excited to pledge my support for the formation of a new charter elementary and middle school in Milford, NH. I strongly believe that providing our children with high-quality education is one of the most important investments we can make in their future.

Megan has shared her excitement with me and from what I have heard about DreamAcadeME Charter, I am excited for my granddaughters and for my daughter to be given this opportunity. It is so important to our children that there is parental involvement. The fact that the classes are customizable based on family needs allows for flexibility. I am grateful that this school places emphasis on life skills and nature. I am sure my granddaughters will thrive in this type of atmosphere, small student-to-teacher ratio, multigrade classrooms for diverse learning.

I also value the fact that this new school will offer a more intimate learning environment than many traditional public schools. I believe that this will allow my grandchildren to receive more individualized attention and support, and to develop stronger relationships with their teachers and classmates.

I am confident that this new charter school will provide an excellent education for my grandchildren, and I am excited about the chance of having such a high-quality educational option in my daughter's community. Thank you for your consideration of this important proposal.

Sincerely,

Richard R. Genest

A handwritten signature in cursive script that reads "Richard R. Genest". The signature is written in black ink and is positioned below the typed name.

May 8,2023

Dear Department of Education in New Hampshire,

My name is Tamie Genest, my daughter is Megan Carignan with three daughters Kaylee 7, Natalee 6 and Hollee is 4. I am pledging my support for the formation of a new charter elementary and middle school in Milford NH that Megan will be apart of. I feel that Megan has the drive, energy, commitment and skills to assist in this endeavor. Her girls are her whole heart and life. She is very active in her local church and is liked/loved by her church family especially the children. Megan has a passion for non-traditional learning and the DreamAcadeME will provide her girls the exact education Megan was hoping for. The flexible and customizable structure will help any child with is student at this school thrive.

I believe this type of school is very timely in our culture today. Especially with the strong emphasis on parental involvement and the small student-to-teacher ratio. It's so encouraging that this this school also would focus on child-led learning and life skills/ nature. I believe this community needs a school alternative that DreamAcadeME will offer. Thank you for your consideration for this proposal.

Sincerely,

Tamie Genest

A handwritten signature in blue ink that reads "Tamie Genest". The signature is written in a cursive style with a large initial "T".

Dear Department of Education in New Hampshire,

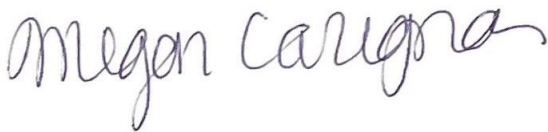
My name is Megan Carignan, and I am a resident of Milford, NH. I am writing regarding the proposal for an upcoming charter school in my area called DreamAcadeME. When I heard about their approach and philosophy, I had to get on board with helping get this school running because I believe in it so much.

I firmly believe there is no other school like this one around and it will provide children with a high-quality education like no other. The emphasis is on small student-teacher ratios, hands-on learning, life skills, and project-based learning based on children's interests. This school will bridge the gap between students' interests and needs which makes it unique. It also has a strong emphasis on parent and teacher collaboration to make sure that education continues at home and that the child's needs are being met in every area in their lives to make for a healthy student.

This school will provide students with a healthier school/ life balance because it will provide students the options to create a schedule that works with their needs. One of the big reasons I am currently homeschooling my children is that I know they wouldn't thrive in a 5-day school week. They are not developmentally ready and it would be an unhealthy schedule for us. This school would provide a perfect balance and support that we would need, and I know that is the case for many other families as well.

Thank you for your consideration for this charter school.

Sincerely, Megan Carignan

A handwritten signature in cursive script that reads "Megan Carignan". The signature is written in dark ink and is positioned below the typed name.



Dear Department of Education of New Hampshire,

I am writing regarding an upcoming charter school in my area called DreamAcadeME. I am a Milford, NH resident with three children ages 7,6, and 4 of whom are homeschooled currently by my wife. I am so excited about the idea of an upcoming school where parents can get educational support based on their families and child's individual needs.

This charter school is unlike any school in the area because it bridges the gap between children's interests and needs. It also is committed to low student-teacher ratios which has been proven to improve academic scores. The school will have a strong emphasis on hands-on learning and life skills which are imperative to children's education.

This school will provide children with a healthier life because the school will provide a customized schedule that works for each child and family. Some children don't thrive in a 5-day school week but don't have a choice. Thank you for your consideration for this upcoming school, it is needed in this area.

Thank you,  
Daniel Carignan

A handwritten signature in cursive script that reads "Daniel Carignan". The signature is written in dark ink and has a fluid, connected style with a long horizontal flourish at the end.

344 Elm Street  
Unit 5  
Milford, NH 03055

June 1, 2023

To Whom it May Concern,

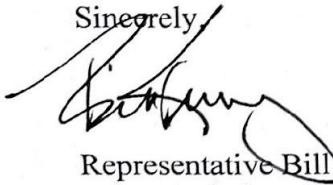
I am writing to express my enthusiastic support for the establishment of a new charter elementary and middle school (K-8) in our community. As a parent, I believe that providing our children with high-quality education is one of the most important investments we can make in their future.

I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on natural-based learning, critical thinking, and personalized instruction aligns with my own beliefs about what makes for effective and engaging education.

I also appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. I believe that this will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers.

I am confident that this new charter school will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this charter application.

Sincerely,



Representative Bill King  
Hillsborough District #43: Milford  
Health Human Services and Elderly Affairs  
DHHS Oversight Committee

Alison Sanchez  
1197 Gibbons Hwy  
Wilton, NH 03086

June 4, 2023

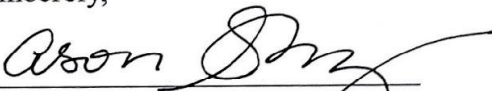
Dear Department of Education,

I am writing to share with you my excitement and support for the formation of a new charter school, Dream AcadeME. As an educator and parent, I have been searching for an elementary and middle school that embodies the tenets of the Reggio Emilia inspired educational approach for over five years. My search has been unfruitful until now. Our children deserve the opportunity to learn in a way that fits their strengths. One size does not fit all.

I am excited and impressed by the enthusiastic, thoughtful, and creative approach taken by the founders of Dream AcadeME. A Reggio Emilia inspired program incorporates child-centered focus, environmental learning, observation, multi-age collaboration, flexibility, and a focus on community. There is no simple packaged curriculum solution that can be applied to all children and this flexible yet collaborative vision can bend and flex to highlight a wide range of children's strengths, while supporting their areas of need. This model provides opportunities for building strong relationships with peers, teachers/mentors, and the community.

All said, Dream AcadeME aims to offer a beautifully flexible and academically rich environment that does not exist in Southern New Hampshire. Thank you for your consideration of this charter application.

Sincerely,

  
Alison Sanchez, M.S., CCC-SLP

Peggy Hafenberg

6 Brighams Way

Amherst, NH 03031

June 4, 2023

Dear Department of Education,

*I am writing to express my enthusiastic support for the establishment of a new charter elementary and middle school (K-8) in our community. As a parent and teacher, I know that providing our children with high-quality education is one of the most important investments we can make in their future.*

*This kind of education should focus on nurturing young people who can think for themselves, know how to find answers to challenging questions, and can work respectfully alongside others. This model of education doesn't come with a prescribed curriculum, but chooses its curriculum based on who their students are, how they think and comprehend, and what ignites their intrinsic motivation to learn. It is well researched that we best remember the things that we felt connected to or found applicable to our lives.*

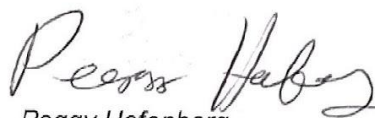
*The founders of this new charter school are committed to creating a school environment where relationships and research are at the focus of everything we do. It will be a place where teachers, students, and parents will closely collaborate and create a culture of lifelong and self-driven learners.*

*Furthermore, this new school will offer a flexible and more intimate learning environment than many traditional public schools. I believe that this will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers.*

*Our current education system continues to struggle. By giving charter schools the support to try out other proven methodology, you are investing in educational research that allows our society to move forward. It also gives our future generation the best possible preparation to meet the challenges of their times.*

*I am confident that this new charter school will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this charter application.*

Sincerely,



Peggy Hafenberg

June 9, 2023

Traci Korhonen  
4 Pinewood Drive  
Amherst, NH 03031

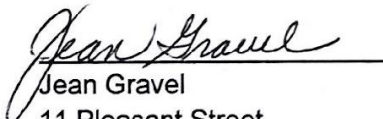
Attention: Department of Education

Dear Sir/Madam,

As a concerned citizen recognizing that our children are the future of our community and country, I wholeheartedly support establishing charter schools. In my humble opinion, the public school system is failing our children and at times causing more harm than good.

Establishing a new charter school for Elementary and Middle School (K-8) will offer students a flexible and innovative learning experience as opposed to the public school curriculum.

Sincerely,

  
\_\_\_\_\_  
Jean Gravel  
11 Pleasant Street  
Stoneham, MA 02180

July 1, 2023

Gabrielle LeBlanc-Winch  
7 Bacon Street  
Pepperell, MA 01463

To Whom It May Concern:

I am writing this letter to express my great excitement and support for the new charter school being established in our community. As a parent, an investor in our future, and an education enthusiast, providing our children with educational opportunities that will encourage them to strive and thrive is of the highest importance.

This new school has taken careful consideration in developing the curriculum and educational philosophy in the most spectacular way. As a mother with children that has struggled with the current available options for schooling, I have been thoroughly impressed with Elements Cooperative Charter School's natural and researched based approach and innovative thinking. It is a great relief and excitement that my children can potentially now have an educational alternative in which they can thrive in. I am confident that this school will provide our children with a well rounded and effective education.

I am grateful that this school offers a more community driven and flexible learning experience than most of the traditional schools available. As a mother with children that have struggled in traditional schools; I truly believe this will open a number of doors for children similar to mine to have the opportunity to fully flourish and reach their potential. This type of environment opens up the potential of more individualized learning and support where needed. This fact alone will create a deep love of learning and continued growth for a student that will stay with them through a lifetime.

I am equally thrilled and positive that Elements Cooperative Charter School will provide an alternative learning experience that our children and community desperately need. I have absolute faith that the school will excel in all goals they desire to accomplish and be a great success.

Thank you for your time and your consideration of this amazing school.

Sincerely,

A handwritten signature in black ink, appearing to read 'G. LeBlanc-Winch', written in a cursive style.

Gabrielle LeBlanc-Winch

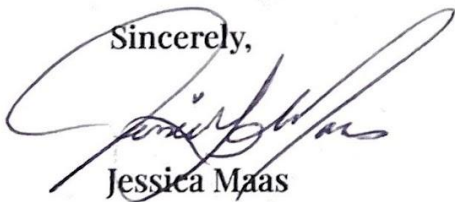
Dear, Department of Education,

I am writing to express my support for establishing a new charter elementary and middle school in our community. I am a loving parent to 3 kiddos 6 and under. I have strong beliefs in making sure our children are provided with the best and most enriching education for their future. I have been reviewing plans for a new charter hopefully opening in our area. After a careful review of the intentions and goals of this school, I am impressed with the vision for the curriculum. I love that this school implements a more holistic approach that will foster the development of the whole child. Rather than just focusing on what the child is learning they also focus on how the child is learning. They have outlined a beautiful philosophy that will help our children focus on project-based learning, critical thinking, and personalized instruction. This offers a more intimate learning environment which is different from traditional public schools. I believe this integrative approach will help foster growth and, motivate each child to be resourceful, take initiative, innovate, adapt, and be inspired by overcoming challenges. In addition, I feel strongly that our children will also develop strong relationships between peers and educators.

I am confident that this new charter school will provide an excellent education for our children. I am excited about the opportunity to have a high-quality educational option in our incredible community.

Thank you for your consideration of this important proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jessica Maas', written over a large, stylized flourish that loops back to the left.

Jessica Maas

Leo Sanchez  
1197 Gibbons Hwy  
Wilton, NH 03086

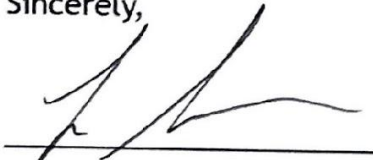
July 10, 2023

Dear Department of Education,

I support the formation of the new charter school, Elements Cooperative. My child attended a Reggio Emilia inspired preschool and the philosophy should be available to elementary and middle school students. The child centered focus and environmental/"place-based" learning is incredibly beneficial to so many children. The flexibility ensures all children's strengths and needs are supported and nurtured.

The dynamic vision for Elements Cooperative Charter School deserves to become a reality.

Sincerely,

A handwritten signature in black ink, appearing to be 'Leo Sanchez', written over a horizontal line.

Leo Sanchez



14 July 2023

Dear NH Department of Education:

Some months ago, it was brought to my attention that an effort was underway to establish a new charter elementary and middle school (K-8) in the Amherst area. As someone who homeschooled her daughter to offer her resources not otherwise available in our local school system, I believe that high quality education is one of the most important investments we can make in both our children's and our own futures.

The innovative approach of the founders of this new school is apparent in both their educational philosophy and in how the curriculum has been developed.

Public schools, even in Amherst, are not always able to provide children the individual attention, the support, or the learning environment they require. I would have loved to have an option such as the one this charter school is proposing to offer. Based on my knowledge of the principals, their educational philosophy, and the proposed curriculum, I believe having this charter school as an option for families seeking alternatives would be a great benefit to our community. Thank you for your serious consideration of this charter application.

Truly yours,



Elizabeth  
Skipper 5  
Brighams Way  
Amherst, NH 03031

*Richard V. Lowney*  
*2 Ridgewood Drive*  
*Amherst, NH 03031*

July 14, 2023

State of New Hampshire  
Department of Education  
101 Pleasant Street  
Concord NH 03301

Subject: Support Letter for Elements Cooperative Charter Public School

Dear Department of Education,

*I am offering my enthusiastic support for the establishment of Elements Cooperative Charter Public School in our community. As a parent, grandparent and a 40 year Board of Director Member for a nonprofit youth organization, I believe that providing our children with high-quality education is one of the most important investments we can make in their future.*

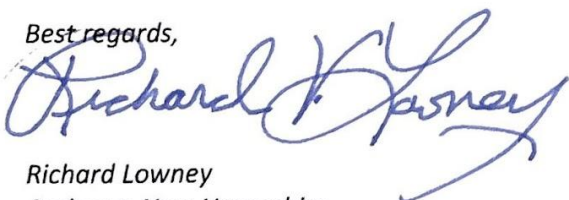
*I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on project-based learning, critical thinking, and personalized instruction aligns with my own beliefs about what makes for effective and engaging education.*

*I also appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. I believe that this will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers.*

*I would be remiss if I failed to note the proposed culture of ECCPS. The culture is a learning culture where the learning is not just for the school's children. It is structured to provide learning opportunities for the teachers, administrators, volunteers, stakeholders and financial supporters. This culture will thrive because of its commitment to learn to be better serving the community.*

*I am confident that Elements Cooperative Charter Public School will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this important proposal.*

Best regards,



Richard Lowney  
Amherst, New Hampshire

Dear Department of Education,

I am writing to express my enthusiastic support for the establishment of a new charter elementary and middle school (K-8) in our community. As a parent, I believe that providing our children with high-quality education is one of the most important investments we can make in their future.

I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on natural-based learning, critical thinking, and personalized instruction aligns with my own beliefs about what makes for effective and engaging education.

I also appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. I believe that this will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers.

I am confident that this new charter school will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this charter application.

Sincerely,

Jessica Van kipp  
Jessica Van kipp

July 17, 2023

To Whom It May Concern,

I am writing to voice my support for the establishment of a new charter elementary and middle school in our southern New Hampshire community. As a parent of two high school students who have attended public schools through all grade levels, I believe that providing excellent education to our children is imperative as a foundation for their future.

The founders of this new charter school have an approach to learning that is original and mindful of children who would thrive in an environment that is not the typical public-school classroom. Their focus on project-based learning, time outside (learning and playing), critical thinking skills, and more personalized instruction are some of the pillars of their philosophy that I believe are lacking in the traditional public-school setting and that would greatly benefit children of all ages. The more intimate setting of this new school would allow children to receive more individual support from their teachers, as well as provide an environment that fosters strong relationships with their peers and finally an overall love for learning as it is presented in a more thoughtful manner.

I am excited to show my support for this new school and feel that it will be an awesome opportunity for young families to have this as a choice for their children. Thank you for your consideration of this proposal.

Alyson Farrell

Merrimack, NH

7/19/2023

Dear Department of Education and Reviewing Board,

I am writing to express my support for the Elements Cooperative Charter School. As the parent of a newly five and three year old, the model of a flexible schedule within a nature based school that values parents as part of the community is highly appealing to me. As I consider my options within my community there seem to be a complete gap in this type of public education offering.

Elements Cooperative's focus on community building with both the human and non human elements of the school space brings a multidimensional learning opportunity to the children with gains which are dynamic and boundless.

As a pediatric occupational therapist who has experience working in both public and private school settings, I have witnessed certain models of education being practiced within our state that are not in the highest service of children and their learning. Elements Cooperative is using what is now known about learning, motivation, and relationships to offer a supportive, free and public education opportunity like no other. I am in full support of this charter school!

Thank you for your time.

A handwritten signature in black ink that reads "Alisha DiMasi M.S. OTR/L". The signature is written in a cursive style.

Sincerely,  
Alisha DiMasi, M.S. OTR/L

7/19/23

Dear Department of Education,

I want to show my support for the establishment of Elements Cooperative Charter Elementary and Middle School in our area.

I fully support this creative approach to teaching children in a way that teaches them to love learning rather than the main goal to learn. This sets the child up for success in all areas of life. It is very exciting to have this fresh approach in our surrounding town. What a privilege to the children, community and future!

As a homeschool family, we are very encouraged at the prospect of being able to partner with this school to help our children flourish with their hybrid options.

Thank you for your consideration in offering the children options in their education as every child is unique and has learning styles + learning environments that suit them best + will nourish their mind, body + soul.

Sincerely,

Felicia Jones



## The Healing Room Chiropractic, LLC

Dr. Carolin Kohler-Damron

(603) 672.7266

Fax (603) 769.3007

3 Overlook Drive, Unit 3, Amherst, NH 03031

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

July 20, 2023

Dear Department of Education,

I am writing to express my enthusiastic support for the establishment of Elements Cooperative Chartered Elementary and Middle School in our community. As a chiropractor working with hundreds of families in the Amherst/Milford area, I believe that providing our children with high-quality education is one of the most important investments we can make in their future.

I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on a Reggio-inspired and project-based learning, critical thinking, and personalized instruction aligns with my own beliefs about what makes for effective and engaging education.

I also appreciate that this new school will offer a flexible and more intimate learning environment in the outdoors than most traditional public schools. I believe that this will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers.

I am confident that Elements Cooperative Chartered Public School (ECCPS) will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational, family-centered option in our community. Thank you for your consideration of ECCPS.

Sincerely,

Dr. Carolin Kohler-Damron

To whom it may concern,

I am writing to express my whole hearted support for the establishment of Elements Cooperative Charter Elementary and Middle School in my community. As a parent, I believe that providing our children with a choice of high-quality education is one of the most important investments we can make for their future.

I admire the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on project-based learning, critical thinking, and personalized instruction supports my own beliefs about what makes for effective and engaging education.

I also support that this new school will offer a flexible and more personalized learning environment than many traditional public schools. This will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers.

I am confident that Elements Cooperative Charter School will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this important proposal.

Sincerely,

parent *Dolores Kurtini*

*Milford, NH*



*7-20-2023*



July 20, 2023

To the Attention of The Department of Education,

As a 15-year resident of Amherst, active community member and parent of 2 Amherst Middle Schoolers, I am writing to add my support to the Elements Cooperative Chartered Elementary and Middle School being established in our community.

Our family chose Amherst for our residence based on our belief that high-quality education is one of the most important investments we can make in our children's future. We've had a great experience with the Amherst public schools, but know that some children need a different, or additional, environment to truly flourish and achieve their highest potential.

I met the founders of the new school when my daughter took a babysitting course with them. Through further conversations, finding each other of like minds, I am impressed by the thoughtful and innovative approach that they have taken in developing their curriculum and educational philosophy. Their focus on project-based learning, critical thinking, and personalized instruction aligns with my own thoughts and experiences with what lays the foundation for effective and engaging education.

I specifically appreciate that this new school will offer an outdoor based, flexible and more intimate learning environment than most traditional public schools. I have seen this approach effectively allow children to receive more individualized attention and support, helping them to develop stronger relationships with their teachers and peers, and more importantly, a stronger sense of self and basis for self esteem and resilience.

The founders of Elements Cooperative Chartered Public School have structured an environment that will provide an excellent alternative education for children in our community, and I am excited about the prospect of having such a high-quality educational, family-centered option in our community. Thank you for your consideration of this venture.

Sincerely,

A handwritten signature in cursive script, appearing to read "Andrea L. Bowers".

Andrea L. Bowers

Michelle Wilson Folan  
75A Old Amherst Rd  
Mont Vernon, NH 03057  
(603) 769-1491  
michelle@simplesoulyoga.com

July 20, 2023

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

Dear NH Department of Education,

As a parent with a background in experiential education and wellness programs, I am writing in support of the establishment of Elements Cooperative Charter School, directed by Traci Demuth-Korhonen. It is my belief that innovative schools such as Elements Cooperative Charter School will keep pace with our ever-changing environment, culture, and technology.

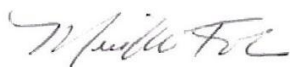
The children in our community will benefit from the unique approach of a nature-based charter school, as there are very few public schools in our area that provide meaningful connection to the outdoors. By intentionally and routinely engaging with the natural world, children are challenged to care for themselves, the earth, and each other in tangible ways that cannot be taught within the confines of a traditional classroom. I have witnessed the power of outdoor/experiential education to transform a child's self-reliance, creativity, and cooperation through my work at Summit Achievement, Project Adventure, and The Browne Center.

Elements Cooperative Charter School will also provide the opportunity for children to pursue their interests in a flexible, supportive environment. As a parent of two children who love to explore their passions through self-directed projects, I am excited about a school that would offer a balance of freedom and structure to develop each student's individual talents and ideas.

Finally, this charter school is exciting to me because it incorporates holistic wellness. I want my children to develop intelligence on all levels; including body, mind, and spirit. I own a therapeutic yoga business and I teach self-awareness as an essential component for stress-management and resilience. Elements Cooperative Charter School will provide a strong foundation for our children's health and intelligence.

Thank you for considering this exciting endeavor.

Sincerely,



Michelle Wilson Folan

Dear Department of Education,

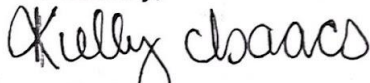
I am writing to express my enthusiastic support for the establishment of Elements Cooperative Charter Elementary and Middle School in our community. As a parent, I believe that providing our children with high-quality education is one of the most important investments that we can make in their future.

I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and education philosophy. Their focus on project-based learning, critical thinking and personalized instruction aligns with my own beliefs about what makes for effective and engaging education.

I also appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. I believe that this will allow our children to receive more individualized attention and support and to develop stronger relationships with their teachers and peers.

I am confident that Elements Cooperative Charter School will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational opportunity in our community. Thank you for your consideration of this important proposal.

Sincerely,

A handwritten signature in black ink that reads "Kelly Isaacs". The signature is written in a cursive, flowing style.

Kelly Isaacs

Dear Dept. of Education,

I am writing with great excitement to express my enthusiasm with the idea of establishing a new Charter School.

It is a wonderful concept for our children to develop and grow while gaining a successful and rewarding education in the Reggio environment.

Providing them with numerous ways to learn, it encourages them to work as a co-learner, utilizing all their senses; listening, wondering, and documenting, while working with a group and individually. Teaching them to ask "why", "how", thereby increasing their knowledge and question skills. And with the instructors guidance, increasing their education and growth.

We do need that, and our children definitely need it for their growing education.

Sincerely,

Jean LeBlanc

*Jean Le Blanc*  
718A Back Mountain Rd  
Goffstown, N.H. 03045

# CATHERINE M. DUCHESNE

9R SARGENT QUARRY ROAD  
AMHERST, NH 03031  
DUCHESNES@COMCAST.NET  
603-315-1236

Mr. Frank Edelblut  
NH Department of Education  
25 Hall Street  
Concord, NH 03301-3860

Dear Mr. Edelblut:

I am writing to express my enthusiastic support for the establishment of Elements Cooperative Charter Elementary and Middle School in our community. As a parent, I believe that providing our children with high-quality education is one of the most important investments we can make in their future. I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and the Reggio Emilia educational philosophy. Their focus on project-based learning, critical thinking and personalized instruction aligns with my own beliefs about what makes for effective and engaging education. I have had the good fortune to have first-hand experience with Kim Ballantyne, one of the founders of the Elements Cooperative Charter school. Mrs. Ballantyne and I were colleagues at the Preschool in the village in Amherst, NH, wherein she was the lead teacher for a 4-year-old classroom when I was a novice in the field of early childhood education. Kim was so patient with me as I took my passion for children to the early childhood education classroom. Kim was an extraordinary teacher for both me and the children. Many teachers would recycle successful lessons plans, not Kim. Kim was always prepared with fresh lessons plans and had an effectively organized and managed classroom. Kim would define classroom rules and establish routines to allow the children to learn the standards for classroom behavior and cultivate a positive learning environment. Kim had many artifacts that support early childhood development and was always refreshing the collection throughout the year to keep the children engaged. Kim consistently incorporated active learning strategies and experiential learning activities to build knowledge and skills through direct experience and a student-centered approach. Kim knows how to deliver challenging messages about a child's development to a parent which is amongst the most difficult things a teacher must do.

My family was fortunate enough to have my now 19-year-old daughter have Kim Ballantyne as both her Preschool teacher and her Kindergarten teacher where her experience was consistently engaging, positive and supportive. My daughter's positive, affectionate feelings for Mrs. Ballantyne are long-lasting. While in high school my daughter volunteered in Mrs. Ballantyne's classroom. Establishing long-term, affirming, and positive relationships with students and their families is a hallmark of Kim's approach to the education of children.

I know that Mrs. Ballantyne will use her thoughtful, life-long passion for children and her well-developed early childhood education competencies in the new Elements Cooperative Charter Elementary and Middle School which will serve the community well. I appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. I believe that this will allow our

Mr. Frank Edelblut  
NH Department of Education  
Page 2 of 2

to receive more individualized attention and support and to develop stronger relationships with their teachers and peers.

I am confident that Elements Cooperative Charter School will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this important proposal.

Sincerely,

A handwritten signature in black ink, reading "Catherine M. Duchesne". The signature is fluid and cursive, with a large initial "C" and "D".

Catherine M. Duchesne

--

Dr. Traci Demuth-Korhonen, Ed.D.  
Founder, Director, and Educator  
[www.dreamacademe.org](http://www.dreamacademe.org/) (<http://www.dreamacademe.org/>)

Dear NH Department of Education,

I am writing to express my support for the establishment of a new charter elementary and middle school in Hillsborough County.

As a parent, I have learned that not all children are the same and that they do best when they are given the opportunity to participate in their learning and make decisions as to how they spend their time within a supportive environment.

The founding members of Elements Cooperative have carefully considered this in the creation of their curriculum and philosophy, and will bring an individualized project-based learning method to the area which I believe is much needed.

I am confident that this new charter school will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this important proposal.

Sincerely,



AMY MARCUM (HINDMARSH)

MILFORD, NH

*Dear NH Department of Education,*

*Thank you for your consideration for the establishment of a new charter elementary and middle school in Hillsborough County. I am writing to express my support for this initiative.*

*As a supporting member of the founding team, I have been impressed by the dedication and careful thought that has gone into the creation of the school philosophy. The curriculum is centered around individualized child-led learning practices, with an emphasis on projects and fundamentals.*

*I am confident that this new charter school will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this important proposal.*

*Sincerely,*

A handwritten signature in black ink, appearing to read 'Jeffrey L. Marcum', written in a cursive style.

*Jeffrey L. Marcum*

*Milford, NH*



Dear Department of Education,

I support opening the Elements Cooperative Chartered Public Elementary and Middle School in Amherst to give our children another high-quality education option. The founders are my neighbors and are a wonderful addition to our community. I know that the school will be run thoughtfully and provide an effective and engaging education.

Sincerely,

A handwritten signature in cursive script that reads "Michelle".

Michelle Arbogast

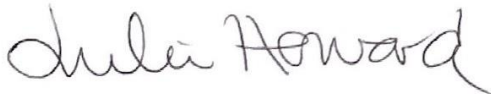
To Whom it may concern,

I am writing to express my enthusiastic support for the establishment of Elements Cooperative Chartered Public Elementary and Middle School in our community. As a former homeschooler, parent, and current teacher in a local school, I believe that providing our children with educational choice is one of the most important opportunities we can offer families. After discussing the curriculum and vision of the school with the founder, I am wholeheartedly in support of their focus and mission. In my personal and professional experience, project-based learning, critical thinking, and personalized instruction is something that is sorely needed in our area. There are very few educational options in Southern New Hampshire that align with both my and my husband's beliefs socially, and educationally. This school fulfills both. As a former homeschooling parent of six children, I appreciate that the school offers a flexible learning environment to suit the individual family and child.

I believe that this school will allow children to receive more individualized attention and support, and to develop stronger relationships with their parents, teachers, peers, and ultimately their community.

I am confident that Elements Cooperative Chartered Public School will provide an excellent education for the children in our community and I am excited about the prospect of having such a high-quality educational option. Thank you for your consideration of this important proposal.

Sincerely,  
Julie Howard

A handwritten signature in cursive script that reads "Julie Howard".

Secondary Science Teacher  
South Merrimack Christian Academy

Dear Department of Education,

As the parent of a young child exploring future school options, I would like to express my support for the establishment of Elements Cooperative Charter Elementary and Middle School in our community.

I have noticed that my son learns best when allowed to explore his interests in the environment both indoors and outside, and that when he has more individualized attention and support he is much more engaged in educational activities.

I believe the Elements Cooperative Charter School will provide an environment that would be conducive to his educational needs in the coming years and that it would greatly benefit our community to have this school as an option for our children.

Thank you for considering this proposal.

Sincerely,

A handwritten signature in blue ink that reads "Melissa Best". The signature is written in a cursive style with a large, stylized initial "M".

Melissa Best

Lyndeborough, New Hampshire

Dear Department of Education,

I am writing to express my enthusiastic support for the establishment of a new charter elementary and middle school (K-8) in our community.

As a parent, I believe that providing our children with high quality education is one of the most important investment we can make in their future. I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy.

Their focus on natural-based learning, critical thinking, and personalized instruction aligns with my own beliefs about what makes for effective and engaging education. I also appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. I believe that this will allow our children to receive more individualized attention and support. And will help develop stronger relationships with their teachers and peers. I am confident that this new charter school will provide excellent education for our children. I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this charter application.

Sincerely,

Malisa Mignosa

A handwritten signature in blue ink that reads "Malisa Mignosa". The signature is written in a cursive style with a large, decorative initial "M".

July 23, 2023

New Hampshire Department of Education:

As a resident of New Hampshire, parent of three (3) young children and *School Principal* at an established public charter in our state, I am writing to express my support for the approval of *Elements Cooperative Chartered Public Elementary & Middle School*, a new nature-based, Reggio-inspired charter school in our community. As a concerned and passionate advocate for education and the environment, I firmly believe that such a school will offer invaluable opportunities for our children and contribute significantly to the educational landscape.

Nature-based education has proven to be an effective approach to fostering holistic development in young minds. By immersing children in natural environments and incorporating outdoor learning into the curriculum, this type of educational setting nurtures their curiosity and sparks a deeper connection with the world around them. Research has shown that nature-based learning enhances cognitive abilities, encourages creativity, and promotes physical health and emotional well-being.

Moreover, the Reggio Emilia approach has gained international acclaim for its child-centered, inquiry-based philosophy. By valuing each child's innate abilities, interests, and learning style, the Reggio-inspired model empowers students to take an active role in their education, leading to more engaged and motivated learners. Emphasizing collaboration, critical thinking, and self-expression, this approach aligns perfectly with the needs of the 21st-century learner.

A nature-based, Reggio-inspired charter school will not only provide a refreshing alternative to traditional education but also serve as a model for sustainable and innovative learning practices. The integration of environmental stewardship and eco-consciousness into the curriculum will instill in students a profound respect for nature and a strong sense of environmental responsibility.

I believe that such a school will be an invaluable asset to our community, attracting families who seek a well-rounded, future-focused education for their children. Additionally, it will strengthen our commitment to promoting environmental consciousness and sustainability, making our state and region a shining example of progressive education.

I urge the Department of Education to wholeheartedly support and approve the establishment of this nature-based, Reggio-inspired charter school. The positive impact it will have on our children, community, and the environment cannot be overstated. Thank you for considering my perspective, and I trust that you will make the right decision in fostering a brighter and more promising future for the next generation.

Sincerely,



Carey B. Glines

July 23, 2023

Jason Bazemore  
16 Russell Hill Road  
Brookline, NH 03033

NH Department of Education  
25 Hall Street  
Concord, NH 03301

To whom it may concern,

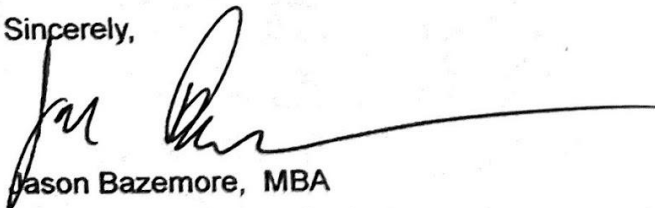
I am writing in support of the proposed Elements Cooperative Chartered Public Elementary and Middle School. As a parent, I believe that providing all children with high-quality education and choice is one of the most important investments we can make in their and our community's future.

The curriculum developed by the school's founders appears to be thoughtful and innovative. They focus on project-based learning, critical thinking, and personalized instruction which are essential in educating a generation of independent thinkers and leaders and unfortunately lack from public school education curricula currently.

I also appreciate that this new school will offer a flexible and more intimate learning environment compared to rigid public school offerings.

I am confident that Elements Cooperative Chartered Public School will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this important proposal.

Sincerely,



Jason Bazemore, MBA

July 23, 2023

Goharik Azarian  
16 Russell Hill Road  
Brookline, NH 03033

NH Department of Education  
25 Hall Street  
Concord, NH 03301

To whom it may concern,

I am writing to express my strong support for the establishment of Elements Cooperative Chartered Public Elementary and Middle School in our community. As a parent and special educator working for charter schools, I believe that providing all children with high-quality education is one of the most important investments we can make in their future.

I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on project-based learning, critical thinking, and personalized instruction aligns with my own beliefs about what makes for effective and engaging education.

I also appreciate that this new school will offer a flexible and more intimate learning environment compared to rigid public school offerings.

I am confident that Elements Cooperative Chartered Public School will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this important proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Goharik Azarian', with a large, sweeping flourish extending from the top right of the signature.

Goharik Azarian MS CCC SLP



Dear Department of Education,

I write to express my enthusiastic support for the establishment of the Elements Cooperative Chartered Public School. I write not as a member of the New Hampshire community in which Elements Cooperative will be based but rather as an educator who is hopeful that new models of education can reshape predominant conceptions of learning and enliven American democracy. Elements Cooperative is exactly one such model.

As a teacher at the university level, I am often struck by ways in which my students view the activity of learning. Learning, to them, is often an instrumental, competitive, and inegalitarian activity. Unsurprisingly, they aim to flee this as soon as their formal education ends. I am very impressed by the steps Elements Cooperative has taken to ensure that their students will harbor very different conceptions of learning. For example, their aim to foster deep partnerships with families and their emphasis on socio-emotional well-being hold the promise of cultivating a cooperative, egalitarian, and empathetic environment. Such an environment will enable students to appreciate the intrinsically, individually-fulfilling elements of learning and move away from a predominant view that sees learning as inextricably connected with status-seeking competition.

As a political theorist, I am all too aware that public discourse in the United States is characterized by harsh discord about the very meanings of the concepts we use to make sense of our shared world. How can citizens strive for freedom together when they refuse to understand different ways of imagining what it means to be free? Elements Cooperative's emphases on creativity and free thinking will enable students to engage in generative and authentic dialogue even when disagreements are intense. Those same students will help us find new ways of thinking and talking together, in an age that sorely needs them. For generations, American social reformers have turned to education as the key to a better political future. From my perspective, Elements Cooperative stands in that venerable tradition.

In sum, I am confident that Elements Cooperative will provide an excellent education for its community's children. Thank you for your consideration of their proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Hari Ramesh'.

Dr. Hari Ramesh  
Assistant Professor of Government  
Wesleyan University



July 2023

*Dear NH Department of Education:*

*I am writing to express my enthusiastic support for the establishment of the new public charter elementary and middle school in our community. I believe my experience provides me with a strong perspective on endorsing Dream AcadeME.*

*I was a founding high school educator at Souhegan High School and taught there for over 25 years. I am also a parent of four kids who have gone through local public schools. Finally, like you, I have a passion for giving NH students the opportunity for their best educational experience and was a finalist for the NH charter schools coordinator position.*

*I have had the pleasure of meeting with Dream AcadeME founder Dr. Traci Demuth-Korhonn. I was struck by Traci's varied educational experience and her passion to start her own public charter school. I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on project-based learning, critical thinking, and personalized instruction aligns with my own beliefs about what makes for effective and engaging education.*

*I also appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. Over the last few years, I have seen so many public schools that are not able to educate all kids and Dream AcadeME's approach will be able to reach many of those learners. I believe that Dream AcadeME will allow children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers.*

*I am confident that this new charter school will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this important proposal.*

*Sincerely,  
Michael A. Facques*

Dear Department of Education,

I am writing to express my excitement and immense support for the establishment of Wellheart Chartered Public Elementary and Middle School in this community. As a current public school art teacher, I whole-heartedly believe that students deserve to be the center of their learning. They should be creating their education, making their own choices and feeling in control. Students have the right to explore and develop an education based on their individual interests and needs.

A teacher's role is not simply to teach a child. They are their teacher, their guide, their friend, their observer, their caregiver, their counselor; sometimes, their strongest support system. This can be difficult to achieve with standardized tests and curriculum requirements; when all students are required to perform under the same rigid guidelines, yet they are all so unique with different learning styles. This does not generate success in every student. Our students have a right to a high-quality education. This new school will yield a healthier environment for our children. It will allow teachers to provide for their students, to give them the education that they truly deserve and need. Teachers will produce individualized instruction for each student after deep observation, allowing them to strengthen their skills and interests, resulting in immense growth.

The thoughtfulness of this approach and philosophy will create a beautiful, successful school. I fully support the proposed nature-based, project-based learning of this new school. A key aspect to any education is environment, which is a high focus within this philosophy. We are surrounded by beautiful nature that will be utilized in their education, along with the incorporation of our community. This philosophy is what every student is missing. We must go back to our roots, back to nature, in order to fully understand ourselves, our community, and our planet. With this profound appreciation and knowledge, our children will succeed. This school will be above and beyond; a true awakening. I am so excited to see it flourish.

Thank you for reading, and for your consideration of this proposal. We can make a difference in the lives of our children.

Sincerely,  
Sara-Jessica Dapolito

Kimberly Bellemore 1 Northfield Road  
Amherst, NH 03031  
Cell: 603-320-8781  
Email: [KimberlyBellemore@gmail.com](mailto:KimberlyBellemore@gmail.com)

*July 19, 2023*

*Dear Department of Education,*

*I am writing to express my enthusiastic and heartfelt support for the new charter school, Wellheart for ages K-8 in our community.*

*As an active participating member of the community, I am absolutely thrilled with the enormous possibilities of Wellheart to be a powerful addition to the current choices within the local school districts. I strongly believe that it will add significantly to the educational opportunities for a wide range of students through a time-tested and research-based model of education.*

*In review of the core foundations of the school, the focus on natural-based learning, critical thinking, and personalized instruction aligns with my own beliefs about what makes for effective and engaging education.*

I believe support and individualized attention is crucial in child development and learning. This school will offer flexibility and an intimate learning environment that will encourage children to thrive and develop stronger relationships with their teachers and peers.

*In conclusion, I fully support Element's Collaborative Public Charter School application, and want to thank you for your kind and encouraging consideration of this school's request. Please feel free to contact me anytime with questions. Thank you!*

*Warmest Regards,*



*Kimberly Bellemore*

To Whom it May Concern:

I, Sherifah Arenstein, am writing this letter in support of the Wellheart Charter School. I believe this unique and integrated philosophical model of education would be an excellent program for the children in our community. The school's approach of utilizing STEAM while nurturing the child's natural curiosity of the world around them and their individual interests, blends educational philosophies that encourage development of the innate desire to learn. Education should never be a one-size fits all and this program excels by empowering our children to be themselves and allowing them to be confident in pursuing their dreams.

Warmest Regards,

Sherifah Arenstein

Sina Ericson  
21 Cricket Corner Rd  
Amherst, NH 03031

July 23, 2023

Dear Department of Education,

I am writing to express my enthusiastic support for the establishment of Wellheart Chartered Elementary and Middle School in our community. As a parent of young children, I believe that providing our children with high-quality education is one of the most important investments we can make in their future.

I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on a Reggio-inspired and project-based learning, critical thinking, and personalized instruction aligns with my own beliefs about what makes for effective and engaging education.

I also appreciate that this new school will offer a flexible and more intimate learning environment in the outdoors than most traditional public schools. I believe that this will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers.

I am confident that Wellheart Chartered Public School (WCS) will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational, family-centered option in our community. Thank you for your consideration of WCS.

Sincerely,

Sina Ericson

Kara Afshar  
92 High Ridge Road  
Dublin, NH 03444

July 20, 2023

Dear Department of Education,

I am writing to express my support for the establishment of Wellheart Chartered Public Elementary and Middle School in our community. As a parent and educator, the need for high-quality education is a very important and urgent one, as our children are the future.

The founders of the school have an innovative, thoughtful, and creative approach to education that I myself as an educator and a parent fully support. Effective education incorporates project-based learning, critical thinking, and child-centered instruction; all of which are part of the educational philosophy of ECCPS. For children to progress and be engaged in the learning process, a flexible and intimate learning environment is critical; something ECCPS will provide.

One of the founders has been working with my son as a tutor for the past three years. I have been very impressed with the way she engages my son in the learning process. While creatively connecting his interests and ideas to reading, writing, math, and science; she has helped him progress as an enthusiastic learner.

ECCPS will provide an excellent education to the children in our community. I have no doubt that the founders have the experience, enthusiasm and dedication to succeed in offering this high-quality school to our area. Thank you for your consideration of this important proposal.

Sincerely,

Kara Afshar

A handwritten signature in black ink, appearing to read 'Kara Afshar', written over a light-colored, textured background.

Dear Department of Education,

I am writing to express my enthusiastic support for the establishment of Elements Cooperative Chartered Public Elementary and Middle School in our community. As a parent of two just entering school, I believe that providing our children with high quality education is one of the most important investments we can make in their future.

I have been very impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and education philosophy. Their focus on project based learning, critical thinking and personalized instruction with my own beliefs about what makes for effective and engaging education.


I also appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. I believe that this will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers.

I am confident that Elements Cooperative Chartered Public School will provide an excellent education option for our children. I'm very excited about the prospect of having such a high quality education option in our community.

Thank you for your consideration of this important proposal.

Sincerely,

Laura Bogaard  
49 Boynton Hill Road Milford, NH  
Resident & adoptive mom of two.

  
7/24/2023

**July 24, 2023**

**Dear Department of Education,**

**I am writing to express my enthusiastic support for the establishment of Wellheart Chartered Public Elementary and Middle School in our community. As an Amherst parent, I believe that providing our children with high-quality education is one of the most important investments we can make in their future.**

**I have been impressed by the purposeful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on project-based learning, critical thinking, and personalized instruction aligns with my own beliefs about what makes for effective and engaging education.**

**I also appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. I believe that this will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers.**

**I am confident that Wellheart Chartered Public School will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this important proposal.**

**Sincerely,**

**Jennifer Lanctot**

**Amherst, NH**





449 Route 12A, Surry, NH 03431 • 603-357-9700 (Tel) • 603-357-9701 (Fax) • [info@surryvillagecharterschool.org](mailto:info@surryvillagecharterschool.org) • [www.surryvillagecharterschool.org](http://www.surryvillagecharterschool.org)

Jul 24, 2023

To Whom it May Concern:

I am writing to express my enthusiastic support for the establishment of a new charter elementary and middle school in our NH school community.

I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on project-based learning, critical thinking, and personalized instruction aligns with my own beliefs about what makes for effective and engaging education.

I also appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. I believe that this will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers.

I am confident that this new charter school will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this important proposal.

Sincerely,

Carol A. Menck Keefe  
Head of School/ MS Principal Surry Village  
Charter School  
[carolmk@surryvillagecharterschool.org](mailto:carolmk@surryvillagecharterschool.org)

July 24, 2023

Department of Education  
25 Hall Street  
Concord, NH 03301

Re: Charter School  
Milford, New Hampshire

To Whom It May Concern:

I am writing to express my support for the proposed establishment of a new charter elementary and middle school in our community. As a parent, I believe that providing our children with high-quality education is one of the most important investments we can make in our country's future. My family and I have lived in Milford since 2001 and are strong advocates for children's academic growth. We understand that students have different learning styles and we can reach more students when we provide diverse teaching styles geared toward the individual. When we can assist students in experiencing academic success, their joy for learning is enhanced and they become life-long learners and leaders. The children of today are our future for tomorrow.

I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on project-based learning, critical thinking, and personalized instruction aligns with my beliefs about what makes for effective and engaging education. I also appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. I believe that this opportunity will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers. I am confident that this new charter school will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option within our community. Thank you for your consideration of this important proposal.

Sincerely,



Jason R. Plourde, PE, PTP, NH LPA  
23 Woodhawk Drive  
Milford, NH 03055

State of NH,  
Department of Education 25 Hall St.  
Concord, NH 03301

Monday, July 24, 2023

Dear NH Department of Education,

I am writing to express my enthusiastic support for the establishment of a new charter elementary and middle school in the Milford, New Hampshire area. As a parent, public safety official, and NH native, I believe that providing our children with high-quality education is one of the most important investments we can make in their future. I also believe that parents should have the ability to seek and pursue educational opportunities for their children that are as individual and unique as they are.

I have been impressed by the thoughtful and innovative approach that the founders of Wellheart Chartered Public School have taken in developing their curriculum and educational philosophy. They have sought input from community members that represent multiple stakeholder perspectives and have put great care into designing their programs. Their focus on project-based learning, critical thinking, and personalized instruction aligns with my own beliefs about what makes for effective and engaging education.

I also appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. I believe that this will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers. I further believe that this model will promote greater educational equity in our society.

I am confident that this new charter school will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. I encourage you to help NH continue to provide strong and innovative educational opportunities for our children by approving this proposal. Thank you for your consideration of this important proposal.

Sincerely,

A handwritten signature in black ink that reads "Riley J. Stanchina". The signature is written in a cursive style with a large, stylized initial "R".

Riley J. Stanchina  
Deputy Fire Chief Milford, NH

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

Dear Ladies and Gentlemen,

I am writing to express my enthusiastic support for The Wellheart Chartered Public School, a new charter elementary and middle school in our community. Investing in quality education for our children is of utmost importance, and I believe The Wellheart's innovative approach to project-based learning, critical thinking, and personalized instruction will create an engaging and effective learning environment.

The promise of a flexible and intimate setting, fostering stronger relationships between students and teachers, is an exciting prospect. I am confident that The Wellheart will provide an excellent education, nurturing the potential of our children and enriching our community.

I urge you to support the establishment of The Wellheart Chartered Public School, as it holds the potential to shape a brighter future for our children.

Thank you for your time and consideration.

Sincerely,

Kind regards,



Caitlin Blundell, CPA

Dear [Department of Education],

I am writing to express my enthusiastic support for the establishment of Elements Cooperative Charter Elementary and Middle School in our community. As a parent, I believe that providing our children with high-quality education is one of the most important investments we can make in their future.

I have been dissatisfied with the public-school options in my area and wanted a different educational paradigm for my children. I was looking for one that allowed my children to learn at their pace instead of a prescribed pace and that allowed my children to spend more time being curious, innovative and less time doing worksheets at a desk or listening to class lectures. Therefore, my children have gone to a private Montessori school. I have always felt that it was not equitable that I was able to send my kids to a school of our choosing and other parents did not have those same options. Private school tuition has also placed a great financial burden on our family and we are unsure how long we would be able to continue sending them.

I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on project-based learning, critical thinking, an innovative farm to table program, a unique health and wellness program, and personalized instruction that aligns with my own beliefs about is what makes for effective and engaging education.

I also appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. I am also excited to be able to have a shorter school week to leave more room for innovative educational experiences outside the classroom. I believe that this will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers.

I am confident that Elements Cooperative Charter School will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this important proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Nicole Sousa". The signature is fluid and cursive, with a large initial "N" and "S".

Nicole Sousa

July, 24, 2023

Dear Department of Education,

I am writing this to support the establishment of this new charter elementary and middle school in our community. Education is an important and valuable investment that plays a key role in our children's future.

I have known Kyle Morse for three years and I serve on the Board of Directors with her at the YMCA of Greater Nashua. As Kyle has shared more and more about the vision of this school I have gotten more and more excited about the potential and possibilities. There is a real need in our community for additional education options and this charter school would be an amazing addition to our community.

This new school has found a way to establish innovative ways to develop a much more thoughtful way to develop curriculum and their educational philosophy. With their flexible approach on education, they demonstrate the drive to focus on project-based learning, critical thinking and personalized instructions, which brings a unique touch to education and keeps our children engaged and excited to learn.

Every child is different, and this new school will offer a much more intimate learning environment to meet the needs of students who might need a more individualized support system to learn, something that not many traditional schools are able to meet. With a stronger support system, this will help flourish wonderful relationships between teachers, students, and peers.

I am beyond confident that this new charter school will bring the value our children need to have the high-level education that they need to succeed. Thank you for your consideration in this important proposal.

Sincerely,



Andy Whigham  
Edward Jones Financial Advisor  
603.817.2708

Dear Department of Education,

I am writing to express my support for the establishment of Wellheart Chartered Public Elementary and Middle School in our community. As a parent, I believe that providing our children with high-quality education is one of the most important investments we can make in their future.

I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on project-based learning, critical thinking, and personalized instruction aligns with my own beliefs about what makes for effective and engaging education.

I also appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. I believe that this will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers.

I am confident that Wellheart Chartered Public School will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this important proposal.

Sincerely,

Catherine Bolduc

Kristhyra Windmere  
51 County Rd.  
Amherst, MA 03031  
July 24, 2023

Dear Department of Education,

I am writing to extend my support for the proposed Elements Cooperative Chartered Public Elementary and Middle School to be established in our community. I have worked providing childcare for Dr. Traci Korhonen for over two years now and have been impressed by her extensive knowledge of childhood development, educational philosophies and strategies of conflict resolution, and empowering children to be autonomous.

As a parent of high school and college level children I wish they had had the opportunity to have attended an alternative school which was based more on individual needs and interests, the outdoors, and fostered creativity and child centered learning, and less on rote curriculum. My daughters never really enjoyed school because of this. In some ways public education has dampened their enthusiasm for learning and drive to seek higher education. An alternative school option perhaps would have fostered a more engaging education.

Thanks for your consideration of this charter school proposal.

Sincerely,  
Kristhyra Windmere





Dear Department of Education,

I am writing to express my enthusiastic support for the establishment of Elements Cooperative Chartered Public Elementary and Middle School in our community. As a parent and chiropractor who has seen thousands of patients in the area over the last decade, I believe that providing our children with high-quality education and outdoor learning is one of the most important investments we can make in their future.

I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on project-based learning, critical thinking, and personalized instruction aligns with my own beliefs about what makes for effective and engaging education.

I also appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. I believe that this will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers.

I am confident that Elements Cooperative Chartered Public School will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this important proposal.

Sincerely,

A handwritten signature in black ink that reads 'Jennifer L. Bruck D.C.'.

Dr. Jennifer Bruck

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Dr. Jenny L. Bruck, D.C. | [drjenny@sccvitality.com](mailto:drjenny@sccvitality.com)

1 Overlook Drive Amherst, NH 03031 | [www.spinalcorrectivecenter.com](http://www.spinalcorrectivecenter.com)

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603.673.5600 Facebook: Spinal Corrective Center NH

Dear Department of Education,

I am writing to express my enthusiastic support for the establishment of Wellheart Chartered Public Elementary and Middle School in our community. As a parent, I believe that providing our children with high-quality education is one of the most important investments we can make in their future.

I have been impressed by the thoughtful and innovative approach that the founders of this new school have taken in developing their curriculum and educational philosophy. Their focus on project-based learning, critical thinking, and personalized instruction aligns with my own beliefs about what makes for effective and engaging education.

I also appreciate that this new school will offer a flexible and more intimate learning environment than many traditional public schools. I believe that this will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers.

I am confident that Wellheart Chartered Public School will provide an excellent education for our children, and I am excited about the prospect of having such a high-quality educational option in our community. Thank you for your consideration of this important proposal.

Sincerely,

Sarah White

## Exhibit Q

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<https://www.businessinsider.com/finland-education-beats-us-2017-5?op=1#5-playtime-is-sacred>
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**Exhibit R  
Example Hybrid Schedules**

YEAR 1																								
Days/ Wk	M	T	W	Th	F	K	1s t	2nd	K-2nd		3rd	4th	5th	3rd-5th		6th	7th	8th	6th-8th		# Students		Equiv FT Spots	
5	X	X	X	X	X	11	11	11	33	33	11	10	10	31	31	9	9	9	27	27	91	91	91	91
4	X	X	X	X		2	2	1	5	16	2	2	1	5	15	2	2	1	5	15	15	46	12	36.8
4		X	X	X	X	2	1	2	5		2	1	2	5		2	1	2	5		15		12	
4	X	X		X	X	2	2	2	6		1	2	2	5		1	2	2	5		16		12.8	
3	X	X	X			4	4	4	12	24	4	3	3	10	20	3	3	3	9	18	31	62	18.6	37.2
3			X	X	X	4	4	4	12		4	3	3	10		3	3	3	9		18.6			
2	X	X				1	1	1	3	9	1	1	1	3	9	1	1	1	3	9	9	27	3.6	10.8
2				X	X	1	1	1	3		1	1	1	3		1	1	1	3		9		3.6	
2		X		X		1	1	1	3		1	1	1	3		1	1	1	3		9		3.6	
1	X					1	1	1	3	6	1	1	1	3	6	1	1	1	3	6	9	18	1.8	3.6
1					X	1	1	1	3		1	1	1	3		1	1	1	3		9		1.8	
						6	7	5	7	6	30	29	29	88	29	26	26	81	25	25	25	75	244	179.4

YEAR 2																								
Days/ Wk	M	T	W	Th	F	K	1s t	2nd	K-2nd		3rd	4th	5th	3rd-5th		6th	7th	8th	6th-8th		# Students		Equiv FT Spots	
5	X	X	X	X	X	12	12	12	36	36	11	11	10	32	32	10	9	9	28	28	96	96	96	96
4	X	X	X	X		2	2	1	5	16	2	2	1	5	15	2	2	1	5	15	15	46	12	36.8
4		X	X	X	X	2	1	2	5		2	1	2	5		2	1	2	5		15		12	
4	X	X		X	X	2	2	2	6		1	2	2	5		1	2	2	5		16		12.8	
3	X	X	X			4	4	4	12	24	4	4	4	12	24	4	4	3	11	22	35	70	21	42
3			X	X	X	4	4	4	12		4	4	4	12		3	4	4	11		35		21	
2	X	X				1	1	1	3	9	1	1	1	3	9	1	1	1	3	9	9	27	3.6	10.8
2				X	X	1	1	1	3		1	1	1	3		1	1	1	3		9		3.6	
2		X		X		1	1	1	3		1	1	1	3		1	1	1	3		9		3.6	
1	X					1	1	1	3	6	1	1	1	3	6	1	1	1	3	6	9	18	1.8	3.6
1					X	1	1	1	3		1	1	1	3		1	1	1	3		9		1.8	
						6	7	5	7	6	31	30	30	91	29	29	28	86	27	27	26	80	257	189.2

YEAR 3																													
Days/W k	M	T	W	Th	F	K	1s t	2n d	K-2nd		3r d	4t h	5t h	3rd-5th		6t h	7t h	8t h	6th-8th		# Students		Equiv FT Spots						
5	X	X	X	X	X	12	12	12	36	36	12	12	11	35	35	11	10	9	30	30	101	101	101	101					
4	X	X	X	X		2	1	1	4	17	2	2	1	5	15	2	2	1	5	15	14	47	11.2	37.6					
4		X	X	X	X	1	1	2	4		2	1	2	5		2	1	2	5		14		11.2						
4	X	X		X	X	3	3	3	9		1	2	2	5		1	2	2	5		19		15.2						
3	X	X	X			5	5	5	15	30	5	4	4	13	26	4	4	4	12	24	40	80	24	48					
3			X	X	X	5	5	5	15		5	4	4	13		4	4	4	12		40		24						
2	X	X				1	1	1	3	9	1	1	1	3	9	1	1	1	3	9	9	27	3.6	10.8					
2				X	X	1	1	1	3		1	1	1	3		1	1	1	3		9		3.6						
2		X		X		1	1	1	3		1	1	1	3		1	1	1	3		9		3.6						
1	X					1	1	1	3	6	1	1	1	3	6	1	1	1	3	6	9	18	1.8	3.6					
1					X	1	1	1	3		1	1	1	3		1	1	1	3		9		1.8						
						6	7	5	7	6	33	32	33	98		32	30	29	91		29	28	27	84		273		201	

YEAR 4																													
Days/W k	M	T	W	Th	F	K	1s t	2n d	K-2nd		3r d	4t h	5t h	3rd-5th		6t h	7t h	8t h	6th-8th		# Students		Equiv FT Spots						
5	X	X	X	X	X	12	12	12	36	36	12	12	12	36	36	11	11	10	32	32	104	104	104	104					
4	X	X	X	X		2	2	2	6	21	2	2	2	6	18	2	2	2	6	18	18	57	14.4	45.6					
4		X	X	X	X	2	2	2	6		2	2	2	6		2	2	2	6		18		14.4						
4	X	X		X	X	3	3	3	9		2	2	2	6		2	2	2	6		21		16.8						
3	X	X	X			5	5	5	15	30	5	5	4	14	28	4	4	4	12	24	41	82	24.6	49.2					
3			X	X	X	5	5	5	15		5	5	4	14		4	4	4	12		41		24.6						
2	X	X				1	1	1	3	9	1	1	1	3	9	1	1	1	3	9	9	27	3.6	10.8					
2				X	X	1	1	1	3		1	1	1	3		1	1	1	3		9		3.6						
2		X		X		1	1	1	3		1	1	1	3		1	1	1	3		9		3.6						
1	X					1	1	1	3	6	1	1	1	3	6	1	1	1	3	6	9	18	1.8	3.6					
1					X	1	1	1	3		1	1	1	3		1	1	1	3		9		1.8						
						6	7	5	7	6	34	34	34	102		33	33	31	97		30	30	29	89		288		213.2	





## Exhibit S Grievance Policy Draft

### Chain of Command

The Board has established a chain of command whereby all authority for the management of the school rests with the Co-Heads of School, who have the sole responsibility of reporting to the Board and managing the operations of WCS. It is the expectation of the Board that the Co-Heads of School will establish a chain of command within WCS to assist with its operations.

In all communication to WCS, the Board expects the WCS community to observe the chain of command and direct communications accordingly. The Board is not the first point of contact and therefore will refer communications that seek response or action to the appropriate members of the school hierarchy. The reason for this chain of command is that the teacher invariably has the most direct knowledge of the child and can usually do more to remedy a situation than can an administrator or board member.

### Grievance Policy

#### *Grievance Related to the Classroom*

WCS firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the chain of command (laid out above). Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

**The Teacher:** Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own.

**The Co-Heads of School:** If the grievance cannot be resolved with the teacher, the parent should discuss the matter with one of the Co-Heads of School.

**The Board:** If the grievance cannot be resolved with the Co-Heads of School, the parent should refer the matter to the Board, preferably in writing.

#### *Other Grievances*

For grievances regarding a staff member, the grievance should be directed to the individual first, then the Co-Heads of School. If necessary, grievances left unresolved by one Co-Head of School can be submitted to the other Co-Head of School, and if still left unresolved, should be submitted in writing to the Board. Grievances regarding the Co-Heads of School should be directed to the individual first, then in writing to the Board. If the Co-Heads of School cannot agree on any given issue, the concerns are directed to a designated Board Chair to determine the outcome. If the Board Chair cannot determine the outcome, the matter will be brought to the whole Board. Upon receiving a written grievance, the Board will evaluate and if needed, will conduct a hearing, following a fair and open process.

Exhibit T  
Employee Handbook Draft



# Employee Handbook

## Wellheart Chartered Public School

(WCS)

**Guidelines and Procedures**  
**Ongoing Revisions**

Hillsborough County  
New Hampshire

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## Introduction

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Welcome! Thank you for being a part of the Wellheart Chartered Public School (WCS) team. Gifted educators like you make our work possible. Your expertise and talents enable WCS to serve youth in need in a number of ways. Because of your unique skill sets, we are able to provide dynamic classes ranging from language and literacy to science to the arts to math instruction to outdoor education, and more!

This handbook has been prepared by WCS to provide staff with important information about the school as well as information regarding their own privileges and responsibilities, and to serve as an easy reference guide moving forward. Accordingly, all staff should read, understand, and adhere to the provisions of this handbook. Questions about any policies, procedures, expectations, or benefits outlined in this handbook should be directed to the Co-Heads of School.

WCS believes in and holds the highest respect for the rights and individual dignity of each of our staff. To the best of our ability, we will create an atmosphere within our school that will encourage personal growth. We will never discriminate nor allow discrimination toward any staff for any reason.

It is not possible to anticipate every situation that may arise in the workplace, or to answer every possible question, within this handbook. Additionally, policies, procedures, expectations, and benefits described in this handbook will undoubtedly evolve over time in response to changing circumstances. Accordingly, WCS reserves the right to modify, supplement, or rescind any provisions described in this handbook, as deemed necessary. Staff will be advised of changes that occur. The policies, procedures, expectations, and benefits contained in this handbook supersede the policies, procedures, expectations, and benefits set forth in all prior handbooks.



“The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole.”

- Krishnamurti

# General Information

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## A. Mission & Vision Statements

### *MISSION STATEMENT:*

Wellheart Chartered Public School applies Reggio-inspired pedagogy and research based practices for students to experience joyful, immersive, and inquiry-based learning in the context of their environment. WCS empowers youth to make informed decisions and take actions rooted in knowledge, investigative thinking, and compassion. Our educational process is focused on values of human dignity, active participation, wellness, and freedom.

### *VISION STATEMENT:*

Wellheart Chartered Public School will cultivate ecologically aware and open-minded citizens with the capability to support themselves, others, and the planet through constructivism and collaboration. The educational model will integrate peers, teachers, family, community, and the environment to advance a culture of growth, symbiosis, and sustainability.

## B. Background

WCS was founded by Dr. Traci Korhonen, Ed. D. and a founding group of parents, community members, and educators in 2024 as a chartered public school, with the goal to provide young learners grades K-8 with exceptional educational experiences.

While standardized education may produce results (that are often temporary), founding members understood that a constructivist approach produces superior outcomes, and that the traditional education model is deficient in vital outdoor learning environments and individualized approaches to learning. WCS' existence and success is a result of our founders' commitment to the Reggio Emilia philosophy. Through this pedagogy, students are regarded as co-collaborators of their own educational experiences, and the environment is considered to be the 3rd teacher. For this reason, the learning structure and spaces are very intentionally selected and designed. We also see children through the lens of multiple intelligences and multi sensory dimensions of learning, understanding, and communicating what they know. Our founders will promote making children's learning visible through documentation of learning that blends into a variety of assessment methods.

## C. Inclusion: Creating a Sense of Place for Everyone

It is paramount that we cultivate meaningful environments and experiences that embrace WCS's commitment to inclusion. The benefits of inclusion cannot be overstated, particularly in teaching tolerance and instilling an appreciation for diversity. To this end, all of our activities must be structured in such a way that integration is possible. This means that we must provide opportunities for persons of different abilities to interact in a shared activity. As we adopt consistent inclusionary practices, we must collectively consider how this relates to our programs and services, while exploring ways to support instructors through this process. The culminating goal of this process is to establish a shared understanding of WCS's inclusion philosophy as it relates to all aspects of our school.



“We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion.”

—*Max de Pree*

# Curriculum Planning

## Teaching the WCS Way

### D. How to Start Your Work With a New Student

In order to support emergent curriculum development, centered on learning in the context of the students' individual experiences, interests, and environments- we need to gain access to and an understanding of these factors. In other words- before we dig into the meat of the academics with students, we need to get to know the child we are working with. The following pages offer resources and strategies for beginning your work with a new student or group of students.

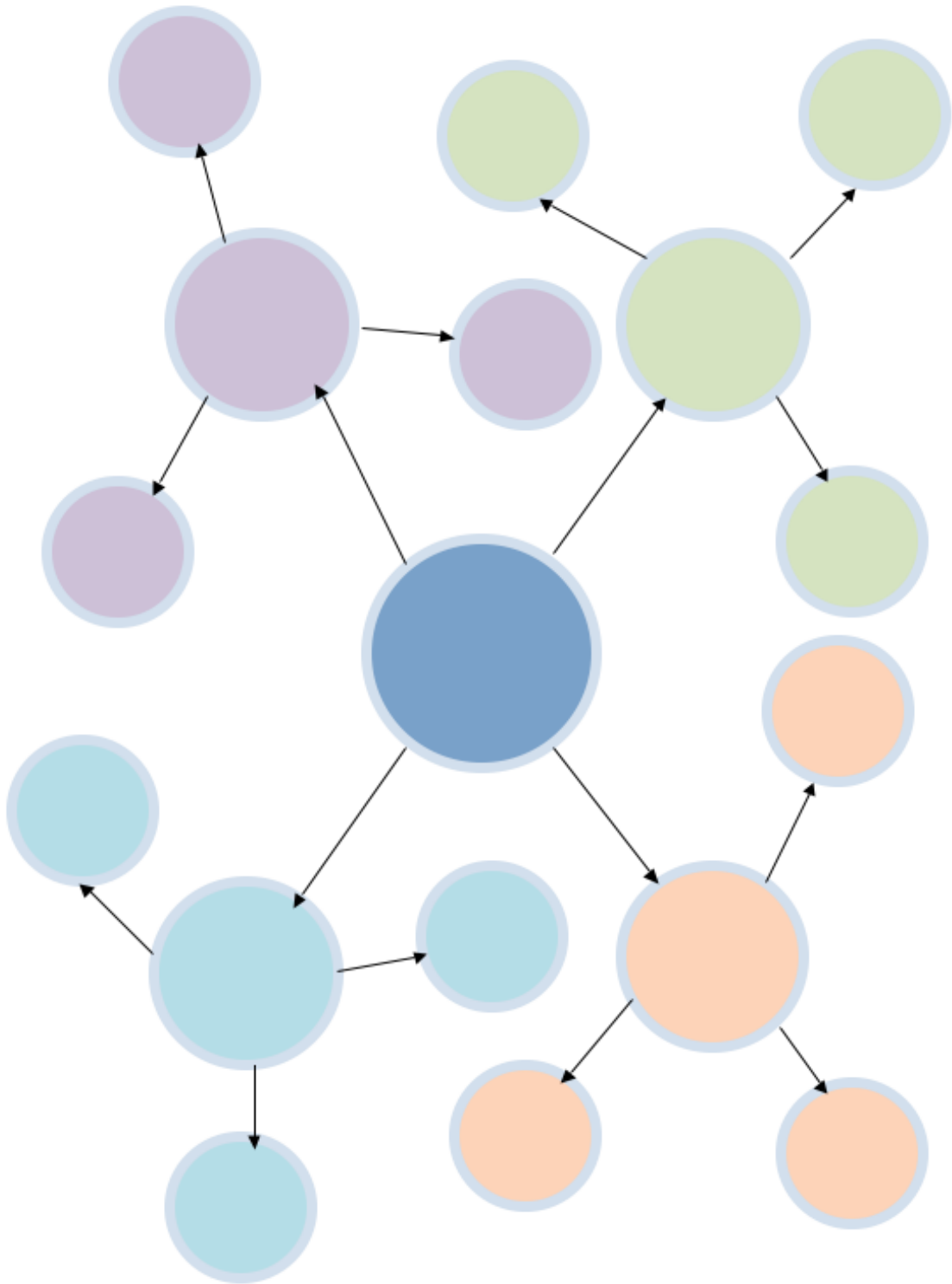
### E. Elements of a Great Learning Session

Whether you are working with a student one-on-one or teaching a group class, there are some strategies and tools that will serve the entirety of your time with your student(s), from the first day to the last. This includes getting to know the children by connecting their learning to their interests. A brainstorming web is a way that you can put the child's name or an area of their interest in the middle and brainstorm related ideas in categories with subcategories (no limit to how many times you can branch off). Once an idea for study has been determined by the collaboration of the teacher and student(s), they will move to the curriculum web to understand how the project is connected to every subject. This then gives the group of students or individual students a map to understand the work they will be diving into with support of the teacher.

Finally, teachers, especially newer teachers to the field, will be able to create lesson plans. This helps the educator to think through the process of learning and modification, considerations, and adaptations potentially needed for the lesson to be successful with a group or individual student. These lessons will be shared with co-teachers, mentor teachers, and the Co-Heads of School as part of their ongoing evaluation as a new teacher.



### F. BRAINSTORMING WEB



## G. CURRICULUM WEB

<p>DRAMATIC PLAY</p>	<p>LANGUAGE &amp; LITERACY</p>	<p>LITERATURE</p>
<p>PUPPETS</p>	<p>A CHILD'S CONNECTION TO THE WORLD</p> <p>AGE:</p> <p>THEME:</p> <p>GOALS:</p>	<p>MATH</p>
<p>MUSIC &amp; MOVEMENT</p>	<p>SKILLS DESIRED:</p>	<p>SCIENCE</p>
<p>SENSORY CENTERS</p>	<p>ART</p>	<p>SOCIAL STUDIES</p>

**H. LESSON PLAN TEMPLATE**

Name Of Activity:	Teacher:	Date:
How Will The Children Be Grouped?	Subject:	
Brief Description:	Space & Materials Needed:	
Purpose/Objectives Of Activity:	Guidance from Teacher:	

Procedure:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Modifications for Different Ages:

Follow-Up Ideas:

Special Notes:

## I. Case Study Examples

“The State Department of Education has provided curricula and evaluative research to support outdoor learning” (Blair, 2009). Studies among school-aged children display a positive correlation between physical activities and cognitive performance: perceptual skills, intelligence quotient, achievement, verbal tests, mathematics tests, developmental level/academic readiness, and other learning skills (Satterlmair & Ratey, 2009).

American youth are behind youth in other developed countries in their science and math abilities according to studies from 2007-2011 by the Programme for International Student Assessment (PISA) and Trends in International Math and Science Study (TIMSS) (Dejarnette, 2012). There is a renewed push for STEM since the United States has fallen behind internationally (Bryant, Davis, & Hardin, 2013).

Through constructivist theory children go through a learning cycle of exploration, conceptual invention, and expansion of the idea where they understand STEM through the scientific process and inquiry-based learning (Davison, et al., 1995). Project-based learning incorporates many of the constructivist components of learning, and research shows that when students investigate their world and pursue relevant topics to their everyday lives they are more engaged and achieve higher scores than students in traditional classrooms (Phalke, Biller, Lysecky, Harris, 2009).”

*Please see WCS Charter School Application to the NH DOE for further supporting research and case studies reinforcing our chosen educational model and philosophies.*

## J. Example Invitations for Learning that May Emerge

### **Musical Instrument STEAM**

Students will work with teachers to research what causes musical instruments to produce sounds, and then try to recreate and build their own instruments from a variety of materials. Students might be making instruments from objects in the immediate environment, recycled materials, or even food.

### **Building with Common and Uncommon Objects**

You are invited to discover the basic principles of building with common objects such as Legos, Wooden Blocks, and Connectors. But how are these common objects designed specifically for building? Through investigation and experimentation, we'll uncover basic principles of building such as balance, weight distribution, and simple laws of motion. Later, we'll try various uncommon materials, such as recycled objects, natural earth items we gather on a walk-about, wire and alternative bendable materials, and other things we find interesting to apply the basic principles we learned for building. Come join us to build our imaginations!

### **Around the World in Eight Days**

Let's travel around the world! Each week students will focus on a new country and its culture. Our planning is flexible to children's ideas and we will incorporate each student's culture, heritage, and/or background. We will take each country and children will engage in hands-on activities. Children will share their knowledge and experiences from home. We will create art, build models of famous architecture, learn dances, prepare authentic dishes, learn a new sport, and more! Parents will receive regular documentation and communication about their children's learning throughout the session. Come explore with us!

### **Yoga, Dance, & Tumbling**

When children do yoga poses their energetic bodies naturally move into tumbling and gymnastics moves. Why not give children the opportunity to do what comes naturally to them and combine yoga and tumbling with music? Each day we will warm up with a fun music activity and then work on flexibility with yoga and gymnastics stretches. Safety skills will be reinforced and we will learn how to support and spot each other. Your child will learn how to use their energy with yoga and tumbling moves in a constructive way, while letting their creative expression flow through free dance and find quietness from within.

## **K. Classroom Management**

### **Role Modeling for Students**

Educators serve as role models for students and families by following classroom rules and by setting a positive example through their own behaviors and language. For example, educators should not sit on tables or shelves, should model appropriate language for children, and should show respect and consideration for others and their property.

### **Examples of Language and Approaches to Challenging Behavior**

- Hold a silent signal (decide what that is as a school) and count seconds. When students quiet, let them know how many seconds they just lost from their learning time.
- Use the silent signal from the teacher for dismissing a student from a meeting or group work.
- To get all students' attention, "Come back in 3, come back in 2, come back in 1. Come back right now," in a sing-song voice.
- When students shout out, "That's not going to work to shout out. You need to find a way to regulate yourself. I know that can be hard."
- When students carry on or interrupt, "Are you done?"
- When someone isn't paying attention to directions, "It's going to be so hard for you to do this job if you don't hear the instructions."
- To help a student construct meaning and to check in about directions given, "Can you say back what you think you understand?"

- When a student is highly unregulated, “Go get a drink of water and come back when you are ready.”
- When a student says something funny for attention, “Did you see how that silliness distracted everyone?” Or “Is what you are saying adding to the conversation or taking away from it?”
- Group exercise when the teacher wants students to hold onto ideas (and not call out or get off topic), “Keep that thinking in your head.”
- Confirm the group understands directions, “If you’ve got that say, ‘I’ve got that!’”
- Chatting during group learning, “I feel like I’m losing some people, can everyone come back now.”
- When taking a vote, ask the group that didn’t have the majority win, “What could we do differently to make this feel better for you?”
- When a student speaks over another student who is already talking, teach the students to say, “You are stepping on my idea, please wait.” Or, “You are walking on my words, please stop.”
- When a student calls out an idea or in agreement, say “Oh, this is sparking your memory!”
- students interrupting small group work with silly jokes. Teacher says, “I’m not sure if you realize, but when you do that it pulls us out, please come back.”
- If a student enters the meeting loudly. Teacher says, “Do a do-over please, we are in the middle of a meeting.” The student will be expected to walk back to where they started from and then come back quietly to sit down.
- Teacher asks after giving directions, “Can someone say that back to me?” “If you understand and are ready you can go to quiet capturing. If it’s unclear, stay and let’s talk about what is unclear....What feels unclear, can you tell me more?”
- To redirect students, “Your job is to be...” and “What’s your plan for this?”
- Oopsies is another word for mistakes that is gentler, especially for students K-2.
- “What is part of our agreement? What is the yes part? (Prompt this if students say what not to do) Why? (To get clarity) Why not? What do we do?”
- “Can you hold onto it?” to ask a student to wait for their turn to speak.
- Reset, retry, redo (start something over).

## Communication and Documentation

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## L. Stay Connected

WCS expects employees to maintain a consistent level of communication with colleagues and parents. Responding to emails within 24 hours is generally our accepted rule of thumb. Please ensure any changes to your email address, mailing address, phone number and additional contact information are promptly updated with WCS.

Further, employees are required to attend regular meetings staff, committee, and supervision meetings as applicable to their role.

## M. The Power of Documentation in a Reggio-Inspired Classroom

*Excerpts from The Compass School Blog Posted on March 21, 2018*

### *What is Reggio Emilia-Inspired Documentation?*

Reggio Emilia documentation has the potential to serve many purposes during the children's learning experience. By centering our attention on children's learning, documentation can serve as a valuable teaching, research and assessment tool.

Documentation typically includes samples of the children's work, photographs of the children engaged in the project work, and comments and transcripts of conversations. Examples of the children's work and reflections on processes can be displayed in the classroom. The documents highlight how the children planned, carried out, and completed their work. High quality documentation of children's work and ideas contributes to the quality of an early childhood program in many ways:



### *Making Learning Visible*

By providing evidence of the children's learning in all areas of the child's development through photographs, transcripts of conversations and artifacts of their work displayed, we can visibly see the learning process. These beliefs provide a pedagogical basis for making learning and learners visible by showing:

- Learning is purposeful
- Learning is social
- Learning is representational
- Learning is empowering
- Learning is emotional

Documentation not only allows us to make-visible the learning of groups and individuals, but can promote learning within the group. When students' learning is documented, children can re-visit and interpret their learning experiences and how to develop these experiences further.





Making learning visible through documentation provides educators information about children's learning and progress that may not be evident in formal assessments, checklists and standardized tests.

### ***Enhancing Children's Learning***

Documentation can contribute to the depth of children's learning from their projects and other work experiences. Loris Malaguzzi points out, through documentation children "become even more curious, interested, and confident as they contemplate the meaning of what they have achieved" (Malaguzzi, 1993). By preparing and displaying evidence of the children's learning experiences, the children can re-visit their experience and work which may bring new understandings and more in depth thinking, questioning and dialogue. Documentation of children's ideas, thoughts and feelings are a great way to stimulate memories of experiences.

### ***Encouraging Parent Participation***

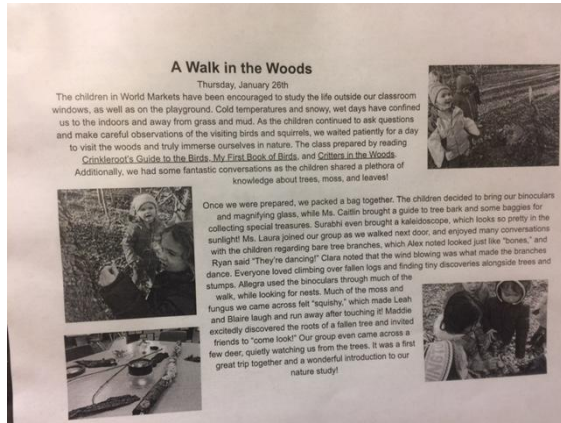
Sharing documented work at school with parents is a great way for parents to participate in their child's learning in a more intimate way. Documentation also allows for the parents to understand the work and learning that their child is engaged in and think about ways they can contribute to the work in a thoughtful way. There are many ways parents can be involved and contribute to the project after examining documentation:

1. By listening to their child's thoughts and ideas
2. By helping them collect materials they may need
3. By helping them record their ideas to paper
4. By making suggestions
5. By reading with the child about the topic



### ***e. Respecting the Child's Work as Valuable***

Displaying the children's work, efforts, ideas and learning in a beautiful and respectful way supports our belief in children to be capable, thoughtful, and creative. Taking children's ideas and work seriously conveys to children that their efforts, intentions and ideas are taken seriously. Children will also take their work seriously which encourages them to work in a responsible, joyful and dedicated way. The learning process and results will be more satisfying for them if their learning process is recognized, appreciated and displayed in a respectful manner.



### *f. Teacher Planning and Assessment*

Teachers use documentation to continuously plan based on evidence in prior documentation as work progresses.

Teachers use the documentation to discuss ideas and thoughts and new possibilities with the children during their work. Planning decisions can be made based on what individuals or groups of children have found interesting, stimulating, or challenging. The documentation provides ongoing planning and evaluation that can be done by the team of adults who work with the children.

# Employee Guidelines

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## N. Employment

### *Full-Time Employees*

An employee who regularly works a minimum of 35 hours a week on a continuing basis, is considered a regular full-time employee.

### *Part-Time Employees*

An employee who regularly works less than 35 hours per week is considered a part-time employee. An employee who regularly works less than 35 but more than 24 hours a week is considered a regular part-time employee.

### *Background Checks*

Any employee who works directly with children at WCS will be required by law to go through the State of New Hampshire Criminal History Record process, which includes, but is not limited to, fingerprinting with the police department.

### *At-Will Status*

Since all employees are hired for an unspecified duration, the above classifications do not guarantee employment for any specific length of time. As per New Hampshire law, employment is at the mutual consent of the employee and WCS. Accordingly, either the employee or WCS can terminate the relationship at will, at any time, with or without cause or advance notice.

### *Non-Exempt and Exempt Employees*

Non-exempt employees include all employees who are covered by the overtime provisions of the Federal Fair Labor Standards Act and any applicable state laws. Employees in this category are entitled to premium pay for work in excess of 40 hours in a workweek or eight hours in a workday. Such employees include, but are not limited to, warehouse, engineers and clerical hourly workers.

Exempt employees include all employees who are classified by WCS as exempt from the overtime provisions of the Federal Fair Labor Standards Act and any other applicable state laws. Such employees include employees who qualify as exempt executive or administrative employees and/or salaried employees.

### ***Professional Development***

WCS teachers and staff will take part in ongoing professional development opportunities. A master plan will be created by the Co-Heads of School in accordance with the Department of Education to meet and exceed the guidelines. All professional development in the master plan will be provided to the teachers at no cost.

Leading into the school's opening, teachers will utilize their first contracted month or prior (depending on requirements for that particular year), to complete the associated educational resources for each subject curriculum. In addition, teachers will be engaged in theoretical exploration, learning through recommended literature for each subject. The Co-Heads of School will have weekly discussions to foster deeper connections of the material and to gain additional perspectives. Moving into the weeks before school begins, the focus of the professional development will shift to include all mandatory training to ensure the physical and emotional well being of each student, e.g., CPR, first aid, AED, trauma-informed, child restraint, and/or bullying. Throughout the year, there will be a partnership with professional Reggio alliances. This will serve as a Reggio-inspired coaching and mentoring program for all teachers to utilize. As the school year progresses, teachers will have two scheduled professional development days.

Ongoing professional development will be designed on a yearly basis, factoring in teacher needs and funds available through grants and fundraising. Examples could include sending all K-5 teachers to Orton-Gillingham at the Stern Center in Vermont to enhance their approach to reading. Teachers may also be invited to attend the Conference in Reggio Emilia, Italy at the Loris Malaguzzi International Centre. Reggio does not have a formal certification; therefore, by completely immersing teachers in the culture and essence of Reggio, they can truly begin to embody the principles. In turn, this will translate to growth among students, staff, and WCS as a whole.

## **O. Employee Performance, Conduct, and Disciplinary Action**

### ***Performance Reviews***

WCS will conduct annual performance evaluations for administration positions. Teacher and paraprofessional performance evaluations will be performed at WCS. New employees will receive a performance review 3-6 months into their employment. Veteran employee evaluations will be performed once a year with notice. Additional evaluations may be performed as needed with or without notice.

Teacher evaluations are to provide insight on teacher knowledge, manageability, effectiveness in leading students, parent relationships, adaptability, leadership in the classroom concerning students, parents, and teacher help, team participation with colleagues, and work ethic. Paraprofessional evaluations are to be performed by their classroom teachers with assistance from administration. Paraprofessional evaluations will consist of effectiveness in supporting designated teacher(s), adaptability based on classroom and/or students, participation in classroom, team participation with colleagues, and work ethic.

Employees that do not meet appropriate standards of evaluation will be supported and assisted in developing a plan of action to improve areas of challenge and needed development. Evaluations will be resubmitted after a period of time appropriate for improvement to be seen. Evaluators maintain the right to observe classrooms throughout the year.

In keeping with the school's collaborative, community-minded vision, 360 evaluations will be integrated into the performance through alternation or combination with more traditional review structures. Self-reflections will also be utilized to evaluate performance and set goals.

### ***General Provisions***

1) Use of Systems Limited to Business Purposes

All Electronic Information Systems are to be used solely for WCS and/or client related purposes. Personal use of the Electronic Information Systems is prohibited.

2) Modifying Software

You may not install or modify any software on any WCS computer hardware without prior authorization from the WCS.

3) Modifying Hardware

You are not permitted to modify existing hardware or connect personal computers to the Company' computer network without prior authorization from WCS.

4) Remote or Off-Site Access

The restrictions and limitations established in this policy apply equally to any remote or off-site use of Electronic Information Systems.

5) Representing The Company Policy

It is a violation of this policy for an employee, without proper authorization, to post a message on any Electronic Information System, which may reasonably be interpreted as representing the policy of WCS.

6) Intellectual Property

Electronic Information Systems may provide access to material protected by copyright, trademark, patent, trade secrets and export law. You may not assume that merely because information is available on an Electronic Information System to which WCS has access, that it may be downloaded or further disseminated.

You must ensure that use of any material from an Electronic Information System will not violate applicable law or intellectual property rights of any third party. If you are unsure as to whether the downloading or use of such material violates the rights of a third party or applicable law, you should make no use of such material (including downloading it) until you have received appropriate approval. Likewise, no proprietary information, or any material protected by copyright, trademark, patent, trade secrets and export law may be placed on an Electronic Information Systems without the express written permission of WCS.

### ***Electronic Mail Policy***

WCS provides internal and external electronic mail (e-mail) facilities for WCS business purposes. Our students and families may also provide e-mail accounts to you for client business purposes. You should be aware that whenever you send e-mail, your name, user I.D., and location are included in each email message and that the messages can be as permanent as conventionally mailed letters and materials. Therefore, you must exercise good judgment, forethought and common sense when creating and distributing e-mail messages.

You are accountable for your use of the Electronic Information Systems and you should note that:

- Forgery (or attempted forgery) of e-mail messages is prohibited.
- Attempts to read, copy, modify, or delete email messages intended for other users is prohibited.
- Sending harassing, threatening, obscene, discriminatory, inappropriate, or other objectionable messages via email to anyone is prohibited.
- Sending any material that violates the Unlawful Harassment Policy is prohibited
- Sending unsolicited junk mail (whether to one or multiple recipients, i.e., spamming), “for profit” messages, and chain letters is prohibited.

Any message sent via the Internet is unsecured. An electronic item sent via the Internet is analogous to a postcard. You must not send anything over the Internet that you would not send on a postcard. Absent consent of WCS, no confidential material may ever be sent via personal email or private messaging like text, social media messaging, Whatsapp, etc.. Whenever electronic correspondence needs to be sent or received pertaining to confidential and/or sensitive WCS student and/or employee-related information, you must communicate such information through the WCS system and work email – not your personal email accounts or personal device via any sort of messaging system.

### ***Internet Policy***

As a user of the Electronic Information Systems, an employee may be authorized to access the Internet. Access to the Internet should include the use of good judgment, common sense, and discretion. Additionally, WCS may use Internet monitoring software to track all sites visited by users.

Because of the prevalence of viruses on the Internet, downloading of programs, data or other material, except as expressly approved in advance by WCS, is prohibited. WCS reserves the right to block access to certain sites. Use of WCS Electronic Information Systems to attempt to gain unauthorized access to remote systems is prohibited. Falsifying user information provided by WCS or its students is also prohibited.

### ***Right to Monitor Use of Electronic Media and Technology***

All WCS-supplied electronic media and technology, including computer systems, phone systems, voicemail systems, e-mail and Internet resources (“electronic media”) and WCS-related work records, belong to the WCS and not the employee. Employees should not have any expectation of privacy in the use of WCS’s electronic media. WCS routinely monitors employee use of the electronic media. Any employee who abuses the privilege of -access to e-mail or the Internet, may be denied access to the Internet and, if appropriate, be subject to disciplinary action up to and including termination.

### ***Use of Phone and Mail Systems***

Personal use of the telephone for long-distance and toll calls is not permitted. Employees should practice discretion when making local personal calls and may be required to reimburse WCS for any charges resulting from their personal use of the telephone.

The mail system is reserved for business purposes only. You are not permitted to use WCS paid postage for personal correspondence. Employees should refrain from sending or receiving personal mail at the workplace. All mail delivered to WCS is presumed to be related to WCS business. Mail sent to you at WCS will be opened by the office and routed to your department. If you do not wish to have your personal correspondence handled in this manner, please have it delivered to your home (do not direct work related mail to your home).

To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and professional manner. Please confirm information received from the caller, and hang up only after the caller has done so.

### ***Use of Cell Phone and Texting While Driving***

Employees must adhere to all federal, state, or local rules and regulations regarding the use of cell phones and texting while driving for business purposes. The use of a cell phone and texting while driving may present a hazard to the driver, other employees, and the general public. Therefore, employees should not use hand held cell phones while driving. In the case where an employee needs to make a business call or send a text message while driving, he/she should locate a lawful and safe area to park and make the call. This policy is meant to ensure the safe operation of WCS vehicles and the operation of private vehicles while an employee is on work time and conducting business.

### ***Use of Personal Communication Devices***

The use of personal communication devices shall be limited in the workplace to alleviate distractions and the disruption of regular work routines. Personal communication devices are defined as, but not limited to, cellular or two-way phones, electronic tablets and audible pagers. Employees must not take, return, or receive calls or text messages on personally owned communication devices during work hours or in work areas. Personal communication devices may only be used during employee breaks away from work areas, unless WCS has provided such device(s) to the employee for business use only. Any employee carrying a non-WCS issued personal communication device with an audible alarm or ring must ensure the sound is turned off during work hours and in work areas, so as not to disturb others in the workplace.

### ***Standards of Conduct***

WCS requires order and professionalism to succeed in promoting efficiency, productivity and cooperation among employees, in addition to the protection of student well-being. For this reason, it may be helpful to identify some examples of the types of conduct that are impermissible and may lead to disciplinary action,

including immediate discharge. Although it is not possible to provide an exhaustive list of all types of impermissible conduct and performance, the following are some examples:

1. Insubordination, including improper conduct toward a Co-Heads of School or refusal to perform tasks assigned by a Co-Heads of School in the appropriate manner.
2. Violating safety or health rules or practices or engaging in conduct that creates a safety or health hazard.
3. Bringing onto the property dangerous or unauthorized materials, such as explosives, firearms or other similar items.
4. Fighting or provoking a fight during working hours on WCS's property.
5. Actual or threatened physical violence.
6. Sexual harassment or other unlawful harassment, whether verbal, physical or visual.
7. Sleeping while on duty.
8. Unauthorized use of WCS property or resources (e.g., equipment, time, materials, vehicles or facilities).
9. Misuse, theft, damage, destruction or unauthorized possession of any WCS property, or the property of any employee, student or school community member.
10. Smoking on WCS property.
11. Possession, distribution, sale, use or being under the influence of alcoholic beverages or illegal drugs while on school property, while on duty, or while operating a vehicle or other potentially dangerous equipment leased or owned by the school.
12. An employee's absence for one or more consecutive workdays without notice to the employee's Co-Heads of School or Head(s) of School, unless a reasonable excuse is offered and accepted by WCS.
13. Failure to obtain permission to leave work for any reason during normal working hours, except during breaks, or in cases of true emergencies when the Co-Heads of School is not available.
14. Excessive Tardiness.
15. Failure to abide by set standards for breaks, or working unauthorized overtime.
16. Falsifying or making a material omission on an employment application or any other WCS record.
17. Release of confidential information about the school, its employees, or its students.
18. Altering or falsifying any time-keeping record.
19. Making or accepting personal telephone calls of more than three minutes in duration during working hours, except in cases of emergency or extreme circumstances.
20. Repeated violation of dress code.
21. Participating in horseplay or practical jokes on WCS premises at any time.

Nothing in this handbook or WCS's standards of conduct are designed to interfere with, restrain, or prevent conduct, behavior, or employee communications regarding wages, hours, or other terms and conditions of employment.

It should be remembered that employment is at the mutual consent of the employee and WCS. Accordingly, either the employee or WCS can terminate the employment relationship at- will, at any time, with or without cause or advance notice.

### ***Policy Against Unlawful Harassment***



WCS is committed to providing a work environment that is free of discrimination. In keeping with this commitment, the school maintains a strict policy prohibiting unlawful harassment, discrimination, and retaliation, including sexual harassment and harassment based on race, color, religion, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, military and veteran status, and any other characteristic protected by federal and state discrimination laws. This policy applies to all employees, including management, Co-Heads of School, non-Co-Heads of School employees, and to non-employees and third parties with whom any employee comes into contact, who engage in unlawful harassment in the workplace. It also extends to harassment of vendors, customers, independent contractors, and others doing business with the school. Furthermore, it prohibits unlawful harassment in any form, including verbal, physical or visual harassment, and prohibits retaliation of any kind against individuals who file complaints in good faith or who assist in an employer investigation.

Sexual harassment includes, but is not limited to, making unwanted sexual advances and requests for sexual favors where either (1) submission to such conduct is made either an explicit or implicit term or condition of employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment. Employees who violate this policy are subject to discipline up to and including immediate discharge.

Any employee or other person who believes that he or she has been harassed by another employee, manager, Co-Heads of School or non-employee should promptly report the facts of the incident or incidents and the names of all individuals involved to the Administrator. It is the responsibility of each employee, and other person to immediately report any violation or suspected violation of this policy to one or more of the individuals identified above. Complaints may also be filed with the U.S. Equal Employment Opportunity Commission and the state's Commission Against Discrimination.

The Administrator will promptly investigate all such claims and take appropriate corrective action, including appropriate options for remedial actions and resolutions, such as possible disciplinary action, when it is warranted. A complaint will be designated as confidential, to the extent possible, but cannot be kept completely confidential. There will be a fair, impartial, thorough and timely investigation by qualified individuals, documentation and tracking for reasonable progress and timely closure based on the evidence collected. If the reported violation involves the Administrator, WCS will retain an outside person to conduct the investigation.

Employees should feel free to report claims and participate in any investigation without fear of retaliation of any kind. Employees will not be subject to retaliation for registering a complaint of unlawful harassment, retaliation or discrimination. Any questions concerning this policy should be directed to the Administrator.

### ***Policy Against Drugs and Alcohol Abuse***

WCS is concerned about the use of alcohol, illegal drugs or controlled substances that could affect the workplace. Use of these substances, whether on or off the job, can adversely affect an employee's value to WCS. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and exposes WCS to risks of property loss or damage, or injury to other persons.

Furthermore, the use of some prescription drugs and/or over-the-counter drugs also may affect an employee's job performance and seriously impair the employee's value to WCS.

WCS strictly prohibits the following:

- Possession or use of alcohol, or being under the influence of alcohol or illegal drugs while on the job.
- Driving a vehicle or operating potentially dangerous equipment while under the influence of alcohol or illegal drugs while on the job.
- Distribution, sale, possession or purchase of an illegal or controlled substance while on the job or employer's premises.
- Possession or use of an illegal or controlled substance, or being under the influence of an illegal or controlled substance while on the job or on employer's property.

Violation of the above rules and standards of conduct will not be tolerated. WCS may also bring the matter to the attention of appropriate law enforcement authorities.

In order to enforce this policy, WCS reserves the right to conduct searches of WCS property and/or personal property, and to implement other measures necessary to detect and deter abuse of this policy.

An employee's conviction on a charge of illegal sale or possession of any controlled substance will not be tolerated because such conduct, even if off duty, poses a risk to the health and safety of the clients and employees of WCS.

Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well-being of others, must notify a Co-Heads of School of such use immediately before starting or resuming work.

Employees who violate the alcohol and drug policy are subject to disciplinary action, up to and including termination of employment.

### ***Dress and Grooming Standards***

Employees are expected to wear clothing appropriate for the nature of our business and the type of work performed. Employees are expected to use their best judgment in determining their appearance and dress. Clothing should be professional, neat, clean and tasteful. Avoid clothing that can create a safety hazard.

Employees who have questions regarding appropriate dress and attire should contact their Co-Heads of School in advance to avoid potential problems.

- Employees should anticipate spending time outdoors in seasonal New England weather, and dress or pack accordingly. Pack layers!!! Remember, sometimes we have “four seasons” in a day! Items to have in your wardrobe include: rain jackets, rain pants, rain boots, various hats, gloves, winter coat, snow pants, snow boots, water shoes, modest swimwear, hiking shoes, sneakers, sun hats, sunglasses, gardening gloves, and comfortable clothing for bending over and picking things up during the day.
- Unsuitable clothing includes shorts/dresses/skirts that fall above fingertips when arms are extended alongside the body and/or show undergarments, low rise pants that show the gluteal cleft or undergarments, and avoid shirts that show cleavage or navals.
- We strive for simple colors and patterns that do not distract children or draw special attention to the adult. Avoid clothing with political messages (candidates, parties, trendy language, hot topics, etc.) and with branding (i.e. Nike, Polo, etc.); and also please no shirts that have movie or cartoon characters.
- Due to the level of physical activity in most employees’ daily schedules, minimal jewelry is recommended for safety purposes. Jewelry is restricted to ears, hands, neck, wrists, ankles, and feet only, and facial piercings must be small and discrete or removed.
- Research supports that children need to see whole faces to learn language, social-emotional, and behavioral skills- as well as to feel safe. The entirety of any staff member’s face must be visible at all times, except in those circumstances where protective gear is needed for academic instruction. Examples include:
  - Science experiments where goggles are needed for eye protection,
  - Projects where a mask is required to prevent inhalation of sawdust while woodworking or paint fumes while painting, or
  - While outdoors in extreme cold temperatures, where face coverings prevent frostbite.
  - \*Halloween or other costumed events are not an exception, employee faces must remain unobscured on these occasions.

As a general rule, employees are prohibited from wearing masks during working hours and on campus. Scientific literature will be made available for employees seeking to further understand WCS’ reasoning and intentions of this policy.

Co-Heads of School will inform you of additional requirements regarding acceptable attire. Certain employees may be required to wear safety equipment or clothing. Your Co-Heads of School must approve any deviations from these guidelines.

Any employee who is inappropriately dressed will be sent home and directed to return to work in proper attire. Such employees will not be compensated for the time away from work. Employees may also be subject to discipline if they report to work inappropriately dressed.

### ***Relations with Community Members***

Employees are expected to be polite, courteous, prompt and attentive to every member of the school community. When a situation arises where the employee does not feel comfortable or capable of handling the problem, your Co-Heads of School or the administrator should be called immediately.

All are to be treated courteously and given proper attention at all times. Never regard a question or concern as an interruption or an annoyance. All inquiries, whether in person or by telephone, must be addressed promptly and professionally.

Through your conduct, show your desire to assist the person in obtaining the help he or she needs. If you are unable to help them, find someone who can.

### ***No Solicitation Rules***

In order to avoid disruption of school operations, the following rules shall apply to solicitation and distribution of literature on WCS property:

#### ***Outsiders***

Persons who are not employed or otherwise authorized by WCS may not solicit or distribute literature on school property at any time for any purpose. Report any persons observed to be soliciting or distributing literature on school property to the Co-Heads of School or administrator immediately. Relevant solicitations may be made directly to the Co-Heads of School, and solicitors may be redirected as such.

#### ***Company Employees***

Unless specifically authorized by the Co-Heads of School, employees are prohibited from solicitation or distributing written material for any purpose on any WCS properties.

### ***Interferences with Work Ethics and Expectations***

Full-time employees are expected to devote their full work efforts and energies to WCS. Such employees may not engage in any outside activity or accept work in any outside position that either interferes with their ability to devote their full and best efforts to the interests of the school, or raises an actual or potential conflict of interest or the appearance of a conflict of interest. Further, employees are to conduct WCS business while at work. Employees may not conduct personal business or business for another employer during their scheduled working hours.

Examples of situations that violate this policy include acting as an employee or independent contractor for other work whose working hours overlap with WCS contracted hours or where the other work prevents participation in school events, Another example is when the other work causes extreme fatigue or burn out from working too late or too many hours and therefore causes the employee to become unable to perform well and show up on time for work at WCS. Further, using any assets or resources of the school for

personal gain or advantage, such as purchasing items for school and taking them home for personal use, using images of student work and campus environment for personal social media, or making sales presentations or pitches to other staff and/or parents about products one sells privately.

Any violation of this policy may result in disciplinary action, up to and including termination of employment. It is important for employees to avoid any potential violations of this policy. Employees are encouraged to raise questions regarding specific activities or questions about this policy with the Administrator before becoming involved in outside activities or relationships that could violate the policy.

### ***Employment of Relatives***

Employees' relatives are eligible for employment with WCS provided that they meet the qualifications that have to be met by any other applicant and their employment would not create potential problems of supervision, safety or morale, or a potential conflict of interest. Relatives include but are not limited to an employee's parent, spouse, child, brother, sister, in-laws and step relationships.

### ***Computer, Email and Internet Usage***

WCS must be able to secure its network and computer systems in a reasonable and economical manner against unauthorized access, use or abuse, while at the same time making them accessible to authorized users for legitimate business purposes.

### ***Definitions, Responsibilities & Authorities***

Electronic Information Systems include, but are not limited to, all the WCS-owned or leased computer, facsimile, voice mail and telephone equipment, all associated software, firmware and hardware, all online services, email accounts, all Internet sites maintained for or by the school, and all logins, passwords, data, files, messages, communications and information transmitted by, received from, entered into, or stored in these systems.

For electronic Information Systems which are the property of WCS, WCS has absolute control over all user access.

### ***Violations of Policy***

You must use the Electronic Information Systems in a professional manner and you may not use any Electronic Information Systems in a manner that is inconsistent with the policy; including but not limited to, the Unlawful Harassment Policy. You must adhere to all security and other guidelines established by WCS.

Violations of this policy will result in disciplinary action which may include the revocation (temporary or permanent) of user access and/or termination of employment.

You must adhere to all applicable local, state, federal, and international laws relating to the access and use of computer systems, software and online services. WCS will cooperate fully with appropriate authorities to provide information related to actual or suspected activity not consistent with the law.

### ***No Expectations of Privacy***

During the course of carrying out their responsibilities, authorized WCS personnel or other authorized representatives may access any Electronic Information System. Therefore, you shall have no expectation of privacy in any message, file, data, document, facsimile, or any other form of information accessed, transmitted to, received from, or stored on any Electronic Information System owned, leased, used, maintained, moderated or otherwise operated by WCS or its clients.

The use, creation or change of any password, code or any method of encryption or the capacity to delete or purge files or messages, whether or not authorized by WCS, does not create any expectation of privacy in any message, file, data, document, communication, facsimile, or other form of information transmitted to, received from, or stored on any system owned, leased, used, maintained, moderated or otherwise operated by WCS. All inbound and outbound and/or Internet e-mail is automatically tracked by sender name, receiver name and subject line. This information is maintained and is considered accessible information to management.

Notwithstanding the foregoing, WCS endeavors to maintain the confidentiality of our internal e-mail system and other electronically stored information, and you are expected to respect that confidentiality. To safeguard and protect the proprietary, confidential and sensitive business information of WCS and to ensure that the use of all Electronic Information Systems is consistent with the school's legitimate business interests, authorized representatives of WCS may monitor the use of such systems, messages, files on the systems, list servers and equipment. WCS will adhere to all requirements as outlined by FERPA, HIPAA, and the NH Right to Know Law.

### ***Employees Who Are Required To Drive***

All employees and in particular employees who are required to drive a company vehicle or their own vehicle on WCS business will be required to show proof of current, valid licenses and current effective insurance coverage prior to the first day of employment. In addition, the employee must submit a copy of the renewal annually.

WCS participates in a system that regularly checks the DMV records of all employees who drive in the course of their employment. It is prohibited for an employee to drive a vehicle on WCS business without a valid drivers license.

### ***Use of Company Vehicle***

Company vehicles are essential in accomplishing job duties are expensive and may be difficult to replace. When using WCS property, employees are expected to exercise due care, perform required maintenance and follow all operating instructions, safety standards and guidelines.

If an WCS vehicle appears to be or becomes damaged, defective or in need of repair, do not use the vehicle and contact your Co-Heads of School immediately. Prompt reporting of damages, defects and the need for repairs could prevent deterioration of the vehicle and possible injury to employees or others. Your Co-Heads of School can answer any questions about your responsibility for maintenance and care of vehicles used on the job.

The improper, careless, negligent, destructive or unsafe use or operation of equipment or vehicles, as well as excessive or avoidable traffic and parking violations, can result in disciplinary action, up to and including termination.

It is prohibited for an employee to drive an WCS vehicle without a valid driver's license.

### ***Locker and Desk Inspection Policy***

The Company provides lockers for the convenience and use by its employees at the Company's expense. In addition, some employees are also provided with desks for their convenience and use during work. Employees should remember that all lockers and desks remain the sole property of the Company. Moreover, the Company reserves the right to open and inspect lockers and desks, as well as any contents, effects, or articles that are in the lockers and desks. Such an inspection can occur at any time, and with or without advance notice or consent by the employee. An inspection may be conducted before, during or after working hours by any manager or Co-Heads of School.

Prohibited materials, including weapons, explosives, alcohol and non-prescribed drugs or medications, may not be placed in a locker or desk. Further, perishable items should not be stored in a locker or desk or left for prolonged periods of time. Employees who, if requested, fail to cooperate in any locker or desk inspection will be subject to disciplinary action, up to and including termination of employment. The Company is not responsible for any personal items or articles that are placed or left in a locker or desk that are lost, damaged, stolen or destroyed.

### ***Visitors***

Only authorized visitors are permitted on WCS premises. Unauthorized sales representatives or individuals collecting for charitable causes are not permitted on premises. Any visit with an employee must first be authorized by the employee's Co-Heads of School and must not exceed 15 minutes. All such visits must take place in the lobby of the Company's premises or the parking lot. For safety reasons, employees' visitors are not permitted to enter WCS. All visitors authorized to enter the premises must be accompanied by a Company employee.

### ***Security***

The following security considerations are offered to help maintain a secure workplace. Be aware of persons loitering for no apparent reason (e.g. in parking areas, walkways, entrance, exits and service areas). Report any suspicious persons or activities to the Co-Heads of School or administrator immediately.

### ***Parking***

Employee vehicles may be parked in designated areas. WCS is not responsible for any loss or damage to employee vehicles or contents while parked on any WCS properties.

## **P. Compensation, Overtime, and Timekeeping**

### ***Wages and Salaries***

Compensation for employment is based upon the employee's classification as a non-exempt or exempt employee. Compensation bands are informed by regional compensation analysis, and reflect individual employee qualifications, credentials, and experience.

### ***Policy Regarding Non-Exempt Employees***

Non-exempt employees are paid an hourly wage that is no less than the minimum wage established by applicable state law. Hourly wage increases are at the sole discretion of WCS.

### ***Policy Regarding Exempt Employees***

Exempt employees are paid a salary that is intended to fully compensate them for all hours worked each week, however few or many those hours are. The salary consists of a predetermined amount that constitutes the exempt employee's compensation. That amount is not subject to reduction because of variations in the quality or quantity of the employee's work. Exceptions to the general rule will apply only when they are expressly authorized under applicable federal or state laws. This may occur, for example, when an employee has exhausted all accrued vacation benefits and misses additional full days of work for personal reasons, which are then categorized as unpaid time off.

### ***Overtime***

All non-exempt employees qualify for overtime pay. All overtime work by a non-exempt employee must be approved in advance by an employee's Co-Heads of School. Employees who work unauthorized overtime are subject to discipline, up to and including termination of employment. Although WCS will make an attempt to give employees advance notice when overtime work is requested, this is not always possible. Employees will be expected to work reasonable amounts of overtime according to the needs of the school.

Overtime is defined as "time worked" in excess of forty (40) hours per week. Overtime pay is calculated at one and one-half times the employee's regular rate of pay. Overtime is computed on the basis of a non-exempt employee's total hours worked in a workweek. Hours paid for that are not worked, such as holidays, sick days and vacation days, do not count as hours worked for overtime purposes.



Weekend work does not automatically qualify for compensation at a premium rate of pay. Hours worked on Saturdays and/or Sundays qualify for premium pay only if these hours qualify as overtime hours under the standards noted above. Exempt employees are not covered by overtime rules and do not receive overtime pay.

### ***Compensatory Time Off Policy***

WCS does not maintain any compensatory time off plan or arrangement. Compensatory time instead of overtime pay is not permitted by law.

### ***Timekeeping***

Timecards are used by WCS to accurately record all hours worked by non-exempt employees. An employee is expected to record when he or she reports to work and at the end of his or her work shift. Further, an employee must note lunch breaks and what time the break was taken if working a shift longer than five consecutive hours. Unless overtime work has been approved by an employee's Co-Heads of School in advance, an employee should not begin work more than seven minutes before the scheduled starting time for work or more than seven minutes after the end of the scheduled shift. If an employee notices a mistake on his or her paycheck, it should immediately be reported to the employee's Co-Heads of School. No employee is allowed to record or tamper with another employee's timecard. Any notations on time cards must be made with the approval of and initiated by an employee's Co-Heads of School. Co-Heads of School will not make adjustments or corrections to employee timecards without clear communication with the employee. A violation of these rules will result in disciplinary action, up to and including termination of employment.

### ***Pay Periods***

The WCS pay period is biweekly, and includes two 7-day work weeks which run from Sunday through Saturday. All employees are paid every other Friday for all time worked in the two-week period ending the preceding Saturday. If a regular payday falls on a holiday, employees will be paid on the preceding workday. Please refer to the annual payroll handout for all pay dates.

### ***Paycheck Distribution & Direct Deposit***

Live paychecks are available to employees on Friday of payroll week. Employees are encouraged to have their payroll check (or part of it) automatically deposited into their checking, savings, and/or other financial institution at no cost to the employee. Employees can choose to have their salary divided into 10 months of paychecks or 12 months, whichever they prefer.

### ***Deductions from Paycheck***

WCS is required by federal and state laws to make certain deductions from employee paychecks each time one is prepared. The law requires federal, state, and local income taxes and employee contributions to Social Security and Medicare to be deducted from each check. This process is itemized on check paystubs.

The amount of deductions for these purposes may depend on your earnings and on the information you furnish on your W-4 form regarding the number of dependents and exemptions you claim. Employees are responsible for making any change in address, telephone number, marital status, or number of exemptions to WCS immediately to ensure proper credit for tax purposes. The W-2 form employees receive for each year indicates precisely how much of your earnings were deducted for these purposes.

Employees may voluntarily authorize deductions from their paychecks to cover the cost of participation in programs and benefits offered by WCS, and for other payroll deductions permitted by law.

### ***Questions Regarding Deductions or Errors in Pay***

WCS makes every effort to avoid errors in paychecks, including improper deductions. If an employee believes an error has been made, the employee shall notify their Co-Heads of School immediately. Questions and concerns regarding pay and/or deductions will be investigated and addressed promptly. If there has been an error, such as incorrect deduction, the employee will receive a corrected check or a check reimbursing the employee for the error, whichever is more viable under the circumstances.

## **Q. Attendance**

### ***Hours of Work***

The standard work week begins at 7:30 am and ends at 4:00pm each working day, except for faculty meetings and special school events that may extend or shorten the day. Work schedules for employees are set within this framework. A normal working schedule for regular full-time employees consists of 35 to 40 hours each workweek. Each employee's Co-Heads of School will advise the employee regarding his or her specific working hours, and any exceptions that may exist to these standard guidelines. Throughout the school year, WCS will hold occasional events at which employee attendance and participation is expected outside of standard working hours. Advance notice will be provided for these exceptional cases.

### ***Attendance & Tardiness***

Reflecting WCS's responsibility to its students and other employees, regular and reliable attendance is an essential function of the job. All employees are expected to be at work when and where they are scheduled, and to arrange their personal schedules to accommodate working hours.

Employees taking scheduled time off must submit their request in writing at least two weeks in advance, and such time off is subject to approval by the Co-Heads of School. Although WCS will make an effort to approve the time off dates selected by employees, other considerations such as WCS's volume of work and work staffing requirements may mean that a request for time off during certain weeks cannot be approved.

In cases of unexpected time off needed, the employee is responsible for notifying the school as soon as possible when they know, or can reasonably expect, to be absent. Call-outs shall be communicated via phone call or live conversation, as opposed to text, email, or other form of correspondence. Confirmed

receipt of message is required before absence is considered excused. When reporting an absence, the expected date of return must be given. If unknown, a call to their Co-Heads of School will be required at least two (2) hours prior to the beginning of their scheduled shift each day. Any employee who is on an excused absence for three or more days due to illness or injury may be required to submit a doctor's release in order to return to work.

Even justifiable and/or planned absences must be maintained within limits. Failure to call out properly and excessive unplanned absences will be cause for disciplinary action up to and including employment termination. An absence without proper notice (no call/no show), will be considered unexcused. Failure to call or report to work without justification for three consecutive days will be considered voluntary resignation without notice.

### ***Tardiness***

Arriving late or leaving early in connection with scheduled work times or breaks is impermissible, unless you have authorization for the Co-Heads of School. Repeated incidents of tardiness or leaving work early may result in disciplinary action, up to and including termination of employment. Employees are required to call their Co-Heads of School if he/she expects to be more than 10 minutes late for work. Excessive poor punctuality will be cause for disciplinary action up to and including employment termination.

### ***Permission to Leave During Work Hours***

If it becomes necessary for an employee to leave the premises during working hours, permission to leave must be obtained from the employee's Co-Heads of School before the employee leaves. Non-exempt employees who leave the premises for personal reasons or business that is not part of their job duties must clock out when they leave. They may also be asked to sign a statement verifying that they have requested the opportunity to leave for personal reasons. Employees do not need to obtain permission to leave the premises during any breaks.

## **R. Breaks**

### ***Breaks***

Employees who work more than five hours in a day must take an uninterrupted break period of 30 minutes during which they are relieved of all duties. Breaks must begin by the end of the employee's fifth hour of their shift. Employees must accurately record their breaks on their timecards since they are not paid for these periods. Employees who work no more than six hours in a day may voluntarily agree to waive their breaks if their Co-Heads of School agrees to allow such a waiver and that waiver must be in writing. Employees who work over six hours may not waive their breaks.

Employees who work more than 10 hours in a day must take two uninterrupted breaks of 30 minutes each during which they are relieved of all duties. The first break must begin by the end of the employee's fifth hour of work. The second break must begin by the end of the employee's tenth hour of work.

### ***Lactation Accommodation***

Employees who wish to express breast milk while at work may request the opportunity to do so. Efforts will be made to accommodate eligible employees by providing a place to pump at work, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public.

Employees have the option to exercise this right during their regular breaks. Alternatively, employees can arrange with their Co-Heads of School to express breast milk at a different time. The time will be paid time when the employees use their regular breaks to express breast milk. Where special accommodations are made and a non-exempt employee receives time off in addition to her rest period to express breast milk, the additional time may be unpaid.

## **S. Employee Benefit Programs**

### ***Introduction to Benefits***

This section of the handbook is designed to provide employees with some information about the benefit programs available at WCS. However, it is important to remember that more detailed information is contained in the official plan documents and insurance documents that govern the plans. Accordingly, if there is any real or apparent conflict between the brief summaries contained in this handbook and the terms, conditions, limitations or exclusions of the official plan documents, the provisions of the official plan documents will supersede this handbook. Employees who wish to review those documents can make an appointment with the Administrator.

While it is WCS's present intention to continue these benefits, WCS reserves the right to modify, curtail, reduce or eliminate any benefit, in whole or in part, either with or without notice. Further, neither the benefit programs nor their descriptions are intended to create any guarantees regarding employment or continued employment. As noted elsewhere in this handbook, employment relationships are for an indefinite period of time and are terminable at will, either at the option of the employee or WCS.

### ***List of Benefits***

Once employees satisfy certain eligibility requirements, they may participate in the WCS'S benefit program that features the following:

- Paid Time Off
- Medical Insurance
- Matched Retirement Plan
- Disability Income (SDI, FTDI, Workers' Compensation)
- Maternity/Paternity Leave

Eligibility requirements and further information concerning these benefit programs is explained in this section of the handbook.

### ***Paid Time Off***

The Company provides time off with pay to regular full-time employees and regular part-time employees for promotion and maintenance of wellness- whether these be for self care via personal or vacation days, or recovery from illness or injury. Part-time employees who are normally scheduled to work less than 24 hours a week are ineligible for paid time off. During the first 90 days of employment with WCS, employees may only access a maximum of 4/10 of their paid time off days.

Subject to the provisions of this policy, **regular full-time employees who have less than 6 weeks off in the summer**, and who are normally scheduled to work 35 – 40 hours per week, may be eligible for time off benefits in accordance with the following schedule:

Completed Years of Service	Paid Time Off Benefit	PTO Buy-Back Rate
1-12 months	7 working days	75%
13 months through 3 years	8 working days per year	80%
4 through 5 years	9 working days per year	85%
6 through 7 years	10 working days per year	90%
8 through 9 years	11 working days per year	95%
10 years or more	12 working days per year	100%

Subject to the provisions of this policy, **regular full-time employees who have 6 or more weeks off in the summer**, and who are normally scheduled to work 35 – 40 hours per week, may be eligible for time off benefits in accordance with the following schedule:

Completed Years of Service	Paid Time Off Benefit	PTO Buy-Back Rate
1-12 months	5 working days	75%
13 months through 3 years	6 working days per year	80%
4 through 5 years	7 working days per year	85%
6 through 7 years	8 working days per year	90%
8 through 9 years	9 working days per year	95%
10 years or more	10 working days per year	100%

Subject to the provisions of this policy, **regular part-time employees**, who are normally scheduled to work 24 – 32 hours per week, may be eligible for time off benefits in accordance with the following schedule:

<b>Completed Years of Service</b>	<b>Paid Time Off Benefit</b>
Less than 1 complete year of service	3 working days
After completion of 1 year of service and each year thereafter	5 working days

Employees are encouraged to use all time off benefits each year. That said, time off days not used do not expire at the end of the year. Employees may opt to save time off for extenuating circumstances, such as maternity or paternity leave, family sick leave, or medical leave.

Accrued time off caps at 20 days. If an employee's accrued, but unused benefits equal the total benefits that the employee can carry at one time (20 days), the employee will not accrue any additional benefits. If the employee later uses enough benefits to fall below the maximum, he or she will begin to earn benefits again, but only from that date forward. Time off requests for longer than 10 consecutive days require a special approval process and advanced notice as early as possible, but a minimum of 30 days.

WCS will offer a PTO Buy-Back option annually, at the close of each school year. Employees will have the option to voluntarily trade in any or all of their accrued PTO days in exchange for a disbursement equal to a percentage of the financial value of the PTO, calculated based on the employee's rate of pay, years of service, and the amount of PTO being exchanged.

### ***Holiday Benefits***

For paid holidays please see the individual's contract.

### ***Workers' Compensation Program***

WCS carries workers' compensation insurance coverage as required by law to protect employees who are injured on the job. This insurance provides medical, surgical and hospital treatment in addition to payment for loss of earnings that result from work-related injuries. The cost of this coverage is paid for entirely by the Company. An employee who suffers any on-the-job injury, no matter how minor, must report the incident immediately to his or her Co-Heads of School or the Human Resources Department. Employees should contact Administration if they have questions about the workers' compensation insurance program.

### ***Social Security***

Employees of WCS are covered by the provisions of the federal social security law (FICA). Social security benefits are often a significant step in providing the employee and his or her family with a retirement income. The amount of the deduction from the employee's wages or salary for social security taxes is matched by WCS. The total contribution by the employee and WCS is credited toward the employee's social security benefits, which may be available at the time the employee is eligible to retire. Additionally, disability and survivor's benefits are financed through social security deductions.

### ***Medical Benefits***

WCS offers medical and dental insurance to eligible full time employees. Please contact Administration for details.

### ***Maternity/Paternity Leave***

WCS offers paid time off to support employees in welcoming a new child or children into their family through childbirth or adoption. New parents/guardians will be granted 15 working days of paid leave to support the new parent, child, and family dynamic.

An additional 15 working days of paid leave may be granted to mothers following pregnancy and childbirth to support the healing, nourishment, and transitions of her physical body and mind. We offer this support as evidence shows it improves physical, mental, and emotional health of both the infant and the mother during this vital period of the 4th trimester.

## **T. Leave of Absence Policies**

### ***Introduction***

Eligible employees may apply for a leave of absence for a variety of reasons. WCS reserves the right to recommend a leave of absence for employees if WCS determines that such action is appropriate and necessary. General information concerning the types of leaves which may be available is summarized below. Any questions concerning a specific type of leave or an employee's eligibility for the same should be directed to the Administrator.

### ***Medical Leaves of Absence***

Any regular full-time or part-time employee who is temporarily disabled and unable to work due to a medical condition, will, upon request, be granted a leave of absence without pay for the period of his or her disability, provided such period shall not exceed four months. The term "medical condition" as used in this policy means all temporary medical disabilities, including but not limited to pregnancy, childbirth and related medical conditions.

An employee who is granted a medical leave of absence shall be entitled to use any accrued sick leave and/or vested vacation benefits during his or her disability. Health insurance benefits ordinarily provided by

WCS, and for which the employee is otherwise eligible, will be continued during the period of disability at the employee's expense. Further, the cost of dependent coverage will remain the responsibility of the employee for the entire leave period. Vacation and sick leave benefits will not accrue during any leave of absence.

An employee who requires a leave of absence for medical reasons must notify the Administrator in writing of the need for such a leave. The employee must provide at least 30 days advance notice before the date the leave will begin if the need for the leave is foreseeable. If the employee learns of the need for the leave less than 30 days before the date the leave must begin, the employee must provide as much advance notice as possible. The notice must state that a need for a medical leave exists, the date the leave will begin, and the expected duration of the disability. The notice must be accompanied by a medical certification of a healthcare provider. An employee who requests such leave may be required to provide additional medical certifications from time to time thereafter in order to provide updated information regarding the employee's condition. Before returning to work from a medical leave of absence, an employee shall be required to provide a written verification from the employee's health care provider that indicates that he or she is fit to return to work.

Subject to exceptions provided by law, employees will be guaranteed reinstatement from leaves necessitated by a pregnancy-related disability. Although WCS is unable to guarantee reinstatement in other cases, an employee who returns to work at the end of his or her leave of absence will be returned to his or her former position, if possible, or will be offered the first available opening in a comparable position for which he or she is qualified. Such an employee will be credited with all service prior to the period of his or her disability, but not the period of the disability itself.

Requests for extensions of a leave of absence will be considered if they are received by the Administrator in writing before the expiration of the approved leave, are supported by proof of continued disability in the form of certification by a healthcare provider, and the requests do not cause the total period of absence to exceed four months. An employee who fails to report to work immediately following the expiration of an approved absence will be deemed to have voluntarily resigned.

### ***Pregnancy Disability Leave and Transfers***

Employees who are disabled by pregnancy, childbirth or related medical conditions are eligible to take a pregnancy disability leave and to request reasonable accommodation. Employees who are affected by pregnancy or a related medical condition are also eligible to transfer to a less strenuous or hazardous position or duties, if such a transfer is medically advisable.

The pregnancy disability leave is for any period or periods of actual disability caused by an employee's disability, childbirth or related medical conditions up to four months (the working days an employee would normally work in one-third of a year or 17.33 weeks). The employee will be returned to the same job when she is no longer disabled by pregnancy or, in certain instances, to a comparable job. For a regular full-time employee who works 35-40 hours per week, "four months" is 693 hours of leave entitlement based on 40 hours per week times 17.33 weeks.



The pregnancy leave does not need to be taken in one continuous period of time, but can be taken on an as-needed basis. Time off needed for prenatal care, severe morning sickness, doctor-ordered bed rest, childbirth, and recovery from childbirth would all be covered by the employee's pregnancy disability leave.

At the employee's option, she can use any accrued paid time off as part of her pregnancy disability leave before taking the remainder of her leave as an unpaid leave. WCS may provide paid time off, see benefits package for details on available time off specific to maternity/paternity leave. The employee may also be eligible for state disability insurance for the unpaid portion of her leave. Taking a pregnancy disability leave may impact certain benefits and the employee's seniority. Employees who want more information on these subjects can contact the Administrator.

### ***Witness Duty***

Employees who are required by law to appear in court or at another legal proceeding will be provided time off for that purpose. Non-exempt employees will not be compensated for time off to serve as a witness. No deductions will be made from the salary of an exempt employee for absences caused by attendance as a witness.

### ***Alcohol and Drug Rehabilitation Leave***

WCS wishes to assist employees who recognize that they have a problem with alcohol or drugs that may interfere with their ability to perform their job in a satisfactory manner. Employees who have a problem with alcohol or drugs and who decide to enroll voluntarily in a rehabilitation program will be given unpaid time off to participate in the program unless it would result in an undue hardship to provide the time off. If an employee requests time off to participate in such a program, WCS will make reasonable efforts to keep confidential the fact that the employee enrolled in the program.

The employee may use any accrued sick leave or vacation benefits while on leave. However, additional benefits will not be earned during the leave of absence. The leave will be subject to the same provisions and rules that apply to medical leaves.

### ***Personal Leaves of Absence***

Employees may request a personal leave of absence without pay for a reasonable period of time up to 30 days. A leave may be extended for a reasonable period of up to an additional 30 days due to special circumstances, as determined on an individual basis. Personal leaves of absence are not guaranteed. Requests for such leaves will be considered on the basis of a combination of factors, including the employee's length of service, work performance, position, responsibility level, the reason for the request, and the expected impact of the leave on WCS.

Requests for leave and extensions of leave must be submitted in writing and approved by the Administrator before the leave or extended leave begins. WCS is not able to guarantee reinstatement from a leave in all circumstances, but will make a reasonable effort to return an employee to his or her former

position or a comparable position for which the employee is qualified. An employee who fails to report to work on the day after the leave expires will be considered to have voluntarily resigned.

Employees do not earn or accrue any benefits during the period of a personal leave of absence. Employees will be fully responsible to pay the costs of any insurance benefits during a personal leave of absence.

### ***Victims of Domestic Violence, Sexual Assault, Stalking***

If an employee is the victim of domestic violence, sexual assault, or stalking, time off may be necessary to seek relief from a court to help ensure the health, safety, or welfare of the employee or a child. This may include efforts to obtain a temporary restraining order, a restraining order, or other relief from a court. If an employee needs time off from work for one of these purposes or any other purpose protected by law, reasonable notice must be provided in writing to the Administrator. If an unscheduled or emergency court appearance is required for the health, safety, or welfare of the domestic violence, sexual assault, or stalking victim or a child, the employee must provide evidence from the court or prosecuting attorney that he or she has appeared in court.

### ***Victims of Serious Crimes***

Employees may be absent from work in order to attend judicial proceedings related to a crime if they are either a victim of a serious crime or the crime victim's immediate family member, registered domestic partner, or the child of a registered domestic partner. For the purposes of this policy, the term "immediate family member" means a spouse, child, stepchild, brother, stepbrother, sister, stepsister, mother, stepmother, father or stepfather. As specified in state law, a victim of a serious crime is defined as a person who is the victim of a violent felony, a serious felony, or a felony involving theft or embezzlement. An employee need not complete any minimum period of service to qualify for time off under this policy.

To receive time off, the employee must give his or her Co-Heads of School a copy of the notice of each scheduled proceeding unless advance notice is not possible. If advance notice is not possible or an unscheduled absence occurs, the employee must provide his or her Co-Heads of School with documentation evidencing the judicial proceeding. This documentation must be provided within a reasonable time after the absence. Employees who are absent from work to attend judicial proceedings related to a serious crime may elect to use their paid time off benefits. Time off for non-exempt employees will otherwise be unpaid. Exempt employees who are salaried will not be subject to any salary deduction that would violate the federal or state salary basis rules.

## **U. Workplace Monitoring**

WCS may conduct video surveillance of non-private workplace areas. Workplace monitoring may be conducted to ensure quality control, employee and student safety and security. Improved job performance enhances our customers' image of WCS as well as their satisfaction with our service. Video monitoring is used to identify safety concerns, maintain quality control, detect theft and misconduct, and discourage or prevent acts of harassment and workplace violence.

## V. Return of Company Property

Employees are responsible for all WCS property, materials, files, keys, equipment, tools or other property issued to them or in their possession or control.

All WCS property must be returned by employees on or before their last day of work.

## W. Accident/Incident Procedures

Prevention is your first goal. Most incidents/accidents can be prevented by practicing sound safety rules and procedures and by consistent monitoring on the part of you and your fellow teachers, staff, parents, and volunteers.

Please report any injury or incidents to WCS the Administration staff immediately. In case of emergency, contact 911 immediately. All incidents, including minor accidents or injuries must be reported to WCS within 24 hours using the Incident Report Form. You should have access to participant emergency information to document data in the report. It is imperative that you do not diagnose injuries in your report; rather, it's your job to provide a concise description of:

- Facts related to what happened
- Bodily area affected
- Persons involved
- Any follow up conversation

### Procedure for Accident/Incidents:

1. Never leave an injured person alone - send someone else for help.
2. If it is an emergency, dial 911 immediately.
3. Access student emergency information through the school database.
4. Notify the parent/guardian.
5. Maintain confidentiality by discussing incidents with police, parent/guardian, and WCS Administration staff ONLY.
6. Fill out an incident report for any injury or incident.
7. Submit a copy of the incident report to WCS Administration within 24 hours.

## X. Disaster/Emergency

If a disaster such as a tornado, earthquake, fire, or a power outage occurs while instructing a class, your primary responsibility is the safety of participants and yourself. Secure yourself and any students or other adults in a safe area until the danger subsides.

- ✓ Remain calm and take charge. If parents are not present, the students in your care are depending on your leadership skills.
- ✓ Evaluate your immediate area.

- ✓ Is everyone safe?
- ✓ Is the space safe? Assess any damage in your immediate area. Get your participants out of the building if you deem it unsafe.
- ✓ Take role. Be sure all participants are accounted for.
- ✓ Do not leave the area until you have safely released all participants to a parent or guardian.
- ✓ If there is an emergency, call 911.
- ✓ Above all else, keep everyone safe and calm.

Draft



Frank Edelblut  
Commissioner

Christine M. Brennan  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
Division of Education Analytics and Resources  
Office of Nonpublic Schools  
25 Hall Street  
Concord, NH 03301  
TEL. (603) 491-8060

January 2024  
State Board of Education Meeting  
Commissioner's Nonpublic School Approval Designation Report  
Executive Summary  
**New Grade Level Offered Approval**

A. Action Needed

A vote is needed to accept and approve the recommended designation for a New Hampshire nonpublic school. John Powers Primary School seeks approval to add kindergarten to its currently approved grades 1 – 2 offerings.

B. Rationale for Action

Pursuant to The Code of Administrative Rules, Ed 403.01 and 403.02, a school may change the programs offered provided they demonstrate compliance to the rules, as outlined below, and receive approval by the State Board of Education.

Ed 403.01 (a), (1) An applicant... [shall] be recommended approved status... if the applicant complies with the following requirements: (2) [Submitting] the letter of intent [to] include [the] Program of studies or other document(s) that explain academic content, assessment processes, and promotion requirements for each grade level and high school diploma requirements if applicable.

Ed 403.02 [An] approved nonpublic school seeking continuation of its approval status... shall submit written documentation of the following information: (1) Any substantive change(s) in the school's educational purposes and objectives that has occurred since the date of initial operation or the submittal of the last report;

C. Effects of this Action

Approval of this Report allows John Powers Primary School to expand its grade levels to include kindergarten.

D. Possible Motion

I move that the State Board accept and approve John Powers Primary School's request to add kindergarten to its grade level offerings for the remaining term of their existing approval.

OR:

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

**NONPUBLIC SCHOOLS– REQUEST FOR EXPANSION OF GRADE LEVELS OFFERED**

Reviewed By: Timothy Carney

**School Name:** John Powers Primary School **Current Approval Type:** AA

**About the School:** John Powers Primary School (JPPS) is an alternative learning environment for students with significant social, emotional and/or behavioral challenges in grades 1-2. JPPS provides a highly supportive and therapeutic setting with the structure, boundaries and consistency children with underdeveloped internal controls need to feel safe and successful. A high staff to student ratio enables the staff to be able to manage difficult behaviors and turn them into learning opportunities for personal and social growth.

Principal Address: 35 E Industrial Way, Suite 150, Rochester, NH

Head of School: Helen M. Rist, Executive Director

Email: hrist@slcnh.org

Authorized to Represent School: Jessica Gervais

Email: jgervais@slcnh.org

Date Application Received: 12.22.23

Website: straffordlearningcenter.org

Requested Effective Dates: 1.15.23

Current Grade Levels Offered: 1-2

Requested New Grade: Kindergarten

Anticipated Total Enrollment Cap: 12

Anticipated Enrollment in New Grade(s): 3

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Academic content	12.22.23	<p>Students enrolled in the proposed JPPS kindergarten grade will be exposed to an academic content to include art, English language arts, health, mathematics, performing arts, science and social studies. Copies of the JPPS general curriculum for each of these subject areas are attached.</p> <p>JPPS teachers follow the Common Core State Standards, Next Generation Science Standards and the C3 Framework for Social Studies.</p>
<input checked="" type="checkbox"/>	Assessment processes and promotion requirements	12.22.23	<p>JPPS has implemented competency-based assessment systems in its existing grades 1 – 2. JPPS will implement the same competency-based system for its proposed kindergarten grade.</p> <p>Because skill acquisition rather than volume of work is what is focused on, more weight will be given to summative evaluations (projects, papers, tests, etc. that demonstrate what the student has learned after much instruction and practice) than to formative work (day to day assignments done with the purpose of learning and solidifying skills).</p> <p>Competency-based assessment</p> <ul style="list-style-type: none"> <li>• <i>Advanced (4)</i> - Student demonstrates exceptional competence of the standard(s) expected at this grade level and time of year.</li> <li>• <i>Competent (3)</i> - Student demonstrates baseline competence of the standard(s) expected at this grade level and time of year.</li> <li>• <i>Progressing (2)</i> - Student is attempting and making progress toward competence of the standard(s) expected at this grade level and time of year.</li> </ul>

			<ul style="list-style-type: none"> <li>• <i>Not Progressing (1)</i> – Student is attempting, but not yet progressing toward competence of the standard(s) expected at this grade level and time of year.</li> <li>• <i>Insufficient Work Submitted (IWS)</i> – Student has not yet attempted to demonstrate progress toward competence of the standard(s) expected at this grade level and time of year.</li> </ul> <p>Students that consistently demonstrate assessment standards of 3 and 4 in the required content areas will be considered for promotion to the next grade.</p>
<input checked="" type="checkbox"/>	Application Complete and Reviewed by NHED	1.2.24	<p>The Office of Nonpublic Schools (ONPS) determines that John Powers Primary School complies with the minimum requirements as set forth in Ed 400 relative to obtaining approval to expand grade levels offered from 1-2 to K-2.</p> <p>The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>

**JPPS GENERAL CURRICULUM  
DOCUMENTS**



Content Area	English Language Arts	Grade	K
Course Name	Primary Language Arts		
English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading			
Key Ideas and Details:			
CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Page: 21, 26, 33, 35		
CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Page: 21, 33, 35		
CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Page: 21, 35		
Craft and Structure:			
CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Page: 33, 35		
CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Page: 35		
CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.	Page: 21, 35		
Integration of Knowledge and Ideas:			
CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Page: 26, 33		
CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Page: 28		
CCSS.ELA-LITERACY.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.	Page: 26, 33		
Range of Reading and Level of Text Complexity:			
CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.	Page: 14, 16, 20, 21, 26, 33, 35		
English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing			
Text Types and Purposes:			
CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Page: 28		

CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Page: 12, 26
CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Page: 21
Production and Distribution of Writing:	
CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Page: 12, 26
CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Page: 12, 21, 26, 28
CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Page: 12, 21, 26, 28
Research to Build and Present Knowledge:	
CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Page: 26
CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Page: 26
CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Page: 26
Range of Writing:	
CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Page: 12, 26
English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Speaking and Listening	
Comprehension and Collaboration:	
CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Page: 23
CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Page: 23
CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Page: 23

Presentation of Knowledge and Ideas:	
CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Page: 23
CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Page: 23
CCSS.ELA-LITERACY.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Page: 23
English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language	
Conventions of Standard English:	
CCSS.ELA-LITERACY.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Page: 12, 18, 21, 24, 26, 28, 31, 39
CCSS.ELA-LITERACY.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Page: 12, 18, 21, 26, 28
Knowledge of Language:	
CCSS.ELA-LITERACY.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Page: 28
Vocabulary Acquisition and Use:	
CCSS.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Page: 26, 30, 37
CCSS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Page: 37
CCSS.ELA-LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Page: 26, 30, 37

English Language Arts Standards » Reading: Literature » Grade 1	
Key Ideas and Details:	
CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.	Page: 22, 35
CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Page: 21, 35
CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.	Page: 21, 35

Craft and Structure:	
CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Page: 21, 35
CCSS.ELA-LITERACY.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Page: 21, 35
CCSS.ELA-LITERACY.RL.1.6 Identify who is telling the story at various points in a text.	Page: 21, 35
Integration of Knowledge and Ideas:	
CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	Page: 21, 35
CCSS.ELA-LITERACY.RL.1.8 (RL.1.8 not applicable to literature)	NA
CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	Page: 21, 35
Range of Reading and Level of Text Complexity:	
CCSS.ELA-LITERACY.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Page: 21, 35
English Language Arts Standards » Reading: Informational Text » Grade 1	
Key Ideas and Details:	
CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.	Page: 26, 33
CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.	Page: 26, 33
CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Page: 26, 33
Craft and Structure:	
CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Page: 26, 33
CCSS.ELA-LITERACY.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Page: 26, 33
CCSS.ELA-LITERACY.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Page: 26, 33
Integration of Knowledge and Ideas:	
CCSS.ELA-LITERACY.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	Page: 26, 33
CCSS.ELA-LITERACY.RI.1.8 Identify the reasons an author gives to support points in a text.	Page: 26, 33
CCSS.ELA-LITERACY.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Page: 26, 33

Range of Reading and Level of Text Complexity:	
CCSS.ELA-LITERACY.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	Page: 26, 33
English Language Arts Standards » Reading: Foundational Skills » Grade 1	
Print Concepts:	
CCSS.ELA-LITERACY.RF.1.1 Demonstrate understanding of the organization and basic features of print.	Page: 18
CCSS.ELA-LITERACY.RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Page: 18
Phonological Awareness:	
CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Page: 14, 35
CCSS.ELA-LITERACY.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.	Page: 14, 35
CCSS.ELA-LITERACY.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Page: 14
CCSS.ELA-LITERACY.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Page: 14
CCSS.ELA-LITERACY.RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Page: 14, 35
Phonics and Word Recognition:	
CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Page: 16, 20
CCSS.ELA-LITERACY.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.	Page: 16
CCSS.ELA-LITERACY.RF.1.3.B Decode regularly spelled one-syllable words.	Page: 16
CCSS.ELA-LITERACY.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.	Page: 20
CCSS.ELA-LITERACY.RF.1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Page: 16
CCSS.ELA-LITERACY.RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables.	Page: 16
CCSS.ELA-LITERACY.RF.1.3.F Read words with inflectional endings.	Page: 16
CCSS.ELA-LITERACY.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.	Page: 16
Fluency:	

CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	Page: 26, 33, 35
CCSS.ELA-LITERACY.RF.1.4.A Read grade-level text with purpose and understanding.	Page: 26, 33, 35
CCSS.ELA-LITERACY.RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Page: 26, 33, 35
CCSS.ELA-LITERACY.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Page: 26, 33, 35
English Language Arts Standards » Writing » Grade 1	
Text Types and Purposes:	
CCSS.ELA-LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Page: 28
CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Page: 12, 26
CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Page: 12, 21
Production and Distribution of Writing:	
CCSS.ELA-LITERACY.W.1.4 (W.1.4 begins in grade 3)	NA
CCSS.ELA-LITERACY.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Page: 12, 21, 26, 28
CCSS.ELA-LITERACY.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Page: 21, 26, 28
Research to Build and Present Knowledge:	
CCSS.ELA-LITERACY.W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Page: 26
CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Page: 12, 26
CCSS.ELA-LITERACY.W.1.9 (W.1.9 begins in grade 4)	NA
Range of Writing:	
CCSS.ELA-LITERACY.W.1.10 (W.1.10 begins in grade 3)	NA
English Language Arts Standards » Speaking & Listening » Grade 1	
Comprehension and Collaboration:	
CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	Page: 23

CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Page: 23
CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Page: 23
CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.	Page: 23
CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Page: 23
CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Page: 23
Presentation of Knowledge and Ideas:	
CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Page: 23
CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Page: 23
CCSS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	Page: 23
English Language Arts Standards » Language » Grade 1	
Conventions of Standard English:	
CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Page: 12, 18, 21, 24, 26, 28, 31, 35, 39
CCSS.ELA-LITERACY.L.1.1.A Print all upper- and lowercase letters.	Page: 12, 18, 21
CCSS.ELA-LITERACY.L.1.1.B Use common, proper, and possessive nouns.	Page: 12, 21, 24
CCSS.ELA-LITERACY.L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	Page: 12, 21, 31
CCSS.ELA-LITERACY.L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	Page: 12, 21, 31, 35
CCSS.ELA-LITERACY.L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	Page: 12, 21, 31
CCSS.ELA-LITERACY.L.1.1.F Use frequently occurring adjectives.	Page: 12, 21, 39
CCSS.ELA-LITERACY.L.1.1.G Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i> ).	Page: 12, 21, 39
CCSS.ELA-LITERACY.L.1.1.H Use determiners (e.g., articles, demonstratives).	Page: 12, 21, 39

CCSS.ELA-LITERACY.L.1.1.I Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).	Page: 12, 21, 39
CCSS.ELA-LITERACY.L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Page: 12, 18, 21, 26
CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Page: 12, 18, 21, 26, 28
CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people.	Page: 12, 18, 21
CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.	Page: 12, 18, 21, 26
CCSS.ELA-LITERACY.L.1.2.C Use commas in dates and to separate single words in a series.	Page: 12, 18, 21
CCSS.ELA-LITERACY.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Page: 12, 21, 26
CCSS.ELA-LITERACY.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Page: 12, 21, 26
Knowledge of Language:	
CCSS.ELA-LITERACY.L.1.3 (L.1.3 begins in grade 2)	NA
Vocabulary Acquisition and Use:	
CCSS.ELA-LITERACY.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	Page: 26, 30
CCSS.ELA-LITERACY.L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	Page: 26, 30
CCSS.ELA-LITERACY.L.1.4.B Use frequently occurring affixes as a clue to the meaning of a word.	Page: 30
CCSS.ELA-LITERACY.L.1.4.C Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).	Page: 30
CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Page: 37
CCSS.ELA-LITERACY.L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Page: 37
CCSS.ELA-LITERACY.L.1.5.B Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	Page: 37
CCSS.ELA-LITERACY.L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).	Page: 37



<p>CCSS.ELA-LITERACY.L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>Page: 37</p>
<p>CCSS.ELA-LITERACY.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>Page: 37</p>

## Course Objectives

Students will:

- build foundational skills in speaking, listening, reading, and writing to become independent readers and writers.
- work effectively independently, in small groups, and as a whole class.
- learn to monitor their own understanding of what they are reading.
- discuss books they have read with others, including plot and major themes
- generate ideas, plan, edit, revise, and publish written works
- build confidence in their ability to communicate through their writing and speaking

Mathematics Curriculum – Grade K

Course Name	Mathematics		
Standard Strand	Standard		
Operations and Algebraic Thinking	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. <sup>1</sup>	CC.1.OA.1	6, 10, 11
	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	CC.1.OA.2	8
	Apply properties of operations as strategies to add and subtract. <sup>2</sup> Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$ , the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)	CC.1.OA.3	8
	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	CC.1.OA.4	10
	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	CC.1.OA.5	8, 10
	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).	CC.1.OA.6	6, 8, 10, 11, 16
	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$ , $7 = 8$ , $-1, 5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ .	CC.1.OA.7	11
	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = \_ - 3$ , $6 + 6 = \_$ .	CC.1.OA.8	6, 11
	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	CC.1.G.1	21, 23
	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. <sup>1</sup>	CC.1.G.2	21, 23

Mathematics Curriculum – Grade K

	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	<b>CC.1.G.3</b>	<b>23</b>
Measurement and Data	Order three objects by length; compare the lengths of two objects indirectly by using a third object. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i> Tell and write time in hours and half-hours using analog and digital clocks. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	<b>CC.1.MD.1</b> <b>CC.1.MD.2</b>	<b>18</b> <b>18</b>
		<b>CC.1.MD.3</b> <b>CC.1.MD.4</b>	<b>18</b> <b>20</b>
Number and Operations Base 10	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. Understand that the two digits of a two-digit number represent amounts of tens and ones. 10 can be thought of as a bundle of ten ones — called a "ten." The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ . Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	<b>CC.1.NBT.1</b> <b>CC.1.NBT.2</b> <b>CC.1.NBT.2a</b> <b>CC.1.NBT.2b</b> <b>CC.1.NBT.2c</b> <b>CC.1.NBT.3</b> <b>CC.1.NBT.4</b>	<b>13</b> <b>13</b> <b>13</b> <b>13</b> <b>13</b> <b>15</b> <b>16</b>
		<b>CC.1.NBT.5</b> <b>CC.1.NBT.6</b>	<b>15</b> <b>16</b>

Mathematics Curriculum – Grade K

**Course Objectives:**

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Unit Titles	Length of Unit	Page Numbers
Addition Concepts	3 weeks	4
Subtraction Concepts	3 weeks	6
Addition Strategies	3 weeks	8
Subtraction Strategies	3 weeks	10
Addition and Subtraction Relationships	3 weeks	11
Count and Model Numbers	3 weeks	13
Compare Numbers	3 weeks	15
Two-Digit Addition and Subtraction	3 weeks	16
Measurement	3 weeks	18
Represent Data	3 weeks	21
Three-Dimensional Geometry	3 weeks	23
Two-Dimensional Geometry	3 weeks	25

Health – PE  
Grades K - 4

Content Area	Health	Grade	Health	Elementary
Course Name	Health			
Standard Strand	Standard	Standard Code	Page Number	
Alcohol and Other Drugs	Differences between medicinal and non-medicinal drug use (AOD)	AOD.1.1	12	
	Benefits and correct use of medicine	AOD.1.2	12	
	Risks of incorrect use of medicines	AOD.1.3	12	
	School rules for taking medicine at school	AOD.1.4	12	
	Differences between dependence and addiction	AOD.2.1	Year 2	
	Physical, social, and emotional effects	AOD.2.2	Year 2	
	Risks of inhalants	AOD.2.3	Year 2	
	Signs and behaviors of AOD use	AOD.2.4	Year 2	
	Benefits of not using AOD (physical, social, emotional, legal, financial)	AOD.2.5	Year 2	
	Pressures to use	AOD.3.1	Year 3	
	Internal influences	AOD.3.2	Year 3	
	Family influences	AOD.3.3	Year 3	
	Peer influences	AOD.3.4	Year 3	
	Cultural influences	AOD.3.5	Year 3	
	Legal factors	AOD.3.6	Year 3	
	Influences on different types of AOD use	AOD.3.7	Year 3	
	How to accept personal responsibility for choices about alcohol and other nonmedicinal drug use	AOD.4.1	Year 4	
	How to make a personal commitment not to use	AOD.4.2	Year 4	
	Techniques to refuse AOD use	AOD.5.1	Year 4	
	How to get help to deal with pressure to use	AOD.5.2	Year 4	
How to encourage others not to use	AOD.5.3	Year 4		
Injury Prevention	strategies to prevent fires	INJ.1.1	15	
	Escape plans	INJ.1.2	15	
	How to get help	INJ.1.3	15	
	Strategies to stay safe around electricity	INJ.1.4	15	
	How to stop, drop, and roll	INJ.1.5	15	
	Importance of adult supervision	INJ.2.1	15	
	Buddy systems	INJ.2.2	15	
	Precautions when entering or being around water	INJ.2.3	15	
	How to use personal flotation devices	INJ.2.4	15	

Health – PE  
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	How to get help	INJ.3.1	Year 2
	Steps for helping others	INJ.3.2	Year 2
	Universal precautions (infection control procedures)	INJ.3.3	Year 2
	How to prevent animal bites	INJ.3.4	Year 2
	How to prevent choking	INJ.3.5	Year 2
	How to prevent poisoning	INJ.3.6	Year 2
	Practices for medicine cabinet safety	INJ.3.7	Year 2
	How to treat minor wounds and burns	INJ.3.8	Year 2
	Importance of using bicycle helmets	INJ.4.1	Year 3
	Importance of using safety belts	INJ.4.2	Year 3
	Being safe in cars (riding in the back seats)	INJ.4.3	Year 3
	Strategies for safe walking	INJ.4.4	Year 3
	Strategies for bicycle safety	INJ.4.5	Year 3
	School bus safety practices	INJ.4.6	Year 3
	Dangers of riding with impaired driver	INJ.4.7	Year 3
	How to recognize child abuse and get help	INJ.5.1	Year 4
	Safety techniques for dealing with strangers	INJ.5.2	Year 4
	About appropriate and inappropriate touch	INJ.5.3	Year 4
	Conflict resolution techniques	INJ.6.1	Year 4
	Ways to avoid threatening situations	INJ.6.2	Year 4
	Ways to deal with bullying	INJ.6.3	Year 4
	Ways to avoid weapons	INJ.6.4	Year 4
	How to report weapons	INJ.6.5	Year 4
Nutrition	Benefits of helpful eating (short-term and long-term benefits and risks)	NUT.1.1	17
	How to select variety and proportions of foods (consistent with Food Guide Pyramid)	NUT.1.2	17
	Benefits of consuming more water, fruits, vegetables, grains, and calcium-rich foods	NUT.1.3	17
	Benefits of decreasing fat intake	NUT.1.4	17
	Benefits of moderating sugar intake	NUT.1.5	17
	Healthful strategies for dealing with personal food preferences, restrictions, and barriers	NUT.1.6	17
	How to read food nutrition labels	NUT.2.1	Year 2

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Physical Activity	Features of the Food Guide Pyramid	NUT.2.2	Year 2
	Dietary Guidelines	NUT.2.3	Year 2
	How to assess personal likes and dislikes	NUT.3.1	Year 3
	Family influences	NUT.3.2	Year 3
	Peer influences	NUT.3.3	Year 3
	Cultural influences	NUT.3.4	Year 3
	How marketing, packaging, and advertising influence food choices	NUT.3.5	Year 3
	That energy is expended during exercise	NUT.4.1	Year 4
	Energy available from foods (calories)	NUT.4.2	Year 4
	Relationship between physical activity, eating, and health	NUT.4.3	Year 4
	Food sanitation (hands, food, utensils, surfaces)	NUT.5.1	Year 4
	Techniques for safe food preparation, serving, and storage	NUT.5.2	Year 4
	Benefits and risks of physical activity, including mental and social benefits	PA.1.1	20
	Phases of a workout: warmup, work out, cool down	PA.1.2	20
	Types of exercise: aerobic, stretching, strengthening	PA.1.3	20
How to develop personal plans that include a variety of types and amounts of activity	PA.1.4	20	
How to develop personal plans that account for personal preferences, restrictions, and barriers	PA.1.5	20	
Strategies for protection from cold, heat, and sun during activity, e.g, sunscreen	PA.1.6	20	
Importance of healthful eating	PA.1.7	20	
Internal influences	PA.2.1	Year 2	
Family influences	PA.2.2	Year 2	
Peer influences	PA.2.3	Year 2	
Importance of using protective equipment	PA.3.1	Year 3	
How to evaluate unsafe settings or weather conditions	PA.3.2	Year 3	
Signs of physical exhaustion	PA.3.3	Year 3	
How to be a responsible family member	FLS.1.1	28	
Diversity of family structures	FLS.1.2	28	
Ways to communicate respect for self and others	FLS.1.3	28	
Effects of changes in families, e.g., birth, marriage, divorce, death	FLS.1.4	28	
Emotional changes	FLS.2.1	Year 3	
Physical changes	FLS.2.2	Year 3	
Family Life and Sexuality			



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	Social changes	FLS.2.3	Year 3
	About puberty and adolescence	FLS.2.4	Year 3
	About growing and aging	FLS.2.5	Year 3
	HIV/AIDS is a disease	FLS.3.1	Year 4
	HIV currently has no cure	FLS.3.2	Year 4
	HIV is not transmitted through casual contact	FLS.3.3	Year 4
	Importance of having compassion for people with HIV/AIDS	FLS.3.4	Year 4
	That nicotine is a drug	TOB.1.1	Year 2
	Harmful effects of tobacco	TOB.1.2	Year 2
	Risks of different types of tobacco	TOB.1.3	Year 2
	Second-hand smoke risks	TOB.1.4	Year 2
	Internal influences	TOB.2.1	Year 3
	Family influences	TOB.2.2	Year 3
	Peer influences	TOB.2.3	Year 3
	Advertising	TOB.2.4	Year 3
	How to make a personal commitment not to use	TOB.3.1	Year 4
	Ways to resist pressure to use	TOB.3.2	Year 4
	Ways to encourage others not to use	TOB.3.3	Year 4
	That most people do not use tobacco	TOB.3.4	Year 4
	The difficulty of stopping tobacco use	TOB.3.5	Year 4
	Long-term and short-term health benefits	TOB.4.1	Year 4
	Social benefits	TOB.4.2	Year 4
	Financial benefits	TOB.4.3	Year 4
	Personal assets and strengths	MH.1.1	26
	Characteristics of positive role models	MH.1.2	26
	Actions that show sense of belonging (connectiveness)	MH.1.3	26
	Actions that show sense of power (empowerment)	MH.1.4	26
	How to express needs, wants, and feelings	MH.2.1	Year 2
	Positive ways to handle emotions, e.g., fear, anger, happiness, sadness	MH.2.2	Year 2
	Ways to manage and reduce anger	MH.2.3	Year 2
	Ways to deal with frustration	MH.2.4	Year 2
	Ways to manage conflict	MH.2.5	Year 2
	How to identify stressors	MH.2.6	Year 2
	Ways to reduce stress	MH.2.7	Year 2
Mental Health			

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	Strategies to build and maintain healthy friendships	MH.3.1	Year 3
	Ways to communicate respect for diversity, e.g., mental and physical disabilities, culture, race/ethnicity	MH.3.2	Year 3
	Strategies that build relationships with family members and other adults	MH.3.3	Year 3
	How to speak effectively, e.g., I-statements, eye contact, assertiveness	MH.3.4	Year 3
	Effective listening skills, e.g., reflective listening	MH.3.5	Year 3
	Characteristics of nonverbal communication	MH.3.6	Year 3
	How to identify abuse	MH.3.7	Year 3
	When to get help	MH.4.1	Year 4
	Why to get help	MH.4.2	Year 4
	How to get help and support	MH.4.3	Year 4
	Whom to ask for help	MH.4.4	Year 4
	Effective techniques for hand washing	PCH.1.1	10
	Importance of bathing	PCH.1.2	Year 2
	Importance of clean clothing	PCH.1.3	Year 2
	Importance of clean hair	PCH.1.4	Year 2
	Effective techniques for tooth care: brushing and flossing	PCH.1.5	10
	Importance of regular dental cleaning and checkups	PCH.1.6	10
	Proper eye and ear care	PCH.1.7	Year 2
	Body changes that occur during growth and development	PCH.1.8	Year 2
	Importance of immunizations	PCH.2.1	Year 3
	Techniques for preventing disease transmission, e.g., covering sneezes and coughs, frequent hand washing	PCH.2.2	10
	Ways to avoid contact with infectious agents	PCH.2.3	Year 3
	Strategies to prevent head lice and other parasitic infection	PCH.2.4	Year 3
	Benefits of using sunscreen	PCH.2.5	Year 3
	Benefits of wearing protective clothing	PCH.2.6	Year 3
	Ways to manage diabetes, asthma, and allergies	PCH.2.7	Year 3
	Value of regular health care screenings	PCH.3.1	Year 4
	How to use prescribed medicines appropriately	PCH.3.2	Year 4
	How to use over-the-counter vitamins and other drugs appropriately	PCH.3.3	Year 4
	Roles of various health care providers	PCH.3.4	Year 4
Community and Environmental Health	Resources for health information, e.g., library, health department, Internet, voluntary agencies	CEH.1.1	23

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	School and community health providers, e.g., EMTs, environmentalists, public health nurses, pharmacists	CEH.1.2	23
	Public health services in the community	CEH.1.3	23
	Strategies to prevent hazardous exposures, e.g., UV light, lead, asbestos, pesticides, unclean water	CEH.2.1	Year 3
	Professionals who protect the health and safety of the community/neighborhood, e.g., public health professionals, public safety professionals, environmentalists	CEH.2.2	Year 3
	How individual behavior affects the environment and the community, e.g., recycling	CEH.2.3	Year 3
	Environmentally safe ways to discard waste materials	CEH.2.4	Year 3
	Types of waste materials that can be reduced, reused, or recycled	CEH.2.5	Year 3
	Environmentally safe options for using natural resources	CEH.2.6	Year 3

Content Area	PE	Grade	Elementary
Course Name		PE	
Standard Strand	Standard	Standard Code	
Guideline 1: Engages in a physically active lifestyle	Participate in daily physical activity during and after school.	G.1.1-2.a	10
	Identify the physiological changes in the body during physical activity.	G.1.1-2.b	10
	Identify benefits gained from participation in physical activity.	G.1.1-2.c	10
	List activities that will promote a physically active lifestyle.	G.1.1-2.d	10
	Participate in daily physical activities that promote healthy lifestyles based on personal abilities and interests.	G.1.3-5.a	10
	Discuss reasons for participating in physical activity	G.1.3-5.b	10
	Identify personal reasons for participating in physical activity (e.g. improvement through practice, enjoyment, social interaction, personal, challenge).	G.1.3-5.c	10
	Describe health benefits that result from regular and appropriate participation in physical activity.	G.1.3-5.d	10
Guideline 2: Achieves and maintains a health enhancing level of physical fitness	Participate in daily health-enhancing physical activities.	G.2.1-2.a	20
	Participate in aerobic, anaerobic, flexibility, and muscular strength and endurance activities.	G.2.1-2.b	20

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<p>Guideline 3:          Demonstrates competency in motor skills and movements, patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities</p>	<p>Progress in vigorous activities from shorter periods to longer periods of time.</p>	G.2.1-2.c	20
	<p>Participate in daily health-enhancing physical activities.</p>	G.2.3-5.a	20
	<p>Participate in formal physical fitness assessment.</p>	G.2.3-5.b	20
	<p>Describe short and long term benefits of engaging in health-related fitness.</p>	G.2.3-5.c	20
	<p>Use personal fitness assessment data to enhance his/her understanding of fitness.</p>	G.2.3-5.d	20
	<p>Show improvement in all components of health-related fitness.</p>	G.2.3-5.e	20
	<p>Participate in aerobic, anaerobic, flexibility and muscular strength and endurance activities.</p>	G.2.3-5.f	20
	<p>Identify health-related fitness components inherent in various activities.</p>	G.2.3-5.g	20
	<p>Use a beginning level of technology to record physical fitness assessment data.</p>	G.2.3-5.h	20
	<p>Demonstrate locomotor, non-locomotor and manipulative skills in a developmentally appropriate form.</p>	G.3.1-2.a	10, 23, 26
	<p>Apply fundamental motor skills in a variety of physical activities, such as low-organized games, rhythmic activities, fitness activities, tumbling/gymnastics.</p>	G.3.1-2.b	10, 23, 26
	<p>Guideline 4:          Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning</p>	<p>Demonstrate developmentally mature patterns in a wide variety of locomotor, non-locomotor and manipulative skills.</p>	G.3.3-5.a
<p>Apply fundamental motor skills in a variety of physical activities, such as low organized games, rhythmic activities, fitness activities, tumbling and gymnastics.</p>		G.3.3-5.b	10, 23
<p>Begin to combine fundamental motor skills to develop more complex motor skills.</p>		G.3.3-5.c	10, 23, 26
<p>Begin to use more complex motor skills in a variety of physical activities.</p>		G.3.3-5.d	10, 23, 2226
<p>Begin to use a movement vocabulary.</p>		G.4.1-2.a	12
<p>Begin to describe the critical elements of fundamental motor skills.</p>		G.4.1-2.b	12
<p>Distinguish differences in time, space, force, flow, and direction.</p>		G.4.1-2.c	12
<p>Use feedback from teachers to improve motor skill performance and cognitive understanding.</p>		G.4.1-2.d	12
<p>Use a movement vocabulary when describing motor skill performance.</p>		G.4.3-5.a	12
<p>Describe critical elements of fundamental motor skills and begin to identify the critical elements of more complex skills.</p>		G.4.3-5.b	12
<p>Explain the use of movement concepts during motor skill performance.</p>		G.4.3-5.c	12

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and performance of physical activities.	Use feedback from teachers, peers, and other mediums (visual aids, computer, etc.) to improve motor skill performance and cognitive understandings. Transfer concepts learned in other skills and games for performance of new skill and game.	G.4.3-5.d G.4.3-5.e	12 12	
Guideline 5: Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression and social interaction.	Identify the value of participation in physical activity.	G.5.1-2.a	15	
	Describe what it is like to work in a group.	G.5.1-2.b	15	
	Identify the value of participation in physical activities.	G.5.3-5.a	15	
	Describe the benefits and challenges of working in a group.	G.5.3-5.b	15	
	Guideline 6: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	Accept responsibility for his/her participation in physical activity settings.	G.6.1-2.a	17, 28
		Work cooperatively and productively with a partner or small group.	G.6.1-2.b	17, 28
		Identify and follow safety rules for all activities.	G.6.1-2.c	17, 28
		Display responsible behaviors in physical activity settings.	G.6.1-2.d	17, 28
		Recognize the existence of individual uniqueness in physical activity settings.	G.6.1-2.e	17, 28
		Display consideration for others in physical activity settings.	G.6.1-2.f	17, 28
Discuss the importance of including all students in physical activity settings.		G.6.1-2.g	17, 28	
Resolve conflict in socially acceptable ways.		G.6.1-2.h	17, 28	
Describe responsible behavior in physical activity settings.	G.6.3-5.a	17, 28		
Work productively and respectfully with others to achieve a group goal.	G.6.3-5.b	17, 28		
Identify and follow safety rules for all activities.	G.6.3-5.c	17, 28		
Demonstrate responsible behavior in physical activity settings.	G.6.3-5.d	17, 28		
Recognize and accept the existence of individual uniqueness in physical activity settings.	G.6.3-5.e	17, 28		
Display acceptance of others through verbal and non-verbal behaviors.	G.6.3-5.f	17, 28		
Identify individual similarities and differences in physical activity settings.	G.6.3-5.g	17, 28		

**Course Objectives:**

- Students will comprehend concepts related to health promotion and disease prevention. This standard is linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues and concepts related to achieving good health.
- Students will demonstrate the ability to access valid health information and health promoting products and services.
- Students will analyze the influence of culture, media, technology and other factors on health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family and community health.

Unit Titles	Length of Unit	Page Number
Hygiene/Dental Health/Catching and Throwing Circuit	4 Instructional Classes	10
Substance Misuse/ Go Away and Go Home, Scrambled Eggs	4 Instructional Classes	12
Safety/ Parachute Switcheroo and Line Boogie	4 Instructional Classes	15
My Plate- Nutrition/Dance and Tag	4 Instructional Classes	17
Physical Fitness/Physical Exercise	4 Instructional Classes	20
Health Care Workers/Kick Ball	4 Instructional Classes	23
Self-Esteem/Jump Rope Games	4 Instructional Classes	26
Families/Straddle Ball and Scoring	4 Instructional Classes	28

Science Curriculum Grade 1

Content Area	Science	Grade	K-First
Course Name	General Science		
Standard Strand	Standard	Standard Code	Page(s)
Waves and their Applications in Technologies for Information Transfer 1-PS4	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate	1-PS4-1	17
	Make observations to construct an evidence-based account that objects can be seen only when illuminated.	1-PS4-2	6,
	Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	1-PS4-3	17
	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance	1-PS4-4	17
From Molecules to Organisms: Structures and Processes 1-LS1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs	1-LS1-1	9, 11
	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	1-LS1-2	9, 11, 14
Heredity: Inheritance and Variation of Traits 1-LS3	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents	1-LS3-1	11, 14
Earth's Place in the Universe 1-ESS1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.	1-ESS1-1	6,
	Make observations at different times of year to relate the amount of daylight to the time of year.	1-ESS1-2	6,
Engineering Design K-2-ETS1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	K-2-ETS1-1	4,
	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.	K-2-ETS1-2	4, 9, 11, 14
	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	K-2-ETS1-3	9

**Course Objectives:**

Students at the 1st grade level are expected to participate in scientific endeavors through the use of task based hands on explorations in an effort to answer the following questions based on the Next Generation Science Standards:

- What are waves and what are some things they can do?
- How can water, ice, wind and vegetation change the land?
- What patterns of Earth's features can be determined with the use of maps?
- How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals?
- What is energy and how is it related to motion?
- How is energy transferred?
- How can energy be used to solve a problem?

Additionally the integration of responsible technology use and incorporation of crosscutting ELA and Math standards will serve to provide students with a well-rounded content driven science curriculum.



Grade 1/2 - Overview of Social Studies

Content Area		Social Studies		Grade	K-1st / 2nd Span
Course Name		1st + 2nd Social Studies			
Theme:	Page Number	Inter-document correlation	Standard	Standard Code	
Conflict and Cooperation	11, 31	I	Evaluate the effectiveness and fairness of rules and laws at the school level. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)	SS:CV:2:1.4	
	11, 14, 31	II	Compare the rules to the classroom and school to the rules of the United States system of government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)	SS:CV:2:1.1	
	11, 14	IV	Explain how public officials are chosen. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)	SS:CV:2:2.1	
	11, 14, 23	V	Explain that the world is divided into different countries. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)	SS:CV:2:3.1	
	11, 25	VII	Describe why it is important for countries to work together to resolve issues, e.g., disaster relief or famine. (Themes: A: Conflict and Cooperation, F: Global Transformation)	SS:CV:2:3.3	
	11, 17, 20	XVII	Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)	SS:GE:2:5.1	
	11, 14, 23	XIX	Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)	SS:HI:2:1.1	

Grade 1/2 - Overview of Social Studies

	11, 14, 34	XXV I	Recognize that people of different countries have different social and political systems. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)			SS:WH:2:1.1
B Civic Ideals, Practices, and Engagement	14, 11, 32	II	Compare the rules to the classroom and school to the rules of the United States system of government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)			SS:CV:2:1.1
	14		Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance. (Themes: B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)			SS:CV:2:1.2
	14		Identify the basic purposes of state and national government. (Themes: B: Civic Ideals, Practices, and Engagement)			SS:CV:2:1.3
	14, 11	IV	Explain how public officials are chosen. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)			SS:CV:2:2.1
	14, 11, 23	V	Explain that the world is divided into different countries. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)			SS:CV:2:3.1
	14, 17, 31	VIII	Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)			SS:CV:2:4.1
	14, 11, 23	XXIX	Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)			SS:HI:2:1.1
	14, 34	XXV	Identify how the lives of women and children have changed over time in our country. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)			SS:HI:2:5.1
	14, 11, 34	XXV I	Recognize that people of different countries have different social and political systems. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)			SS:WH:2:1.1

Grade 1/2 - Overview of Social Studies

	14, 23, 26	XXV II	Identify the concepts of values and beliefs. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)	SS:WH:2:5.1
C People, Places, and the Environment	17, 14, 32	VIII	Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)	SS:CV:2:4.1
	17		Discuss ways individuals can be involved in their community, e.g. food drive or cleaning school grounds (Themes: B: Civic Ideals, Practices, and Engagement).	SS:CV:2:4.2
	17, 25	XIII	Identify the characteristics and purposes of globes and maps. (Themes: C: People, Places and Environment, F: Global Transformation)	SS:GE:2:1.1
	17		Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose. (Themes: C: People, Places and Environment)	SS:GE:2:1.2
	17, 28	XIV	Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)	SS:GE:2:1.3
	17, 23, 28	XV	Explore the physical and human characteristics of place, e.g., roads, schools or mountains. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)	SS:GE:2:2.1
	17		Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands. (Themes: C: People, Places and Environment)	SS:GE:2:2.2
	17		Investigate how the Earth-Sun relationship affects our daily lives, e.g., seasons in New Hampshire or sunlight and shadows. (Themes: C: People, Places and Environment)	SS:GE:2:3.1
	17		Explore the components and distribution of ecosystems, e.g., desert or rain forest. (Themes: C: People, Places and Environment)	SS:GE:2:3.2

Grade 1/2 - Overview of Social Studies

D	Material Wants and Needs	17		Explore the distribution of a population, e.g., city or farm. (Themes: C: People, Places and Environment)	SS:GE:2:4.1
		17		Identify what are natural resources, e.g., water or trees. (Themes: C: People, Places and Environment)	SS:GE:2:4.2
		17, 14, 20	xvii	Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)	SS:GE:2:5.1
		17, 20	xviii	Investigate how people use resources, e.g., building homes or the food they eat. (Themes: C: People, Places and Environment, D: Material Wants and Needs)	SS:GE:2:5.2
		17, 20, 25	xxi	Recognize that the world is interconnected, e.g., trade or transportation. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)	SS:HI:2:2.1
		20		Define goods and services, producers and consumers. (Themes: D: Material Wants and Needs)	SS:EC:2:1.1
		20, 28	ix	Describe the steps and materials needed to make a product, e.g., milk or crayons. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	SS:EC:2:1.2
		20		Distinguish between needs and wants. (Themes: D: Material Wants and Needs)	SS:EC:2:2.1
		20, 28	x	Identify the characteristics of money. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)	SS:EC:2:4.1
		20, 31	xi	Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)	SS:EC:2:4.2
20, 28	xii	Define the term resources, e.g., trees, books (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	SS:EC:2:5.1		



Grade 1/2 - Overview of Social Studies

F	Global Transformation	14, 25	VI	Describe ways in which countries interact with each other culturally. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)	SS:CV:2:3.2
		11, 25	VII	Describe why it is important for countries to work together to resolve issues, e.g., disaster relief or famine. (Themes: A: Conflict and Cooperation, F: Global Transformation)	SS:CV:2:3.3
		17, 25	XIII	Identify the characteristics and purposes of globes and maps. (Themes: C: People, Places and Environment, F: Global Transformation)	SS:GE:2:1.1
		17, 20, 25	XVI	Recognize that the world is interconnected, e.g., trade or transportation. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)	SS:HI:2:2.1
		23, 25, 36	XXIII	Recognize that groups have enhanced art, music and literature of our nation, e.g., Africa American or Irish. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, J: Human Expression and Communication)	SS:HI:2:3.3
G	Science, Technology, and Society	20, 28	IX	Describe the steps and materials needed to make a product, e.g., milk or crayons. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	SS:EC:2:1.2
		20, 28	X	Identify the characteristics of money. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)	SS:EC:2:4.1
		20, 28	XII	Define the term resources, e.g., trees, books (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	SS:EC:2:5.1
		17, 28	XIV	Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)	SS:GE:2:1.3
		17, 23, 28	XV	Explore the physical and human characteristics of place, e.g., roads, schools or mountains. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)	SS:GE:2:2.1

Grade 1/2 - Overview of Social Studies

		28, 36	XVI	Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)	SS:GE:2.2.3
		20, 28	XIV	Identify different segments of the United States economy, e.g., farm, manufacturing, or retail. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	SS:HI:2.4.1
H	Individualism, Equality, and Authority	14, 17, 31	I	Evaluate the effectiveness and fairness of rules and laws at the school level. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)	SS:CV:2.4.1
		14, 11, 31	II	Compare the rules to the classroom and school to the rules of the United States system of government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)	SS:CV:2.1.1
		11, 31	I	Evaluate the effectiveness and fairness of rules and laws at the school level. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)	SS:CV:2.1.4
		31, 20	XI	Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)	SS:EC:2.4.2
		31, 34, 36	XXII	Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)	SS:HI:2.3.1
I	Patterns of Social and Political Interaction	32, 34, 36	XXII	Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)	SS:HI:2.3.1

Grade 1/2 - Overview of Social Studies

	14, 34	XXV	Identify how the lives of women and children have changed over time in our country. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)	SS:HI:2:5.1
	34, 36	XXI V	Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)	SS:HI:2:5.2
	14, 11, 34	XXV I	Recognize that people of different countries have different social and political systems. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)	SS:WH:2:1.1
J Human Expression and Communication	28, 36	XXI	Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)	SS:GE:2:2.3
	32, 34, 36	XXII	Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)	SS:HI:2:3.1
	36		Explore art, music and literature of various time periods, e.g., spirituals or Native American Art. (Themes: J: Human Expression and Communication)	SS:HI:2:3.2
	23, 25, 36	XXIII	Recognize that groups have enhanced art, music and literature of our nation, e.g., Africa American or Irish. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, J: Human Expression and Communication)	SS:HI:2:3.3
	34, 36	XXI V	Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)	SS:HI:2:5.2
	36		Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing. (Themes: J: Human Expression and Communication)	SS:WH:2:3.1
	14, 23, 36	XXV II	Identify the concepts of values and beliefs. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)	SS:WH:2:5.1



<p><b>Continuing Year-Long Course Objectives:</b></p> <p><b>Empatico:</b> Students will utilize Empatico to engage in a digital pen pal / live chat program allowing students to learn and share with students from around the world on a variety of Social Studies topics.</p> <p><b>Mini Economy:</b> Beginning in the Economic Basics unit, students will begin creating a Mini Economy to simulate the development of an economy and apply lessons gained throughout the Overview of Social Studies. Students will create, edit, refine, and apply edits to their individual business or product ideas and use a variety of technologies over the course of the course to display, market, and explore their mini economy.</p>	<p><b>Course Objectives:</b> Students will acquire an understanding of the foundational strands of social studies.</p>
<p><b>Year Long Progress Monitoring Tools:</b></p> <ul style="list-style-type: none"> <li>Moby Max grades and quizzes</li> <li>Brainpop quizzes</li> <li>Standards-based project rubrics</li> <li>Socrative assessments</li> </ul>	<p><b>Technology Integration:</b> Technology is used to present assignments in a variety of formats to cater to individual learning styles and needs. Starting in 1<sup>st</sup> grade, students utilize MobyMax to review content and support non-readers in independent instruction. Brainpop Jr. is used in whole class groups to present information. Sources such as National Geographic, Epic!, Reading A to Z, and Google Earth are used to bring the world inside the classroom and allow for exploration on the parts of students. Students are encouraged to research topics of interest on ipads and 1:1 computers and their areas of interest are often utilized to teach to the standards, facilitating and inquiry model.</p>

<b>Content Area</b>	Visual Art	<b>Grade</b>	K, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup>
<b>Course Name</b>	Art Foundations		
VISUAL ARTS - Creating			
Anchor Standard 1: Generate and conceptualize artistic ideas and work.			
National Core Arts Standard	Standard Code	Page	
Engage collaboratively in exploration and imaginative play with materials.	1 <sup>st</sup> Grade VA:Cr1.1.1a	8, 10, 12, 14, 16, 18, 20, 22	
Use observation and investigation in preparation for making a work of art.	1 <sup>st</sup> Grade VA:Cr1.2.1a	8, 10, 12, 14, 16, 18, 20, 22	
Brainstorm collaboratively multiple approaches to an art or design problem.	2 <sup>nd</sup> Grade VA:Cr1.1.2a	8, 10, 12, 14, 16, 18, 20, 22	
Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	2 <sup>nd</sup> Grade VA:Cr1.2.2a	8, 10, 12, 14, 16, 18, 20, 22	
Elaborate on an imaginative idea.	3 <sup>rd</sup> Grade VA:Cr1.1.3a	8, 10, 12, 14, 16, 18, 20, 22	
Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	3 <sup>rd</sup> Grade VA:Cr1.2.3a	8, 10, 12, 14, 16, 18, 20, 22	
Brainstorm multiple approaches to a creative art or design problem.	4 <sup>th</sup> Grade VA:Cr1.1.4a	8, 10, 12, 14, 16, 18, 20, 22	
Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	4 <sup>th</sup> Grade VA:Cr1.2.4a	8, 10, 12, 14, 16, 18, 20, 22	
Anchor Standard 2: Organize and develop artistic ideas and work.			
National Core Arts Standard	Standard Code	Page	
Explore uses of materials and tools to create works of art or design.	1 <sup>st</sup> Grade VA:Cr2.1.1a	8, 10, 12, 14, 16, 18, 20, 22	
Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	1 <sup>st</sup> Grade VA:Cr2.2.1a	8, 10, 12, 14, 16, 18, 20, 22	
Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	1 <sup>st</sup> Grade VA:Cr2.3.1a	8, 10, 12, 14, 16, 18, 20, 22	
Experiment with various materials and tools to explore personal interests in a work of art or design.	2 <sup>nd</sup> Grade VA:Cr2.1.2a	8, 10, 12, 14, 16, 18, 20, 22	
Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	2 <sup>nd</sup> Grade VA:Cr2.2.2a	8, 10, 12, 14, 16, 18, 20, 22	
Repurpose objects to make something new.	2 <sup>nd</sup> Grade VA:Cr2.3.2a	8, 10, 12, 14, 16, 18, 20, 22	
Create personally satisfying artwork using a variety of artistic processes and materials.	3 <sup>rd</sup> Grade VA:Cr2.1.3a	8, 10, 12, 14, 16, 18, 20, 22	
Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	3 <sup>rd</sup> Grade VA:Cr2.2.3a	8, 10, 12, 14, 16, 18, 20, 22	
Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.	3 <sup>rd</sup> Grade VA:Cr2.3.3a	8, 10, 12, 14, 16, 18, 20, 22	
Explore and invent art-making techniques and approaches.	4 <sup>th</sup> Grade VA:Cr2.1.4a	8, 10, 12, 14, 16, 18, 20, 22	
When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	4 <sup>th</sup> Grade VA:Cr2.2.4a	8, 10, 12, 14, 16, 18, 20, 22	
Document, describe, and represent regional constructed environments.	4 <sup>th</sup> Grade VA:Cr2.3.4a	8, 10, 12, 14, 16, 18, 20, 22	
Anchor Standard 3: Refine and complete artistic work.			

National Core Arts Standard	Standard Code	Page
Use art vocabulary to describe choices while creating art.	1 <sup>st</sup> Grade VA:Cr3.1.1a	8, 10, 12, 14, 16, 18, 20, 22
Discuss and reflect with peers about choices made in creating artwork.	2 <sup>nd</sup> Grade VA:Cr3.1.2a	8, 10, 12, 14, 16, 18, 20, 22
Elaborate visual information by adding details in an artwork to enhance emerging meaning.	3 <sup>rd</sup> Grade VA:Cr3.1.3a	8, 10, 12, 14, 16, 18, 20, 22
Revise artwork in progress on the basis of insights gained through peer discussion	4 <sup>th</sup> Grade VA:Cr3.1.4a	8, 10, 12, 14, 16, 18, 20, 22
<b>VISUAL ARTS – Presenting</b>		
<b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b>		
National Core Arts Standard	Standard Code	Page
Explain why some objects, artifacts, and artwork are valued over others	1 <sup>st</sup> Grade VA:Pr4.1.1a	26
Categorize artwork based on a theme or concept for an exhibit.	2 <sup>nd</sup> Grade VA:Pr4.1.2a	26
Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	3 <sup>rd</sup> Grade VA:Pr4.1.3a	26
Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	4 <sup>th</sup> Grade VA:Pr4.1.4a	26
<b>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</b>		
National Core Arts Standard	Standard Code	Page
Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.	1 <sup>st</sup> Grade VA:Pr5.1.1a	26
Distinguish between different materials or artistic techniques for preparing artwork for presentation.	2 <sup>nd</sup> Grade VA:Pr5.1.2a	26
Identify exhibit space and prepare works of art including artists' statements, for presentation.	3 <sup>rd</sup> Grade VA:Pr5.1.3a	26
Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.	4 <sup>th</sup> Grade VA:Pr5.1.4a	26
<b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b>		
National Core Arts Standard	Standard Code	Page
Identify the roles and responsibilities of people who work in and visit museums and other art venues.	1 <sup>st</sup> Grade VA:Pr6.1.1a	24
Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	2 <sup>nd</sup> Grade VA:Pr6.1.2a	24
Identify and explain how and where different cultures record and illustrate stories and history of life through art.	3 <sup>rd</sup> Grade VA:Pr6.1.3a	24
Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide	4 <sup>th</sup> Grade VA:Pr6.1.4a	24
<b>VISUAL ARTS – Responding</b>		
<b>Anchor Standard 7: Perceive and analyze artistic work</b>		
National Core Arts Standard	Standard Code	Page
Select and describe works of art that illustrate daily life experiences of one's self and others.	1 <sup>st</sup> Grade VA:Re.7.1.1a	8, 10, 12, 14, 16, 18, 20, 22

Compare images that represent the same subject.	1 <sup>st</sup> Grade VA:Re.7.2.1a	8, 10, 12, 14, 16, 18, 20, 22
Perceive and describe aesthetic characteristics of one's natural world and constructed environments.	2 <sup>nd</sup> Grade VA:Re.7.1.2a	8, 10, 12, 14, 16, 18, 20, 22
Categorize images based on expressive properties.	2 <sup>nd</sup> Grade VA:Re.7.2.2a	8, 10, 12, 14, 16, 18, 20, 22
Speculate about processes an artist uses to create a work of art.	3 <sup>rd</sup> Grade VA:Re.7.1.3a	8, 10, 12, 14, 16, 18, 20, 22
Determine messages communicated by an image.	3 <sup>rd</sup> Grade VA:Re.7.2.3a	8, 10, 12, 14, 16, 18, 20, 22
Compare responses to a work of art before and after working in similar media.	4 <sup>th</sup> Grade VA:Re.7.1.4a	8, 10, 12, 14, 16, 18, 20, 22
Analyze components in visual imagery that convey messages.	4 <sup>th</sup> Grade VA:Re.7.2.4a	8, 10, 12, 14, 16, 18, 20, 22
<b>Anchor Standard 8: Interpret intent and meaning in artistic work.</b>		
<b>National Core Arts Standard</b>	<b>Standard Code</b>	<b>Page</b>
Interpret art by categorizing subject matter and identifying the characteristics of form.	1 <sup>st</sup> Grade VA:Re8.1.1a	8, 10, 12, 14, 16, 18, 20, 22
Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	2 <sup>nd</sup> Grade VA:Re8.1.2a	8, 10, 12, 14, 16, 18, 20, 22
Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.	3 <sup>rd</sup> Grade VA:Re8.1.3a	8, 10, 12, 14, 16, 18, 20, 22
Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.	4 <sup>th</sup> Grade VA:Re8.1.4a	8, 10, 12, 14, 16, 18, 20, 22
<b>Anchor Standard 9: Apply criteria to evaluate artistic work.</b>		
<b>National Core Arts Standard</b>	<b>Standard Code</b>	<b>Page</b>
Classify artwork based on different reasons for preferences.	1 <sup>st</sup> Grade VA:Re9.1.1a	8, 10, 12, 14, 16, 18, 20, 22
Use learned art vocabulary to express preferences about artwork.	2 <sup>nd</sup> Grade VA:Re9.1.2a	8, 10, 12, 14, 16, 18, 20, 22
Evaluate an artwork based on given criteria.	3 <sup>rd</sup> Grade VA:Re9.1.3a	8, 10, 12, 14, 16, 18, 20, 22
Apply one set of criteria to evaluate more than one work of art.	4 <sup>th</sup> Grade VA:Re9.1.4a	8, 10, 12, 14, 16, 18, 20, 22
<b>VISUAL ARTS – Connecting</b>		
<b>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</b>		
<b>National Core Arts Standard</b>	<b>Standard Code</b>	<b>Page</b>
Identify times, places, and reasons by which students make art outside of school.	1 <sup>st</sup> Grade VA:Cn10.1.1a	24
Create works of art about events in home, school, or community life	2 <sup>nd</sup> Grade VA:Cn10.1.2a	24
Develop a work of art based on observations of surroundings.	3 <sup>rd</sup> Grade VA:Cn10.1.3a	24
Create works of art that reflect community cultural traditions.	4 <sup>th</sup> Grade VA:Cn10.1.4a	24
<b>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>		
<b>National Core Arts Standard</b>	<b>Standard Code</b>	<b>Page</b>
Understand that people from different places and times have made art for a variety of reasons.	1 <sup>st</sup> Grade VA:Cn11.1.1a	24

Compare and contrast cultural uses of artwork from different times and places.	2 <sup>nd</sup> Grade VA:Cn11.1.2a	24
Recognize that responses to art change depending on knowledge of the time and place in which it was made.	3 <sup>rd</sup> Grade VA:Cn11.1.3a	24
Through observation, infer information about time, place, and culture in which a work of art was created.	4 <sup>th</sup> Grade VA:Cn11.1.4a	24

**Course Objectives:**

- Generate ideas for a piece of art
- Experiment with art materials and processes
- Make goals for artistic growth
- Apply feedback to make revisions and complete finished artistic works
- Make choices about what, where, how, and why artwork should be presented for display
- Use artwork to convey an intended message
- Use art vocabulary to discuss works of art
- Apply a set of given criteria to evaluate artwork
- Interpret meaning from a work of art
- Draw on personal experience when creating or interpreting artwork
- Understand how culture and history contribute to the meaning of a work of art

<b>Unit Title</b>	<b>Length</b>	<b>Page</b>
Art Around Us	2 days	6
The Drawing Center	1 day intro plus additional work periods	8
The Sculpture Center	1 day intro plus additional work periods	10
The Painting Center	1 day intro plus additional work periods	12
The Digital Art Center	1 day intro plus additional work periods	14
The Clay Center	1 day intro plus additional work periods	16
The Collage Center	1 day intro plus additional work periods	18
The Fiber Arts Center	1 day intro plus additional work periods	20
The Printmaking Center	1 day intro plus additional work periods	22
Art Museums	2 days	24
The Gallery Opening	5 days	26

**Notes:**

- Students have Art class once a week for 45 minute classes throughout the entire school year. They will have a total of 36 class periods.
- Art centers take one day to introduce, and are then used throughout the year. Any class periods not used for other units and lessons are spent working in art centers.
- Because each art center addresses the same standards, it is not necessary to use all centers. Enough centers should be offered to allow no more than three students using a center at a time and should include a mix of 2 and 3 dimensional art processes.
- Art Foundations includes plans for a field trip to the Currier Museum of Art and a culminating gallery exhibition of student work.

Frank Edelblut  
Commissioner



Christine M. Brennan  
Deputy Commissioner

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

## EXECUTIVE SUMMARY

### Bureau of Credentialing Applications Expire Date: N/A

Submitted to the State Board of Education, January 11, 2024:

#### A. ACTION NEEDED

A vote is needed by the state board of education to readopt with amendment DOE-BOC forms 1-4c and 7-18 through the expedited revisions to forms procedure pursuant to RSA 541-A:19-c, II.

#### B. RATIONALE FOR ACTION

The application forms, which are also used via the online portal EIS, are being updated to reflect:

- The use of social security numbers being required versus optional pursuant to RSA 21-N:9, II(s);
- Change of questions regard criminal history, disciplinary and pending disposition;
- DOE-BOE 18 (CHRC application for first time applications) changes the documentation to reflect the central registry check per NH/MA MOU with DCF

#### C. EFFECTS OF THIS ACTION

If the board votes to readopt with amendment DOE-BOE forms 1-4c and 7-18, they will be sent to OLS to be reviewed at the February JLCAR meeting. The rule that accompanies the forms, Ed 505.08, will be updated and brought through the regular rulemaking process to align with the forms.

#### D. POSSIBLE MOTION

I motion to readopt with amendment DOE BOE forms 1-4c and -18.



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

APPLICATION -STATEMENT OF ELIGIBILITY (SOE)

INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.

PAYMENT: Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**Important Notice**

If you are a first time applicant you must complete the Criminal History Records Check (CHRC) application and submit a copy of your Driver's License with this application.

A first time applicant is one who has never held a credential in New Hampshire including but not limited to BEL, EEL, IPLA, IA, EA, SOE, PARA, School Nurse, and MTL

ALL \*Fields are Required

Social Security Number \* \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ EdID # (if known)  
The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name: \* First Name MI \* Last Name Previous Name

\* Gender: Male Female Other \*Date of Birth  
 \*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

\* Mailing Address:  
 Street / PO Box City State Zip

\*Primary Telephone Number Allow SMS/Text \*Alternate Telephone Number Allow SMS/Text

\*Primary Email Address \*Alternate Email Address

\*COLLEGE INFORMATION

DEGREE COLLEGE STATE MAJOR DATE GRANTED



**PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY  
(example: Biology (SHORT); Mathematics (CLGRCS); Elementary Education (EEEK8) ;Health Science (CTESA)**

**SHORT** (Critical Shortage List)    **CLGRCS** College-Level Courses    **CTESA** Career and Technical Pathway Specialty Area

**EEECE** Elementary Education K-6 or Early Childhood Education                      **EEK8** Elementary Education K-8

**NEWEND** New Endorsement                      **NOPATH** No other Available

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES      NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

\*Have you had any type of Education Credential suspended or revoked in New Hampshire or any other jurisdiction?

\*Have you had a corrective action related to an Educator Credential imposed upon you in New Hampshire or any other jurisdiction that did not result in suspension or revocation of your Education Credential?

\*Have you ever surrendered any Educator Credential in New Hampshire or any other jurisdiction to settle a disciplinary action?

\*Have you ever been investigated in your role as (including, but not limited to) an Educator, Education Personnel, Para-educator, Classroom Aid, or "Designated Volunteer" for allegations involving educator misconduct in New Hampshire or any other jurisdiction?

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

	<p><b>*By checking this box, I certify that I have read the Educator Code of Ethics.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</a></p>
	<p><b>*By checking this box, I certify that I have read the Educator Code of Conduct. In so certifying, I understand that the Educator Code of Conduct, Ed 510 sets forth 4 Principles: (1) Responsibility to the Education Profession and Educational Professionals; (2) Responsibility to Students; (3) Responsibility to the School Community; and (4) Responsible and Ethical Use of Technology, which as a certified educator, I am obligated to follow. A founded violation of any of the principles of the Educator Code of Conduct may result in a written reprimand, suspension or revocation of my Educator credential. Additionally, in so certifying, I understand that pursuant to Ed 510.05, I have a duty to report any suspected violation of the code of conduct. Failure to report a suspected violation of the Educator code of conduct may result in a written reprimand, suspension or revocation of my Educator credential.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf</a></p>

I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

Bureau of Credentialing office use only:

Date Received: \_\_\_\_\_  
 Fee amount: \_\_\_\_\_  
 Check #: \_\_\_\_\_

**Approved Educator Preparation Program Application**

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier’s check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**Important Notice**

**If you are a first time applicant you must complete the Criminal History Records Check (CHRC) application and submit a copy of your Driver's License with this application.**

A first time applicant is one who has never held a credential in New Hampshire including but not limited to BEL, EEL, IPLA, IA, EA, SOE, PARA, School Nurse, and MTL

**ALL \*Fields are Required**

Social Security Number \* \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ EdID # (if known)

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name:

\* First Name MI \* Last Name Previous Name

\*Gender: Male Female Other \*Date of Birth

\*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic  
 African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

\* Mailing Address:

Street / PO Box City State Zip

\*Primary Telephone Number Allow SMS/Text \*Alternate Telephone Number Allow SMS/Text

\*Primary Email Address \*Alternate Email Address

**\*COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

**PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY**  
**Example: Life Science (AEPPNH) ; Upper Level Mathematics (AEPPoS)**

AEPPNH Approved Educator Preparation Program New Hampshire AEPPoS Approved Educator Preparation Program Out of State

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
 \*SIGNATURE

\_\_\_\_\_  
 \*DATE



**PLEASE NOTE: ANY EMPLOYED EDUCATOR WHOSE CREDENTIAL HAS EXPIRED AND HAS NOT RENEWED BY JUNE 30th OF THE YEAR THE CREDENTIAL IS DUE, WILL BE SUBJECT TO A LATE FEE.**

See [Fee Schedule](#) on our website for all fees.

**NOTE: The Special Education Teacher/Early Childhood Special Education Teacher endorsement must be maintained in order to renew a categorical area (Emotional and Behavioral Disabilities, Specific Learning Disabilities, Intellectual and Developmental Disabilities and Physical and Health Disabilities)**

I **DO NOT** wish to renew this endorsement(s) from my list:

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES NO**

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\_\_\_\_\_  
 \*SIGNATURE

\_\_\_\_\_  
 \*DATE



**Section A**

**(indicate if Professional Development already entered online in EIS)**

**45 Continuing Education Units aligned with Ed 505.03 Professional Education**

Additional sheets may be attached if necessary.

Activity Type	Date	# of Hours	Activity Title Description	Provider/Location
---------------	------	------------	----------------------------	-------------------

**Section B Goals for next 3 years**

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN**

Describe how your Individual Plan (IPDP) is linked to the [NH Department of Education Statewide Professional Development Master Plan](#) or for employed Superintendents, your local Professional Development Master Plan.

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES NO**

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

	<b>*By checking this box, I certify that I have read the Educator Code of Ethics.</b> <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</a>
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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

<b>Bureau of Credentialing office use only:</b>	
Date Received:	_____
Fee amount:	_____
Check #:	_____

## DOE RENEWAL FORM

**Paraeducator I/ II and Educational Interpreter/Transliterater License**

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**ALL \*Fields are Required**

Social Security Number \*

- -

EdID # (if known)

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name:

\* First Name

MI

\* Last Name

Previous Name

\*Gender:

Male

Female

Other

\*Date of Birth

\*Select Ethnicity: (check one)

American Indian/Alaskan Native

Asian/Pacific Islander

Hispanic

one)

African American/Non-Hispanic

White/Non-Hispanic

Other/do not wish to specify

Multi-ethnic

\* Mailing Address:

Street / PO Box

City

State

Zip

\*Primary Telephone Number

Allow SMS/Text

\*Alternate Telephone Number

Allow SMS/Text

\*Primary Email Address

\*Alternate Email Address



**Section A**

**(indicate if Professional Development already entered online in EIS)**

**50 Continuing Education Units of related professional development activities is required**

Additional sheets may be attached if necessary.

Activity Type	Date	# of Hours	Activity Title Description	Provider/Location
---------------	------	------------	----------------------------	-------------------

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES NO**

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

	<p><b>*By checking this box, I certify that I have read the Educator Code of Ethics.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</a></p>
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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

<b>Bureau of Credentialing office use only:</b>	
Date Received:	_____
Fee amount:	_____
Check #:	_____

## License Renewal Form for School Nurse I, II, and III

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**ALL \*Fields are Required**

Social Security Number \*

EdID # (if known)

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name:

\* First Name

MI

\* Last Name

Previous Name

\*Gender: Male

Female

Other

\*Date of Birth

\*Select Ethnicity: (check one)

American Indian/Alaskan Native

Asian/Pacific Islander

Hispanic

African American/Non-Hispanic

White/Non-Hispanic

Other/do not wish to specify

Multi-ethnic

\* Mailing Address:

Street / PO Box

City

State

Zip

\*Primary Telephone Number

Allow SMS/Text

\*Alternate Telephone Number

Allow SMS/Text

\*Primary Email Address

\*Alternate Email Address

License Renewal: Please Check one  
 School Nurse I

School Nurse I- Please submit a verification of enrollment in a BSN program with an expected completion date within 6 years of date of hire

School Nurse II

School Nurse III

**Section A**

**(indicate if Professional Development already entered online in EIS)**

**45 Continuing Education Units of School Nurse related professional development activities is required**

Additional sheets may be attached if necessary.

Activity Type	Date	# of Hours	Activity Title Description	Provider/Location
---------------	------	------------	----------------------------	-------------------

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES    NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

\*Have you had any type of Education Credential suspended or revoked in New Hampshire or any other jurisdiction?

\*Have you had a corrective action related to an Educator Credential imposed upon you in New Hampshire or any other jurisdiction that did not result in suspension or revocation of your Education Credential?

\*Have you ever surrendered any Educator Credential in New Hampshire or any other jurisdiction to settle a disciplinary action?

\*Have you ever been investigated in your role as (including, but not limited to) an Educator, Education Personnel, Para-educator, Classroom Aid, or "Designated Volunteer" for allegations involving educator misconduct in New Hampshire or any other jurisdiction?

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

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\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE



**Information from Employer**

We have confirmed with the Department of Education Credentialing Office that this candidate has applied/paid the fee for full licensure. This candidate has been found by the Credentialing Office to be eligible for issuance of full licensure upon receipt of passing test scores as indicated below.

**Date of Hire**

**Major Assignment Endorsement Area**

**SAU# or Agency Name**

**School Name**

**Praxis Core Test Scheduled (Provide Date)**

**Praxis Content Test Scheduled (Provide Date and Test Number)**

**Pearson’s Foundations of Reading Test Scheduled (Provide Date)**

Please visit [Credentialing HD Knowledge Base](#) to find out more about test center closure status and remote testing options.

THIS FORM ALLOWS THE CANDIDATE UP TO **ONE SCHOOL YEAR** TO COMPLETE THE LICENSURE PROCESS.

AN IPLA IS NOT RENEWABLE.

**THIS IPLA IS ISSUED FOR THE SCHOOL YEAR 2023-2024**

AN IPLA IS NOT RENEWABLE.

Email for SAU receipt of finalized form

**\*Print Name: Senior Educational Official**

**Date**

\_\_\_\_\_  
**\*Senior Educational Official Signature**

**Date**

\_\_\_\_\_  
**Authorized NHDOE Credentialing Signature**

**IF YOU FAX or EMAIL THIS FORM, PLEASE DO NOT ALSO MAIL THE ORIGINAL**



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

**PARAEDUCATOR LICENSE APPLICATION**

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier’s check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**Important Notice**

If you are a first time applicant you must complete the Criminal History Records Check (CHRC) application and submit a copy of your Driver's License with this application.

A first time applicant is one who has never held a credential in New Hampshire including but not limited to BEL, EEL, IPLA, IA, EA, SOE, PARA, School Nurse, and MTL

**ALL \*Fields are Required**

Social Security Number \* \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ EdID # (if known)

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name: \* First Name MI \* Last Name Previous Name

\*Gender: Male Female Other \*Date of Birth

\*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

\* Mailing Address:

Street / PO Box City State Zip

\*Primary Telephone Number Allow SMS/Text \*Alternate Telephone Number Allow SMS/Text

\*Primary Email Address \*Alternate Email Address

**\*EDUCATIONAL INFORMATION**

DEGREE School STATE MAJOR DATE GRANTED

**PLEASE CHECK WHICH PARAEDUCATOR LEVEL YOU ARE REQUESTING:**

**Paraeducator I:** Submit a notarized copy of High School Diploma or GED with the application.

**Submit the documents described in ONE of the following options.**

**Paraeducator II:**

Official college transcript of Associate’s or Bachelor’s degree conferred OR showing a minimum of 48 college credits.

**OR**

Official High School transcript in a school sealed envelope OR notarized copy of High School Diploma or GED AND A copy of passing scores for the ParaPro Assessment Praxis test or equivalent.

**OR**

Official High School transcript in a school sealed envelope OR notarized copy of High School Diploma or GED

**AND**

Assessment of Candidate’s Strengths and Professional Development Needs form. All competencies must be checked as met with evidence indicated in the assessment column. Activities used as evidence must be at the college level. Evidence for English and Math must be at the second year college level.

All documentation of evidence indicating how all competencies have been met.

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

\*Have you had any type of Education Credential suspended or revoked in New Hampshire or any other jurisdiction?

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\_\_\_\_\_  
 \*SIGNATURE

\_\_\_\_\_  
 \*DATE



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

Bureau of Credentialing office use only:

Date Received: \_\_\_\_\_  
 Fee amount: \_\_\_\_\_  
 Check #: \_\_\_\_\_

**SCHOOL NURSE APPLICATION**

**INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.**

**PAYMENT: Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.**

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**ALL \*Fields are Required**

Social Security Number \* \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ EdID # (if known)

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Name:

\* First Name MI \* Last Name Previous Name

\*Gender: Male Female Other \*Date of Birth

\*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic  
 African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

\* Mailing Address:

Street / PO Box City State Zip

\*Primary Telephone Number Allow SMS/Text \*Alternate Telephone Number Allow SMS/Text

\*Primary Email Address \*Alternate Email Address

**\*COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED



## Application Type (Please check one)

**School Nurse I:** Submit an official transcript (Associate’s nursing degree level or higher), a copy of a valid New Hampshire issued RN license, an employer verified letter showing 3 years of clinical pediatric nursing or related work experience under a valid RN license.  
**\*\*Must be enrolled in a Nursing Program leading to a BSN within 6 years of hire.**

**School Nurse III:** Submit an official transcript (Bachelor’s nursing degree level or higher), a copy of a valid New Hampshire BSN RN license, an employer verified letter showing 3 years of clinical pediatric nursing or related work experience under a valid BSN RN license.

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES      NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

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\_\_\_\_\_  
 \*SIGNATURE

\_\_\_\_\_  
 \*DATE



State of New Hampshire, Department of Education  
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 25 Hall Street  
 Concord, NH 03301  
 Help Desk

Bureau of Credentialing office use only:

Date Received: \_\_\_\_\_

Fee amount: \_\_\_\_\_

Check #: \_\_\_\_\_

### Name Change Request

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

#### OLD INFORMATION

**I have changed my:** Name Address

Former Name on file\*

#### ALL \*Fields are Required

Social Security Number \* - - EdID # (if known)

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.0:8(d) and RSA 21-N:9, II(s).

\*New Name:

\* First Name MI \* Last Name Previous Name

\*Gender: Male Female Other \*Date of Birth

\*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

\* Mailing Address:

Street / PO Box City State Zip

\*Primary Telephone Number Allow SMS/Text \*Alternate Telephone Number Allow SMS/Text

\*Primary Email Address \*Alternate Email Address

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

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\*SIGNATURE

\*DATE



**Educational interpreter/transliterators” means a person licensed by the board who facilitates communication between individuals who are deaf or hard of hearing, or who use signed language as a primary mode of communication, and individuals who are hearing;**

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES NO**

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\_\_\_\_\_

\*SIGNATURE

\_\_\_\_\_

\*DATE





State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

**APPLICATION FOR LICENSURE -DEMONSTRATED COMPETENCIES**

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

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A first time applicant is one who has never held a credential in New Hampshire including but not limited to BEL, EEL, IPLA, IA, EA, SOE, PARA, School Nurse, and MTL

**ALL \*Fields are Required**

Social Security Number \* \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ EdID # (if known)  
The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Excellence and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name: \* First Name MI \* Last Name Previous Name

\*Gender: Male Female Other \*Date of Birth

\*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic  
 African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

\* Mailing Address:

Street / PO Box City State Zip

\*Primary Telephone Number Allow SMS/Text \*Alternate Telephone Number Allow SMS/Text

\*Primary Email Address \*Alternate Email Address

**\*COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

**PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY**

**Example: Life Science (DCNR) ; Upper Level Mathematics (DCEX); Principal (DCTA)**

DCNR National/Regional License    DCEX Experience Out-of-State    DCTA Transcript Analysis

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES      NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

	<p><b>*By checking this box, I certify that I have read the Educator Code of Ethics.</b>  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</a></p>
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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE





**State of New Hampshire, Department of Education**  
**Bureau of Credentialing**  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

<b>Bureau of Credentialing office use only:</b>	
Date Received:	_____
Fee amount:	_____
Check #:	_____

**APPLICATION FOR PORTFOLIO AND ORAL BOARD REVIEW**

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier’s check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

**Important Notice**

**If you are a first time applicant you must complete the Criminal History Records Check (CHRC) application and submit a copy of your Driver's License with this application.**

A first time applicant is one who has never held a credential in New Hampshire including but not limited to BEL, EEL, IPLA, IA, EA, SOE, PARA, School Nurse, and MTL

**ALL \*Fields are Required**

**Social Security Number \***

**EdID # (if known)**

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

**Name:**

**\* First Name**

**MI**

**\* Last Name**

**Previous Name**

**\*Gender: Male Female Other**

**\*Date of Birth**

**\*Select Ethnicity: (check one)**

**American Indian/Alaskan Native**

**Asian/Pacific Islander**

**Hispanic**

**African American/Non-Hispanic**

**White/Non-Hispanic**

**Other/do not wish to specify**

**Multi-ethnic**

**\* Mailing Address:**

**Street / PO Box**

**City**

**State**

**Zip**

**\*Primary Telephone Number**

Allow SMS/Text

**\*Alternate Telephone Number**

Allow SMS/Text

**\*Primary Email Address**

**\*Alternate Email Address**

**\*COLLEGE INFORMATION**

*DEGREE*

*COLLEGE*

*STATE*

*MAJOR*

*DATE GRANTED*

**PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY**

**Example: Life Science (DCPOB)**

DCPOB Demonstrated Competencies portfolio oral board

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

\*Have you had any type of Education Credential suspended or revoked in New Hampshire or any other jurisdiction?

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**IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION**

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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

\_\_\_\_\_  
 \*SIGNATURE

\_\_\_\_\_  
 \*DATE



State of New Hampshire, Department of Education  
 Bureau of Credentialing  
 25 Hall Street  
 Concord, NH 03301  
 Help Desk

<b>Bureau of Credentialing office use only:</b>	
Date Received:	_____
Fee amount:	_____
Check #:	_____

**Intern Authorization Application**

**INSTRUCTIONS:** This is a fillable form, please type directly into it, print and sign before mailing.

**PAYMENT:** Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

Your Site-Based Licensing plan for \_\_\_\_\_ has been submitted.  
 (endorsement to be filled in by applicant)

**ALL \*Fields are Required**

Social Security Number \* \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ EdID # (if known)  
The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name: \* First Name MI \* Last Name Previous Name

\*Gender: Male Female Other \*Date of Birth

\*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic  
 African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

\* Mailing Address:

Street / PO Box City State Zip

\*Primary Telephone Number Allow SMS/Text \*Alternate Telephone Number Allow SMS/Text

\*Primary Email Address \*Alternate Email Address

**\*COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

**PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH  
PATHWAY Example: Life Science (SBLP)**

SBLP Site Based Licensing Plan

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES      NO**

\*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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\*SIGNATURE

\_\_\_\_\_  
\*DATE



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SBLP Site Based Licensing Plan

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\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE



# Application Type

Is this a new Application or Renewal? Please check one       New Applicant       Renewal

**School Bus Driver**      Submit this application, a copy of a valid drivers license, and fee.  
All applicants for school bus driver licensure are subject to a criminal history records check in accordance with RSA 189:13-b.

**Ed Prep Program Candidates**      Submit this application, a government issued ID, and fee.  
All Educational Preparation Program candidates are subject to a criminal history records check in accordance with RSA 189:13-a,c.

Institution Name:

**PLEASE CHECK APPROPRIATE ANSWERS**

**YES      NO**

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\_\_\_\_\_  
\*SIGNATURE

\_\_\_\_\_  
\*DATE





PLEASE CHECK APPROPRIATE ANSWERS

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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge. By signing this document I agree that I am subject to a criminal history records check in accordance with RSA 189:13-c as well as a check for findings of abuse on the Division for Children Youth & Families (DCYF) central registry pursuant to RSA 169:C-35, and subject to other states central registry lists. I understand that the central registry check will identify whether there are any substantiated allegations of child abuse against me and/or the existence of any open child abuse investigations, where I have been identified as an alleged perpetrator of child abuse. Further, I understand that any investigatory reports related to such substantiated allegations and/or open investigations may be received as part of this application. By executing this agreement, I hereby waive the time limits prescribed by RSA 541-A:29 and acknowledge that this application will not be deemed approved or granted prior to the agency's actual receipt and review of my Criminal History Record Check.

\*SIGNATURE

\*DATE

Frank Edelblut  
Commissioner



Christine M. Brennan  
Deputy Commissioner

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

## EXECUTIVE SUMMARY

### Proposed Interim Rule, Ed 507.09 Visual Arts Educator Expire Date: January 17, 2024

Submitted to the State Board of Education, January 11, 2024:

**A. ACTION NEEDED**

A vote is needed by the board of education to approve the proposed interim rule for Ed 507.09, relative to licensure requirements for visual arts teachers.

**B. RATIONALE FOR ACTION**

Per 541-A:19, the interim rule process can be utilized to “minimize the time between the expiration of rules and their subsequent readoption by the agency.” The expiration date for these rules was recorded incorrectly as 2-1-24, thus changing the timeline for when the rules needed to be brought forward.

**C. EFFECTS OF THIS ACTION**

If the board approves the proposed interim rules, it will be submitted to OLS to be reviewed at the February JLCAR meeting. The regular rules will be expired for 64 days, during which time there will not be any visual arts credentials granted or renewed. The interim rule will be in effect for 180 days, during which time the regular rule process will be implemented.

**D. POSSIBLE MOTION**

I motion to approve the proposed interim rule for Ed 507.09, relative to licensure requirements for visual arts teachers.

**Readopt with amendment Ed 507.09, effective 1-17-14 (Document #10506), to read as follows:**

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

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

(1) At least a bachelor's degree; and

(2) Qualify for certification under one of the alternatives in Ed 505.0~~54~~ – Ed 505.0~~75~~; and

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

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

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

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

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

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

(ii) Painting; and

(iii) Printmaking;

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

(i) Ceramics; and

(ii) Sculpture;

3. New and emerging digital and electronic technologies; and

4. One or more additional media including:

(i) Fiber arts;

(ii) Photography;

(iii) Mixed media or materials;

(iv) Cultural art forms;

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

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

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

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

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

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

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

(4) In the area of curriculum and assessment:

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

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

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

**Appendix I**

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



Frank Edelblut  
Commissioner

Christine M. Brennan  
Deputy Commissioner

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

## EXECUTIVE SUMMARY

### Initial Proposal, Repeal Ed 504.04 Emergency Authorization Expire Date: N/A

Submitted to the State Board of Education, January 11, 2024:

- A. **ACTION NEEDED**  
A vote is needed by the state board of education to repeal Ed 504.04, relative to emergency authorization procedures.
- B. **RATIONALE FOR ACTION**  
HB 654 (Chapter 64 of the Laws of 2023), updated RSA 189:39-b to include a one-time one-year extension to the emergency authorization. It was determined by the agency that the statute sufficiently addresses the process, and thus the rules are redundant and no longer needed.
- C. **EFFECTS OF THIS ACTION**  
The repeal of this rule will reduce the amount of administrative work done by the agency relative to applications received, fees assessed and the maintenance to forms and fee tables.
- D. **POSSIBLE MOTION**  
I motion to repeal Ed 504.04, relative to emergency authorization procedures.

**Repeal Ed 504.04, effective 10-5-20 (Document #13100), and hold said section in reserve as follows:**

Ed 504.04 ***RESERVED. Emergency Authorization.***

~~— (a) The senior educational official shall complete and file the “Emergency Authorization Request” form, January 2020, and the emergency authorization shall be granted for up to the duration of the school year for which the request was made, after the applicant provides the information required in (b) below.~~

~~— (b) The bureau shall issue an emergency authorization requested under (a) above if a staffing emergency situation exists as determined by the senior educational official and the applicant for the educator position has:~~

~~(1) Paid the applicable application fee, provided in Ed 505;~~

~~(2) Completed and filed with the bureau the “Application for Emergency Authorization” form, January 2020, as referenced in Ed 505; and~~

~~(3) Submitted documentation of a conferred bachelor’s degree.~~

**Appendix I**

<b>Rule</b>	<b>Statute</b>
Ed 504.04	RSA 21-N:9, II(s); RSA 189:39-b



Frank Edelblut  
Commissioner



Christine M. Brennan  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
25 Hall Street, Suite 304  
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## EXECUTIVE SUMMARY

### Adoption: Ed 400 Approval of Nonpublic Schools

Submitted to the State Board of Education, January 11, 2024:

- A. **ACTION NEEDED**  
A vote is needed by the State Board of Education to adopt Ed 400, relative to approval of nonpublic schools.
- B. **RATIONALE FOR ACTION**  
JLCAR approved the conditional approval request at their meeting on December 21, 2023 and accepted the response sent by the board earlier in the meeting.
- C. **EFFECTS OF THIS ACTION**  
If the Board votes to adopt, it will be submitted to the Office of Legislative Services (OLS) and the rules will become effective at 12:01 a.m. on January 12, 2024.
- D. **POSSIBLE MOTION**  
I move that the State Board of Education adopt Ed 400, approval of nonpublic schools.

CHAPTER Ed 400 APPROVAL OF NONPUBLIC SCHOOLS

PART Ed 401 DEFINITIONS AND SCOPE

**Readopt with amendment Ed 401.01 - Ed 401.02, effective 6-15-13 (Document #10360), to read as follows:**

Ed 401.01 Definitions.

(a) "Accrediting agency" means a business or other organization that evaluates schools against a set of criteria determined by the business or other organization.

(b) "Chartered public school" means "chartered public school" as defined by RSA 194-B:1, IV.

(c) "Education program" means a program consisting of subject matter and related learning experiences for the instruction of pupils on a regular or systematic basis, usually for a predetermined length of time which constitutes part of a school's total education curriculum, or serves as the education component of a facility, agency, or institution whose primary purpose does not qualify it as a school.

(d) "Nonpublic school advisory council (NSAC)" means the nonpublic school advisory council established by the state board as set forth in Ed 408.

(e) "Nonpublic school" means a school established by an individual or group other than the state, subdivision of the state, or federal government and whose operation, or any portion thereof, rests with those officials who have not been publicly elected or appointed. The term includes "private school," but does not include a public academy as defined by RSA 194:23(II).

(f) "Public school" means a school which is established and operated by a school district, maintained primarily by public funds, and administered by a school board whose members are elected as provided under the laws of the state of New Hampshire.

(g) "School" means an educational institution whose primary purpose is the development of individual potential by means of a systematic method of instruction of a defined type comprising:

(1) A single grade or more than one grade group or other identifiable grouping;

(2) A teacher or more than one teacher(s) who guides and supervises the learning experience of pupils; and

(3) An education program leading to the awarding of a diploma or appropriate certificate upon completion of the requirements of the program.

Ed 401.02 Types of Approval.

(a) In order to be an approved nonpublic school, a nonpublic school shall contain some combination of grades K through 12 and comply with the requirements of one of the approval categories in (e) below.

(b) A nonpublic school, which has satisfactorily completed the requirements for status of attendance as set forth in Ed 403, shall be approved for attendance for a period of 5 years.

(c) A nonpublic school which meets all requirements for status of attendance and program as set forth in Ed 404 shall be approved for status of attendance and program for a period of 5 years.

(d) Schools that consist only of kindergarten, pre-school levels, or both shall not be eligible for approval as non-public schools.

(e) The following school approval categories shall apply to the administration of Ed 400 and be recommended to the state board for one of the following:

(1) "Approved," which means that a school meets and continues to meet all requirements of Ed 403 or Ed 404;

(2) "Preliminary approved," which means that a school meets the requirements of (h) and (i) below in addition to Ed 403 or Ed 404;

(3) "Conditionally approved," which means that a school meets the requirements of (j) and (k) below in addition to Ed 403 or Ed 404;

(4) "Delay in full compliance," which means that a school has received a recommendation in accordance with (n) below; or

(5) "Denied approval," which means a school that has failed to meet the requirements of Ed 403 or Ed 404 and failed to be approved after 3 years of being conditionally approved.

(f) If one or more facilities are to be used for educational purposes, the facilities shall be approved or conditionally approved to operate in accordance with Ed 320 prior to student occupancy.

(g) Approval shall be terminated by the state board upon receipt of 2 consecutive annual enrollment reports, as outlined in Ed 402.01, in which the school reports zero students enrolled.

(h) A nonpublic school, which has not been previously approved, shall be granted preliminary approval during its first year of operation when the following conditions have been met:

(1) If one or more facilities are used for educational purposes, the facilities have been approved or conditionally approved to operate in accordance with Ed 320 prior to student occupancy; and

(2) There are standards not required by statute or Ed 320 which the school is unable to meet prior to opening and which do not prevent the school from adequately meeting the needs of its students.

(i) In no circumstances shall preliminary approval extend beyond one school year.

(j) A nonpublic school which does not meet all of the applicable requirements of Ed 403 or Ed 404 shall be recommended for being conditionally approved for a period of one year provided that:

(1) The school was previously approved and is seeking continued approval pursuant to Ed 403.04 or Ed 404.04;

(2) All identified deficiencies and a timetable for their correction are incorporated into the approval designation; and

(3) All facilities used by students for educational purposes are approved or conditionally approved to operate in accordance with Ed 320.

(k) In no case shall a school be recommended for being conditionally approved for more than 3 consecutive school years.

(l) A conditionally approved school which fails to meet the requirements of an approved school pursuant to Ed 403.01 within 3 consecutive school years shall be recommended for denied approval.

(m) A nonpublic school recommended for denied approval shall have 10 days to make a request to the commissioner for a grievance hearing before the NSAC grievance committee, in accordance with the provisions of Ed 408.07.

(n) A nonpublic school shall be considered for a delay in full compliance for up to one year upon receipt of a written recommendation for such delay from the NSAC following a vote of the council.

(o) The decision from the NSAC shall include:

- (1) Identifying requirements not met;
- (2) Reasons why the school is unable to meet each unmet requirement;
- (3) An expected date of compliance for each requirement; and
- (4) An explanation of the unique conditions which justify the delay in meeting all state requirements.

(p) The state board shall hold a rehearing in accordance with Ed 213.02 for one or more of the following conditions:

- (1) Additional information has been received which indicates that the school is not eligible for program approval status;
- (2) The information submitted by the school as required in Ed 403 or Ed 404 is determined by the state board to be inaccurate or false; or
- (3) The NSAC grievance committee misapplied a statute or administrative rule in making its recommendation.

(q) The applicant shall not advertise or offer services as a school without approval from the state board.

**Readopt with amendment Ed 401.03, effective 6-15-13 (Document #10360), as amended effective 4-9-20 (Document #13024, Emergency), which expired 10-6-20, to read as follows:**

Ed 401.03 School Year.

(a) Each nonpublic school shall maintain a school year consisting of the following number of hours of instructional time:

- (1) In kindergarten, at least 450 hours;
- (2) In grades one through 6, at least 945 hours; and
- (3) In grades 7 through 12, at least 990 hours.

(b) Each school shall have in its school year an additional 30 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances, and shall use these additional hours to reschedule lost instructional time before requesting a reduction of the amount of instructional time as outlined in (h) below.

(c) A school may have a shortened day when an emergency condition exists which might adversely affect the health and safety of students, provided that the number of hours of instructional time originally planned for the day shall be credited to the number of hours of instructional time in the school year, if:

- (1) On that day, the school would normally have had at least 5.25 hours of instructional time; and

(2) The school remained open for at least 3.5 hours of instructional time.

(d) There shall be no requirement to reschedule instructional time for kindergarten if morning or afternoon kindergarten sessions are canceled due to delayed opening or early release for students in grade one or higher.

(e) A school may conduct instruction remotely. The school shall create a plan that includes procedures for participation by all students. Academic work shall be equivalent in effort and rigor to typical classroom work, and include an assessment of all student work for the day.

(f) Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time. Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

(g) The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students.

(h) Pursuant to RSA 189:2, the required minimum hours of instruction shall be reduced upon written request of the school and a determination by the commissioner, as authorized by the state board, that extraordinary circumstances exist that would place an unreasonable burden on the school or students.

**Readopt with amendment and renumber Ed 403.03, effective 2-16-19 (Document #12726), as Ed 402.01, cited and to read as follows:**

#### PART 402 REQUIRED ANNUAL REPORTS

##### Ed 402.01 Annual Reports.

(a) Each nonpublic school shall report enrollment by grade as of October 1 of the reporting year on a deadline established by the department.

(b) Each nonpublic school shall complete and submit “Nonpublic Restraint and Seclusion Data Collection,” revised November 2023. The form shall be completed online at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx> by June 30 of each year.

**Readopt with amendment Ed 403.01, effective 6-15-13 (Document #10360), cited and to read as follows:**

#### PART Ed 403 APPROVAL OF NONPUBLIC SCHOOLS FOR ATTENDANCE PURPOSES

##### Ed 403.01 Application for Initial Approval Status for Attendance Purposes.

(a) A nonpublic school seeking initial approval for attendance purposes shall submit the following written materials to the department no less than 120 days prior to the proposed date of opening:

- (1) The specific education purpose(s) and objectives to be served by the nonpublic school;
- (2) A statement as to how the school shall evaluate the achievement of its stated educational purpose(s) and objectives;
- (3) The school program's philosophic or religious traditions;
- (4) Academic competencies and personal characteristics the program is designed to develop;

- (5) The characteristics of the student body to be served by this program, including the criteria for student selection and admission to the school;
- (6) The relationship between the school program and the community;
- (7) Program of studies or other document(s) that explain academic content, assessment processes, and promotion requirements for each grade level and high school diploma requirements, if applicable;
- (8) A description of all courses, activities, and offerings included as part of the school's education program as defined by the school, including a list and descriptions of the courses offered for credit;
- (9) A description of the school's supporting services as outlined in RSA 189:49, including but not limited to:
  - a. Health, including a process for verification of child vaccinations required by RSA 141-C:20-a;
  - b. Advising and counseling system, relative to educational, personal, and career;
  - c. Library and media services;
  - d. Food and health services;
  - e. Referral services; and
  - f. Transportation services, including:
    1. To and from school;
    2. Field trips; and
    3. Extracurricular activities;
- (10) A statement indicating how the school complies with each of the statutory requirements of nonpublic schools, pursuant to:
  - a. RSA 126-U, relative to limiting the use of child restraint practices;
  - b. RSA 141-C:20-a, relative to immunization;
  - c. RSA 189:11, relative to instruction in national and state history, government, and civics;
  - d. RSA 189:17, relative to flags;
  - e. RSA 189:19, relative to the requirement of the use of English language;
  - f. RSA 189:20, relative to teaching foreign language;
  - g. RSA 189:21, relative to language of devotional exercises in private schools;
  - h. RSA 189:64, relative to emergency response plans;
  - i. RSA 193:31-a, relative to dual enrollment; and
  - j. RSA 198:20-a, relative to payment of governmental moneys;

- (11) Administrative responsibilities and authority documented in an organizational chart;
  - (12) Description of content and policy for storage, security, and disposition of student records to include items listed in Ed 407;
  - (13) First year budget indicating anticipated expenses and revenue, which clearly demonstrates the availability of resources to support the program;
  - (14) Documentation indicating whether the school is incorporated as a nonprofit institution and whether it has federal tax-exempt status;
  - (15) Proof of registration with the New Hampshire secretary of state as required in RSA 349; and
  - (16) A copy of the school's grievance policy including, but not limited to, procedures to address complaints concerning:
    - a. Bullying;
    - b. Teacher misconduct;
    - c. Tuition refund when a student leaves the school; and
    - d. The use of child restraint practices as outlined in RSA 126-U.
- (b) All applicants shall also indicate:
- (1) The educational level(s) to be included in the school's enrollment such as elementary, middle/junior high, or high school, and, if the school is to be ungraded, the applicant shall indicate the approximate age range of the pupils to be enrolled;
  - (2) The name, telephone number, and mailing address of the person authorized to represent the interests of the nonpublic school;
  - (3) The location and a description of those facilities to be used for school purposes and any off-campus facilities used for the program, if such information is available; and
  - (4) If one or more facilities are to be used by students for educational purposes, a statement that the school shall submit an application to operate the facility in accordance with Ed 320 no later than 90 days prior to the desired opening date of the school facility.

**Readopt with amendment and renumber Ed 403.02, effective 6-15-13 (Document #10360), as Ed 403.02 through Ed 403.04, to read as follows:**

Ed 403.02 Procedures for Evaluation and Determination of the Status of a School for Attendance Purposes.

- (a) Upon receipt of the required written materials and reports from schools seeking approval, the department shall review the materials received and advise the commissioner whether the schools satisfy the criteria outlined in Ed 403.01.
- (b) Incomplete applications shall be returned to the nonpublic school for completion.
- (c) The commissioner shall make a recommendation to the state board based on whether the criteria outlined in Ed 403.01 has been met.

(d) The state board, after reviewing the recommendation(s) from the commissioner, shall within 45 business days of receipt of such recommendation(s), take any one of the actions described in Ed 401.02(e).

(e) A nonpublic school recommended for denied approval shall have 10 business days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee in accordance with the provisions of Ed 408.07.

Ed 403.03 Procedures for the Request of a Status Change.

(a) In the event of a change to the nonpublic schools' grade levels, the school shall submit a status change request in the form of a letter to the department 60 days prior to the change.

(b) Any change(s) shall be subject to review by the state board at the next regularly scheduled state board meeting.

(c) The school shall implement said change(s) only after receiving approval from the state board.

(d) In the event of a change to the school facility's location, the school shall submit an application to operate the facility in accordance with Ed 320 not later than 90 days prior to the desired opening date of the school facility.

(e) The facility referenced in (d) above shall be approved or conditionally approved to operate, in accordance with Ed 320, prior to student occupancy.

(f) A nonpublic school whose requested change is recommended for denied approval shall have 10 business days to make a request to the commissioner for a grievance hearing before the NSAC grievance committee in accordance with the provisions of Ed 408.07.

Ed 403.04 Application for Continued Approval Status for Attendance Purposes.

(a) At the conclusion of an approval period, an approved nonpublic school seeking continuation of its approval status for attendance purposes shall submit written materials to the department no less than 90 days prior to the expiration of the current approval, to include:

- (1) Change(s) to any of the information listed in Ed 403.01 that have occurred since the initial approval or the submittal of the last report;
- (2) Evidence of ongoing registration with the secretary of state;
- (3) A school calendar to include first and last day of school, holidays, time off, and 30-hour overage in event of emergency or inclement weather;
- (4) A statement that all facilities used by students for educational purposes are approved to operate or conditionally approved to operate in accordance with Ed 320; and
- (5) Citation(s) of any new construction or renovations completed since the initial approval or the submittal of the last report.

(b) The state board shall review the information in (a) above and follow the procedures outlined in Ed 403.02 to evaluate and determine the approval status of the school.

**Readopt with amendment Ed 404, effective 6-15-13 (Document #10360), to read as follows:**

PART Ed 404 APPROVAL OF NONPUBLIC SCHOOLS FOR PROGRAM PURPOSES

Ed 404.01 Application for Initial Approval Status for Program Purposes.



(a) Program approval shall be deemed recognition by the state board that a school's curriculum, staffing, administration, governance, and facilities meet the standards determined by an approved third-party accrediting agency as described in Ed 405.01 for the appropriate delivery of education.

(b) In addition to the requirements outlined in Ed 403.01, a nonpublic school seeking initial program approval status shall submit no less than 120 days prior to the proposed date of opening, evidence of approval from an authorized agency that has been recognized by the NSAC and state board in accordance with Ed 405.01 or through the alternate method for program approval status in accordance with Ed 405.02.

Ed 404.02 Procedures for Evaluation and Determination of the Status of a School for Program Purposes.

(a) Upon receipt of the required written materials and reports from schools seeking initial approval status, the department shall review the materials received and advise the commissioner whether the schools satisfy the criteria outlined in Ed 404.01(b).

(b) Incomplete applications shall be returned to the nonpublic school for completion.

(c) The commissioner shall make a recommendation to the state board based on whether the criteria outlined in Ed 404.01(b) has been met.

(d) The state board, after reviewing the recommendation(s) from the commissioner, shall within 45 business days of receipt of such recommendation(s), take any one of the actions described in Ed 401.02(e).

(e) A nonpublic school recommended for denied approval shall have 10 business days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee in accordance with the provisions of Ed 408.07.

Ed 404.03 Procedures for the Request of a Status Change.

(a) In the event of a change to the nonpublic schools' grade levels, the school shall submit a status change request in the form of a letter to the department 60 days prior to the change.

(b) Any change(s) shall be subject to review by the state board at the next regularly scheduled state board meeting.

(c) The school shall implement said change(s) only after receiving approval from the state board.

(d) In the event of a change to the school facility's location, the school shall submit an application to operate the facility in accordance with Ed 320 not later than 90 days prior to the desired opening date of the school facility.

(e) The facility referenced in (d) above shall be approved or conditionally approved to operate, in accordance with Ed 320, prior to student occupancy.

(f) A nonpublic school whose requested change is recommended for denied approval shall have 10 business days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee in accordance with the provisions of Ed 408.07.

Ed 404.04 Application for Continued Approval Status for Program Purposes.

(a) At the conclusion of an approval period, an approved nonpublic school seeking continuation of its approval status for attendance purposes shall submit written materials to the department no less than 90 days prior to the expiration of the current approval, to include:

- (1) Change(s) to any of the information listed in Ed 404.01 that have occurred since the initial approval or the submittal of the last report;
- (2) Evidence of ongoing registration with the secretary of state;
- (3) A school calendar to include first and last day of school, holidays, time off, and 30-hour overage in event of emergency or inclement weather;
- (4) A statement that all facilities used by students for educational purposes are approved to operate or conditionally approved to operate in accordance with Ed 320; and
- (5) Citation(s) of any new construction or renovations completed since the initial approval or the submittal of the last report.

(b) The nonpublic school shall submit evidence of continued approval from an authorized agency that has been recognized by the NSAC and the state board in accordance with Ed 405.01, or through the alternative method for program approval status as in accordance with Ed 405.02.

(c) The department shall review the information in (a) and (b) above and follow the procedures in Ed 404.02 to evaluate and determine the approval status of the school.

**Readopt with amendment Ed 405.01, effective 2-16-19 (Document #12726), cited and to read as follows:**

PART Ed 405 APPROVAL OF A RECOGNIZED AGENCY FOR PROGRAM APPROVAL AND  
ALTERNATE METHOD FOR PROGRAM APPROVAL

Ed 405.01 Identification of Recognized Agencies for Program Approval.

(a) Accrediting agencies that want to be considered for recognition shall be identified in one of the following ways:

- (1) An agency may directly request recognition;
- (2) A school seeking program approval may request recognition of an agency; or
- (3) A member of the NSAC may request recognition of an agency.

(b) Applicants seeking approval from the state board as an agency recognized by the state board for program approval shall apply for recognition to the state board by submitting a letter of intent and the following:

- (1) A brief history of the agency;
- (2) A statement as to the scope of operations and indicating whether it is a regional, national, or state agency;
- (3) A definition of the purpose, character, and scope of its activities as described in its charter or by-laws and written standards for accreditation or recognition;
- (4) The agency's organization including:
  - a. Its governance and administrative structures;
  - b. A description of its ownership and control; and
  - c. The type of legal organization, including but not limited to tax-exempt or proprietary;

(5) Financial information including:

- a. Fee structure;
- b. Current operating statement; and
- c. Most recent independent certified opinion audit;

(6) A description of procedures used in the evaluation of schools by the agency, including documentation that a school shall be required to provide, which shall include a visit to verify the written documentation, and who participates in school visitations;

(7) Definitions of levels of recognition or accreditation status and written procedures for providing due process in granting, denying, continuing, or revoking accredited or recognized status; and

(8) Frequency of evaluation of schools for continued accreditation or recognition.

(c) Agencies seeking program approval shall have a process for reviewing nonpublic school programs which, at a minimum, evaluates the adequacy for ensuring the well-being of students enrolled based on the following criteria:

- (1) School mission statement and educational philosophy;
- (2) Governance;
- (3) School facilities;
- (4) School health and safety programs;
- (5) Curriculum;
- (6) Staff qualifications;
- (7) Admissions process;
- (8) Graduation requirements for high schools only;
- (9) Process for assessing student performance;
- (10) Financial management;
- (11) Student support services;
- (12) Co-curricular activities;
- (13) Parent involvement; and
- (14) School and community relations.

(d) The NSAC shall review applications for program approval. If the NSAC finds that the application meets the requirements of (b) and (c) above, it shall recommend the agency to the state board for recognition.

(e) The board shall review the NSAC recommendation and take one of the following actions:

- (1) Upon finding that the application meets the requirements of (b) and (c) above, the board shall identify the applicant as a recognized agency for program approval; or
- (2) Disapprove the application if, in the opinion of a majority of board members, one or more of the following conditions exist:
  - a. Additional information has been received which indicates that the applicant is not eligible to be a recognized agency for program approval;
  - b. The information submitted by the applicant as required in (b) and (c) above is determined by the state board to be incomplete, inaccurate, or false; or
  - c. The NSAC misapplied a statute or administrative rule in making its recommendation.
- (f) The department shall publish the list of recognized agencies for program approval at least annually.
- (g) An agency may, at any time, submit written notification to the department that it does not wish to be recognized.
- (h) Upon receipt of such a request the department shall:
  - (1) Remove the agency's name from the list of recognized agencies; and
  - (2) Notify all schools that have previously been granted program approval through accreditation by the withdrawing agency.
- (i) Program approval status for any school previously accredited by an agency whose name has been withdrawn from the list of recognized accrediting agencies shall remain in effect until the date of expiration of the most recent approval by the state board.
- (j) The NSAC shall review those agencies previously recognized for program approval every 10 years and make one of the following approval recommendations to the board:
  - (1) Full approval for a period of 10 years, if the NSAC finds that the agency meets the requirements of (b) and (c) above;
  - (2) Conditional approval for a period of 2 to 3 years when deficiencies are found that are not serious enough to warrant non-approval, but are serious enough to warrant attention and review; or
  - (3) Non-approval.
- (k) The board shall review the NSAC recommendation and take one of the actions enumerated in Ed 405.01(j).
- (l) Previously recognized agencies shall be reviewed by the NSAC prior to the expiration of the most recent approval when information becomes known to the NSAC which indicates:
  - (1) The agency might no longer be meeting the requirements of (c) above; or
  - (2) The agency has acted in an unfair or unlawful manner in conducting accreditations.
- (m) Agencies that have been recognized for program approval may request to be removed from the list of recognized agencies.

**Readopt with amendment Ed 405.02, effective 6-15-13 (Document #10360), to read as follows:**

Ed 405.02 Alternative Method for Program Approval Status.

(a) In the event that a nonpublic school is unable to receive accreditation or approval from a recognized program approval agency, the school may submit a written request for program approval status to the NSAC for review and recommendation to the state board.

(b) In making such a request, the school shall:

- (1) Describe its attempts to seek accreditation from a recognized program approval agency; and
- (2) Explain why it has been unable to achieve accreditation by a recognized program approval agency.

(c) The nonpublic school's request shall include:

- (1) A narrative explanation of all items listed in Ed 405.01(b); and
- (2) Any additional information that the school wishes to have considered by the NSAC.

(d) If, after reviewing and evaluating the request, the NSAC finds that the non-public school has made a reasonable effort to seek accreditation and warrants further review, the NSAC shall appoint an approval review team which shall conduct an evaluation of the school equivalent to those conducted by recognized program approval agencies.

(e) The review team shall consist of not less than 3 and not more than 7 members, and at least one of whom shall be an employee of a nonpublic school that is currently approved for program by the state board.

(f) The review team shall:

- (1) Physically visit the nonpublic school and evaluate all items listed in Ed 405.01(c);
- (2) Submit a written report to the NSAC within 45 working days of appointment; and
- (3) Recommend approval of the request if it finds that the school meets the criteria in Ed 405.01(c).

(g) The department shall reimburse review team members for travel expenses associated with conducting the review visit if funds are available. Review team members shall be reimbursed for travel expenses at the same rate as state employees.

(h) Within 45 working days of receipt of the report from the review team, the NSAC shall take one of the following actions based on the review team's recommendations:

- (1) Recommend the school for program approval status to the state board if, in the opinion of the majority of NSCA members, the school meets the criteria in Ed 405.01(c);
- (2) Recommend to the state board that the school be denied approval for program approval status if additional information has been received which, in the opinion of the majority of NSAC members, indicates that the school does not meet the criteria in Ed 405.01(c); or
- (3) Return the application to the review team if the information in the review team's report is determined to be incomplete or if it is determined that the review team did not follow the procedures required by (e) or (f) above.

(i) The NSAC shall notify the nonpublic school of its findings within 10 working days.

(j) If the NSAC recommends denied approval of the request for program approval status, the nonpublic school may, within 10 business days of notification of the recommendation for denied approval, request a hearing before the state board to submit evidence in support of its request for status pursuant to Ed 200.

(k) The state board shall hold a rehearing in accordance with Ed 213.02 for one or more of the following conditions:

- (1) Additional information has been received which indicates that the school is not eligible for program approval status;
- (2) The information submitted by the school as required in Ed 405 is determined by the state board to be inaccurate or false; or
- (3) The NSAC misapplied a statute or administrative rule in making its recommendation

**Readopt with amendment and renumber Ed 402.01, effective 6-15-13 (Document #10360), as Ed 406.01, cited and to read as follows:**

PART Ed 406 NONPUBLIC SCHOOLS ELIGIBLE FOR SERVICES

Ed 406.01 State and Federal Program Eligibility. Nonpublic schools shall be eligible to participate in state and federally funded programs, including but not limited to:

- (a) Child benefit services;
- (b) Dual enrollment programs;
- (c) Driver education reimbursement;
- (d) Child nutrition programs;
- (e) Federal education programs; and
- (f) Vocational rehabilitation.

**Readopt with amendment Ed 407, effective 2-16-19 (Document #12726), to read as follows:**

PART Ed 407 RETENTION OF STUDENT RECORDS

Ed 407.01 Student Records.

- (a) Each nonpublic school shall permanently maintain individual student records that include:
  - (1) Pupil registers for each year that the school was approved to operate, as required by RSA 189:27-a, that include, at minimum, the following information:
    - a. Name;
    - b. Date of birth; and
    - c. Town of legal residence;
  - (2) Transcripts of academic performance for each year that a student attended the school; and
  - (3) Record of award of high school diploma, including the date of award.

(b) In the event of a school closing or termination of operations, the school shall notify the department no less than 90 days prior to the closing date and provide the following:

- (1) Permanent location of student records, as described in (a) above, which shall be:
  - a. Submitted in a format determined by the school if the school chooses to deposit the records to the local school district or other third-party agency; or
  - b. Electronically, if the school chooses to deposit the records with the department;
- (2) Reason(s) for closure; and
- (3) The name and contact information of 2 school representatives who the department may contact after school closure.

**Readopt with amendment and renumber Ed 406, effective 6-15-13 (Document #10360), as Ed 408 to read as follows:**

PART Ed 408 ESTABLISHMENT OF THE NONPUBLIC SCHOOL ADVISORY COUNCIL

Ed 408.01 Duties of the Nonpublic School Advisory Council.

(a) The NSAC shall carry out those duties assigned to it by the state board. The council shall work with nonpublic schools to encourage and develop nonpublic schooling in New Hampshire.

(b) Assigned areas of responsibility shall include, but not be limited to the following:

- (1) Developing and maintaining effective communications between nonpublic schools and those state and local agencies involved in the approval process;
- (2) Offering consultant assistance in the implementation of the school approval requirements;
- (3) Recommending to the commissioner and state board desired changes in the rules for the approval of nonpublic schools;
- (4) Explaining the availability of nonpublic school services in the state; and
- (5) Investigating grievances submitted under the provisions of Ed 401.02(m), Ed 403.02(e), Ed 403.03(f), Ed 404.02(e), and Ed 404.03(f), and making appropriate recommendations to the commissioner.

(c) The department shall reimburse NSAC members for travel expenses associated with attending meetings if funds are available. NSAC members shall be reimbursed for travel expenses at the same rate as state employees.

Ed 408.02 Membership Selection. Membership on the NSAC shall consist of the following:

(a) Ten members representing New Hampshire's nonpublic schools appointed by the commissioner upon nomination of the NSAC;

(b) The commissioner shall appoint one public school or chartered public school administrator;

(c) The commissioner may appoint other individuals interested in nonpublic school education but not affiliated with a nonpublic school or state agency; and

(d) The commissioner of health and human services shall appoint one member representing children, youth, and families.

Ed 408.03 Rotation of Membership and Term of Appointment.

(a) The term of appointment shall be 3 years.

(b) Terms of appointment as provided in this section shall end on June 30 of the year in which the term is completed.

(c) The conduct of business shall not depend upon the maintenance of full council membership.

(d) The term of appointment of members who are absent for 3 consecutive meetings may be reduced in length or terminated by the commissioner.

(e) In the event of vacancies, the commissioner shall appoint replacements at the time such vacancies occur.

Ed 408.04 Records of the Advisory Council. The records and minutes of the NSAC shall be filed and maintained in the department.

Ed 408.05 Funding and Support of Council Activities. The members of the NSAC shall serve without compensation. Subject to available funds, the state board shall financially support the activities of the council to cover expenses including but not limited to mileage and cost associated with holding a statewide conference. The chairperson of the council shall present budget requests to the state board biennially.

Ed 408.06 Grievance Committee.

(a) The grievance committee shall be a subcommittee of the NSAC appointed by the chairperson, consisting of at least 5 and no more than 9 members, a majority of whom shall be representatives of nonpublic schools. One member of the grievance committee shall be appointed by the chairperson to preside at grievance conferences.

(b) The grievance committee shall hear all grievances referred to it by the commissioner pursuant to the provisions of Ed 401.02(m), Ed 403.02(e), Ed 403.03(f), Ed 404.02(e), and Ed 404.03(f).

(c) The grievance committee shall:

(1) Keep a written account of its investigations; and

(2) Submit such an account, together with its findings, to the commissioner within 30 days of the commissioner's referral.

Ed 408.07 Request for Grievance Conference for the Denied Approval of a Nonpublic School. Any nonpublic school may request a grievance conference and have such request acknowledged as follows:

(a) Such request shall be in writing to the commissioner;

(b) The request shall state in detail the reasons for the request for a grievance conference and name the parties involved;

(c) The commissioner shall notify the requestor within 5 days in writing that:

(1) A grievance conference has been scheduled in accordance with Ed 408.08; or

(2) Additional information is required to clarify the issues;



(d) The requestor shall have 10 days from receipt of the commissioner's request for additional information to respond with the requested information; and

(e) The commissioner shall, upon receipt of the requested information, schedule a grievance conference in accordance with Ed 408.08.

Ed 408.08 Grievance Conference for the Denied Approval of a Nonpublic School.

(a) Upon receipt of a request pursuant to Ed 401.02(m), Ed 403.02(e), Ed 403.03(f), Ed 404.02(e), and Ed 404.03(f), or concerning an action taken under these rules, the commissioner shall notify the chairperson of the NSAC of the request for a grievance conference, and the grievance conference shall then proceed in accordance with this section.

(b) Within 5 days of the commissioner's notification of a request for a grievance conference, the chairperson shall schedule the conference with the parties to the grievance.

(c) At the conference, each party shall be prepared to consider:

- (1) The simplification of the issues and an agreement of facts;
- (2) Possibility of settlement; and
- (3) Such other matters as may aid in disposition of the action.

(d) Parties to a grievance may be represented at the conference by counsel.

(e) At the grievance conference, the grievance committee shall interview the parties to the grievance to attempt to reach a settlement on the facts of the grievance.

(f) The grievance committee shall present its findings on unresolved grievances or report on the proposed settlement reached by the parties to the commissioner within 10 days of the conference.

(g) Any settlement reached at a grievance conference shall be subject to review by the commissioner to ensure that the settlement is consistent with these rules and applicable statutes. Any settlement that is not consistent with these rules and applicable statutes shall not be implemented.

(h) The findings shall list the pertinent facts found by the committee.

(i) The commissioner shall notify the parties of the issues agreed to, what issues remain unresolved, or both.

(j) The notice shall state the parties have 10 business days from receipt of the committee's findings on unresolved issues to request a hearing pursuant to the provisions of Ed 200.

**Readopt with amendment and renumber Ed 408, eff 6-15-13 (Document #10360), as Ed 409 to read as follows:**

PART Ed 409 GRIEVANCE PROCEDURES

Ed 409.01 Definitions.

(a) "Abuse" means causing:

- (1) Intentional physical injury to a student;
- (2) Physical injury to a student by other than accidental means; or

(3) Psychological injury to a student so that the student exhibits symptoms of emotional problems generally recognized to result from consistent mistreatment or neglect.

(b) “Approved nonpublic school” means a nonpublic school that has been approved by the state board in accordance with Ed 401.02.

(c) “Day” means calendar day.

(d) “Governing body” means an approved nonpublic school’s board of directors, board of trustees, or executive board or person with responsibility to supervise and control the school.

(e) “Grievance” means a complaint based on:

(1) A pattern of failure to respond to accusations of abuse or neglect of any student(s) by a teacher or administrator employed by an approved nonpublic school or by a volunteer serving at such school; or

(2) A pattern of failure to respond to accusations of harassment of any student(s) by a teacher or administrator employed by an approved nonpublic school or by a volunteer serving at such school.

(f) “Neglect” means the failure to provide care or control necessary for a student’s physical, mental, or emotional health in the school setting, when it is established that the student’s health has suffered or is very likely to suffer serious impairment.

(g) “Parent” means:

(1) Natural or adoptive parent;

(2) Legal custodian or guardian; or

(3) Surrogate parent.

Ed 409.02 Grievance Procedures; Request for Administrative Due Process Hearing.

(a) A parent of a child attending an approved nonpublic school with a grievance against the school shall request a meeting with the governing body of the school to resolve the issue.

(b) The parent may request a due process hearing as provided in Ed 409.03, only after all timely internal school grievance processes are exhausted under (a) above, and the parent and the governing body are not able to resolve the issue.

(c) A request for an administrative due process hearing shall be mailed or hand delivered to:

New Hampshire Department of Education  
Office of Legislation and Hearings  
101 Pleasant Street  
Concord NH 03301-3860

Ed 409.03 Scheduling of Administrative Due Process Hearings; Pleadings; Order of Notice.

(a) If a parent requests an administrative due process hearing under Ed 409.02, the department shall schedule and hold a hearing in accordance with Ed 200, unless otherwise provided in Ed 409.03 – Ed 409.09.

(b) Within 10 business days of the receipt of the request for a hearing, the hearing officer shall begin the hearing process by issuing an order of notice in accordance with Ed 209.02.

Ed 409.04 Continuance and Rescheduling of the Hearing; Consequences of Default.

(a) Upon good cause shown, including but not limited to illness, accident, or death of a family member, the hearing officer shall continue the hearing and reschedule it for a date later than that shown in the order of notice but in no case shall the continuance be granted for more than 15 days. Notice of the continuance shall be made in writing to all parties except that if the continuance is granted less than 3 days before the scheduled hearing date, notice shall be made by telephone followed by notice in writing.

(b) Any party who has been served notice in accordance with Ed 409, who fails to appear and who fails to obtain a continuance from the hearing officer prior to the scheduled time of the hearing, shall have a decision rendered against that party if the interests of justice will be served by such action.

Ed 409.05 Proposed Written Decision of Hearing Officer. The hearing officer shall render a proposed written decision at least 10 calendar days subsequent to a hearing. The proposed written decision shall list the pertinent facts found by the hearing officer in accordance with Ed 210.01 and Ed 212.01. A copy of the proposed written decision shall be mailed by certified mail, return receipt requested, to all parties named in the order of notice.

Ed 409.06 Appeal of State Board Decision. Any party aggrieved by the decision may appeal the decision of the state board to a court of competent jurisdiction within 30 days of the decision. Pending appeal, the nonpublic school shall continue to operate.

Ed 409.07 Revocation and Probation.

(a) A written petition to the state board to revoke a nonpublic school's approval status may be made by the parent of any pupil currently attending that school, alleging that the school refused to implement a decision of the state board, after conclusion of a due process hearing under Ed 409.

(b) After 30 days' notice has been provided to all affected parties, the state board shall revoke a nonpublic school's approval prior to the expiration of its term if the board determines, after a hearing, that the school has refused to implement a decision of the state board as provided in (a) above.

(c) Before revoking a nonpublic school's approval, the state board shall consult with the nonpublic school's governing board on the development and implementation of a corrective action plan.

(d) The state board shall place a nonpublic school on probationary status for up to one year to allow the implementation of a corrective action plan. If the board determines after the expiration of the probationary status that the plan was not successfully implemented, the board shall revoke its approval of the nonpublic school.

(e) Nothing contained in this section shall prevent the state board from immediately suspending a nonpublic school approval status in circumstances posing an immediate or ongoing danger to life or safety, provided that the state board shall commence a hearing on the suspension within 10 days of issuing the suspension order.

Ed 409.08 Appeal of Decision of State Board. Any party aggrieved by a decision of the state board may appeal the decision to a court of competent jurisdiction within 30 days of the decision. Pending appeal, the nonpublic school shall continue to operate.

Ed 409.09 Public Notice of Revocation of Approval. If the state board revokes approval of a nonpublic school, it shall provide public notice of such revocation by the following means:

(a) Posting of the notice of revocation on the website of the department;

(b) Causing a notice of the revocation to be published in a newspaper of general circulation in the area in which the nonpublic school is located; and

(c) Requiring the nonpublic school to send a copy of the notice of revocation to all the parents of students attending the school.

**APPENDIX**

<b>RULE</b>	<b>STATUTE IMPLEMENTED</b>
Ed 401.01	RSA 21-N:9, II(o); RSA 186:11, XXIX
Ed 401.02	RSA 21-N:9, II(f); RSA 21-N:9, II(o); RSA 186:11, XXIX; RSA 186:11, XXIX-a
Ed 401.03	RSA 21-N:9, II(o); RSA 186:11, XXIX; RSA 189:1
Ed 402.01	RSA 126-U:8, I(a); RSA 189:1; RSA 189:28, I-b; RSA 194:31
Ed 403.01	RSA 186:6
Ed 403.01(a)(9)a.	RSA 141-C:20-a; 189:9; RSA 189:49
Ed 403.01(a)(10)	RSA 126-U; RSA 141-C:20-a; RSA 189:27-a; RSA 189:19; RSA 189:20; RSA 189:21; RSA 189:28; RSA 189:64; RSA 193:31; and RSA 198:20-a
Ed 403.02-Ed 403.04	RSA 21-N:9, II(o); RSA 186:11, XXIX
Ed 404.01-Ed 404.04	RSA 21-N:9, II(o); RSA 186:11, XXIX
Ed 405.01-Ed 405.02	RSA 21-N:9, II(f); RSA 21-N:9, II(o); RSA 186:11, XXIX
Ed 406.01	RSA 186:11, XXIX
Ed 407.01	RSA 189:27-a
Ed 408.01-Ed 408.08	RSA 21-N:9, II(f)
Ed 409.01-Ed 409.07	RSA 21-N:9, II(f); RSA 186:11, XXIX-a

Frank Edelblut  
Commissioner



Christine M. Brennan  
Deputy Commissioner

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

## EXECUTIVE SUMMARY

### Adoption, Ed 317: Standards and Procedures for Suspension and Expulsion of Pupils

Submitted to the State Board of Education, January 11, 2024:

- A. **ACTION NEEDED**  
A vote is needed by the State Board of Education to adopt Ed 317, relative to suspension and expulsion of pupils.
- B. **RATIONALE FOR ACTION**  
JLCAR approved the conditional approval request at their meeting on December 21, 2023 and accepted the conditional approval response earlier in the meeting.
- C. **EFFECTS OF THIS ACTION**  
If the Board votes to adopt these rules, they will be submitted to the Office of Legislative Services (OLS) and they will become effective the next day at 12:01 a.m. on January 12, 2024.
- D. **POSSIBLE MOTION**  
I move that the State Board of Education adopt Ed 317.

**Readopt with amendment Ed 317, effective 6-15-13 (Document #10361-B), to read as follows:**

**PART Ed 317 STANDARDS AND PROCEDURES FOR SUSPENSION AND EXPULSION OF PUPILS  
INCLUDING PROCEDURES ASSURING DUE PROCESS**

Ed 317.01 Purpose.

(a) These rules provide the minimum requirements to assure due process and statewide uniformity in the enforcement of RSA 193:13 and RSA 193-D, relative to disciplinary action of pupils.

(b) These rules provide a standard that school boards or chartered public school board of trustees shall use in adopting and implementing local policy(ies) relative to pupil conduct and disciplinary procedures.

(c) Any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

Ed 317.02 Definitions.

(a) "Expulsion" means the denial of a pupil's attendance following a suspension at school for any of the reasons listed in RSA 193:13, I, II, and IV.

(b) "Firearm" means "firearm" as defined in section 921 of Title 18 of the US Code.

(c) "Dangerous weapons" means weapons under RSA 159.

(d) "Pupil" means a student in attendance at a school during the school day or during any school sponsored function.

(g) "Safe school zone" means "safe school zone" as defined in RSA 193-D:1, II.

(h) "School day" means the measurement of time used to determine the length of a pupil's suspension and includes all portions of a school instructional day under Ed 306.18 in addition to extracurricular activities occurring on or between those days included during a period of suspension or expulsion.

(i) "Superintendent" means the individual who provides services as described in RSA 194-C:4, or a representative designated in writing as authorized under RSA 193:13, I.

(j) "Suspension" means the denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, I, and II.

Ed 317.03 Policies and Procedures for Suspension and Expulsion.

(a) School boards and chartered public schools shall establish policies on school discipline as required by RSA 193:13, XI.

(b) Prior to the imposition of any suspension or expulsion, each school board or board of trustees of a chartered public school shall adopt a policy under RSA 189:15 which prescribes the matter that pupils and the parents or guardians of pupils shall receive written notice of the content of RSA 193:13 and any local district policy pertaining to pupils. At minimum, the school district or chartered public school shall make its policy available as outlined in RSA 193:13, XII.

(c) A school board or board of trustees that expels a pupil under RSA 193:13, II or IV, shall set forth in writing the act leading to the expulsion and the board's consideration of each of the factors for expulsion as set forth in RSA 193:13, III-a, and shall provide a procedure for review as allowed under RSA 193:13, III-b.

(d) If a pupil is subject to expulsion and a firearm is involved, the superintendent or chartered school director shall contact local law enforcement officials.

(e) If a pupil brings or possesses a firearm in a safe school zone without written authorization from the superintendent or chartered school director, the following shall apply:

(1) The superintendent or chartered public school director shall suspend the pupil for a period not to exceed 10 school days, pending a hearing by the school board or board of trustees; and

(2) The school board or board of trustees shall hold a hearing within 10 days to determine whether the pupil was in violation of RSA 193:13, IV and therefore is subject to expulsion.

Ed 317.04 Disciplinary Procedures.

(a) There shall be the following levels of discipline available to school officials enforcing RSA 193:13 relative to the suspension and expulsion of pupils:

(1) A short-term suspension pursuant to RSA 193:13, I (a) for a period not to exceed 10 school days;

(2) A long-term suspension pursuant to RSA 193:13, I (b)-(c) for more than 10 days;

(3) An expulsion by the school board or board of trustees for a period determined in writing by the school board or board of trustees under RSA 193:13, II; and

(4) An expulsion by the school board or board of trustees for a period of not less than 12 months under RSA 193:13, IV.

(b) The superintendent, chartered public school director, or their designee shall be authorized to impose a short-term suspension.

(c) Following a hearing, the school board, board of trustees, or their designee shall be authorized to extend the suspension of a pupil up to 10 additional consecutive days after the imposition of a short-term suspension as provided by RSA 193:13, I (b).

(d) If the school board or board of trustees has satisfied the requirements of Ed 317.03(a) and has complied with the local policy developed pursuant to Ed 317.03, a pupil appealing a local decision to the state board shall not be allowed to claim lack of knowledge of the state law requiring expulsion for bringing or possessing a firearm or other dangerous weapon as defined in these rules.

(e) Due process for a short-term suspension shall include, at a minimum, the following procedures:

(1) The superintendent, chartered public school director, or designee shall schedule a meeting with the pupil and inform the pupil of the meeting's purpose, including the possibility of a short-term suspension;

(2) Oral or written notice of the charges and an explanation of the evidence against the pupil, which may be provided at or before this meeting;

(3) An opportunity for the pupil to present his or her side of the story; and

(4) A written statement to the pupil and at least one of the pupil's parents or guardian explaining any disciplinary action taken against the pupil.

(f) Due process in disciplinary proceedings for the long-term suspension of a pupil shall include the following:

- (1) A hearing held in accordance with the procedures set forth in (j) below;
- (2) Written communication to the pupil and at least one of the pupil's parents or guardian, delivered in person or by mail to the pupil's last known address, prior to the hearing, of the charges and an explanation of the evidence against the pupil;
- (3) A written decision which includes the factual basis for the conclusion that the pupil should be suspended;
- (4) If the hearing was conducted by the school board's designee, the decision may be appealed to the local school board under RSA 193:13, I; and
- (5) If the hearing was conducted by the school board, the decision may be appealed to the state board.

(g) In an expulsion by the school board or board of trustees, due process shall include the procedures outlined in (f) above, and the following minimal requirements:

- (1) A formal hearing shall be held before any expulsion in accordance with the procedures set forth in (j) below;
- (2) Such hearing may be held either before or after the short-term or long-term suspension has expired and pending the expulsion hearing;
- (3) If the hearing is held after the expiration of a short-term or long-term suspension, the pupil shall be entitled to return to school after the short-term suspension has expired and pending the expulsion hearing, unless the pupil is still serving a long-term suspension;
- (4) The school board or board of trustees shall provide written notice to the pupil and at least one of the pupil's parents or guardian, delivered in person or by mail to the pupil's last known address, of the date, time, and place for a hearing before the school board; and
- (5) The notice shall include:
  - a. A statement of the charges and the nature of the evidence against the pupil;
  - b. The superintendent's or chartered public school director's recommendation for school board or board of trustees' action and a description of the process used by the superintendent or chartered public school director to reach a recommendation; and
  - c. Be delivered to the pupil and at least one of the pupil's parents or guardian at least 5 days prior to the hearing.

(h) The decision of the school board or board of trustees shall:

- (1) Be based on a dispassionate and fair consideration of substantial evidence that the accused pupil committed the act for which expulsion is imposed and that such acts are a proper reason for expulsion; and
- (2) State whether the pupil is expelled and the length of the expulsion.



- (i) If the decision is to expel the pupil, the decision shall make explicit the following:
  - (1) The factual basis for the decision including the specific statutory reference prohibiting that act as listed in RSA 193:13, II;
  - (2) The board's consideration of each of the factors for expulsion as set forth in RSA 193:13, III;
  - (3) That the expulsion runs until the school board or board of trustees later reviews it and restore the pupil's permission to attend school;
  - (4) Any action the pupil may take to be restored by the school board; and
  - (5) That the pupil has the right to appeal the decision to the state board.
- (j) The following procedures shall apply to hearings on long-term suspensions and expulsions:
  - (1) The pupil, together with a parent or guardian may waive the right to a hearing and admit to the charges made by the superintendent or chartered public school director;
  - (2) If the pupil is 18 years of age or older, the concurrence of a parent or guardian shall be unnecessary unless the pupil is subject to a guardianship which would prevent the pupil from waiving the right to a hearing;
  - (3) Formal rules of evidence shall not be applicable, however, school officials shall present evidence in support of the charge(s) and the accused pupil or the parent or guardian shall have an opportunity to present any defense or reply;
  - (4) The hearing shall be either public or private and the choice shall be that of the pupil or parent or guardian;
  - (5) During the hearing, the pupil, parent, guardian, or counsel representing the pupil, shall have the right to examine any and all witnesses; and
  - (6) A continuance of a hearing on the request of a parent or pupil over the age of 18, without the consent of the superintendent or chartered public school director, shall be conditioned on the pupil's continued exclusion from attendance.
- (k) Notwithstanding (a) – (f) above, pupils whose presence poses a continuing danger to person or property, or an ongoing threat of disrupting the academic process, may be immediately removed from school at the discretion of the superintendent, chartered public school director, or their designee. In such cases, the necessary due process outlined in (e) above shall follow as soon as practicable.
- (l) Notwithstanding any other deadline in Ed 200, all appeals to the state board from school board decisions under (f) and (g) shall be filed within 20 calendar days of receipt of the written decision of the school board or board of trustees and shall be in accordance with RSA 541-A and Ed 200.

Ed 317.05 Reporting Procedures for Acts of Theft, Violence, or Destruction.

- (a) Pursuant to RSA 193-D:4, each public, chartered public, or nonpublic school employee who witnesses or has information from the victim of an act of theft, destruction, or violence in a safe school zone shall provide a written report to the principal. The principal shall file the report with local law enforcement within 48 hours of the incident.
- (b) The report shall contain the following information:

- (1) School name;
- (2) School address;
- (3) School telephone number;
- (4) Name of school principal;
- (5) Date of incident involving an act of theft, destruction, or violence, or the possession of a firearm;
- (6) Time of incident in (5) above;
- (7) Location of incident in (5) above;
- (8) Alleged offense;
- (9) Description of incident;
- (10) Name of suspect, if known;
- (11) Grade in school of suspect, if applicable;
- (12) Address of suspect, if known;
- (13) Name of victim or witness;
- (14) Grade in school of victim or witness, if applicable;
- (15) Address of victim or witness, if known;
- (16) Name of employee reporting incident;
- (17) Date report was completed by employee; and
- (18) Date report was filed with local law enforcement authority by school principal.

(c) When reporting the crime to the appropriate authorities, a public, chartered public, or nonpublic school shall ensure that copies of the relevant portions of the special education and disciplinary records of the child are made available in a manner that protects the child's privacy.

(d) Each school board for a public school, board of trustees for a chartered public school, or the governing body of a nonpublic school, shall develop a policy to address violations of RSA 193-D to include the possible sanctions and penalties for said violations.

Ed 317.06 Reporting Procedures for Acts of Violence Against School Employees, Volunteers, or Visitors.

(a) Each public, chartered public, or nonpublic school employee who witnesses an act of violence against school employees, volunteers, or visitors shall provide a written report to the principal within 48 hours of the incident.

(b) The principal shall provide the report required by (a) above to the department within 10 school days of receipt of the initial report from the school employee.

(c) The report shall contain the following information:

- (1) School name;
- (2) School address;
- (3) School telephone number;
- (4) Name of school principal or director;
- (5) Date of incident involving an act of violence against school employees, volunteers, or visitors;
- (6) Time of incident in (5) above;
- (7) Location of incident in (5) above;
- (8) Alleged act of violence against school employee, volunteer, or visitor;
- (9) Description of incident;
- (10) Name of suspect;
- (11) Grade in school of suspect, if applicable;
- (12) Address of suspect, if known;
- (13) Name of victim(s);
- (14) Address of victim(s), if known;
- (15) Name of employee reporting the incident; and
- (16) Date report was completed by the employee.

(c) Each school board for a public school, board of trustees of a chartered public school, or the governing body of a nonpublic school, shall develop a policy to address violations of RSA 193-D to include the possible sanctions and penalties for said violations.

Ed 317.07 Reporting Procedures for School Safety Data Collection.

(a) Public schools shall complete and file the information required under the Gun Free School Act of 1994, found in the School Safety Data Collection Survey, with the commissioner on or before June 30 of each year. The superintendent or chartered public school director shall certify the School Safety Data Collection online through the ESS portal at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>.

(b) The following information shall be collected through the ESS portal:

- (1) Name of school district;
- (2) School name;
- (3) Pupil's grade in school;
- (4) Type of firearm:
  - a. Handgun;

- b. Rifle or shotgun; or
  - c. Other firearm; and
  - d. Whether there was more than one type of weapon or firearm;
- (5) Number of expulsions modified to less than 12 months;
- (6) Number of modifications of expulsions for pupils who are not identified as a child with a disability;
- (7) Number of expulsions which resulted in a referral to an alternative school or program;
- (8) Name of reporting official; and
- (9) Signature and date.

**APPENDIX**

<b>Rule</b>	<b>State Statute or Federal Regulation Implemented</b>
Ed 317.01	RSA 193-D; RSA 193:13
Ed 317.01(c)	34 CFR 300.530 - 34 CFR 300.536
Ed 317.02	RSA 193-D
Ed 317.03	RSA 189:15; RSA 193:13
Ed 317.04	RSA 193:13, I; RSA 193:13, IV
Ed 317.05-Ed 317.06	RSA 193-D:4; RSA 193-D:7, I;
Ed 317.07	20 U.S. Code § 7961; RSA 193-D:4

*Please note this is a draft, not yet approved by the State Board.*



**New Hampshire State Board of Education  
Department of Education  
25 Hall Street, Concord, NH 03301  
Minutes of the October 11, 2023, Meeting**

**AGENDA ITEM I. CALL TO ORDER**

The regular meeting of the State Board of Education convened at 10:10 a.m. Drew Cline presided as chair.

**Members present:** Ryan Terrell, Ann Lane, Drew Cline - Chair, and Richard Sala. Also in attendance were Frank Edelblut, Commissioner of Education, and Christine Brennan, Deputy Commissioner.

**Members absent:** Kate Cassady, Phil Nazzaro, and Jim Fricchione were not in attendance due to prior commitments.

**AGENDA ITEM II. PLEDGE OF ALLEGIANCE**

Drew Cline led the Pledge of Allegiance.

**AGENDA ITEM III. PUBLIC COMMENT**

David Trumble, Weare, attended the meeting to discuss the 306 regulations from a legal perspective. When NH was drafting its new laws for over sign of regulations, they asked the NH Supreme Court for their opinion and they issued

**October 11, 2023**

***Please note this is a draft, not yet approved by the State Board.***

their opinion, which was when writing regulations, administrative agencies can only “fill in the details of the statutes. Rules that go beyond the filling in of the details are invalid. Rules may not add to, detract from, or in any way modify statutory law.” David Trumble highlighted three points, which were protecting civil rights in the public schools, the duty to provide an adequate education, and legislative review.

Dean Cascadden, a 24-year administrator in New Hampshire, advised that he is very interested in seeing the draft standards come out when they’re taken off the table and put into rulemaking as these are very important rules for education, especially to work on equity and make sure that all students in NH have equal opportunity.

Adriana expressed her gratitude for the Education Freedom Accounts as they are highly beneficial for families and will continue to be beneficial in the long-term.

Tom Laliberte, Boscawen, was at the meeting as a concerned citizen of the state. He stressed his concern with the Learn Everywhere program, especially now that PragerU’s Financial Literacy course has become an approved program. After PragerU’s Financial Literacy course being approved, he had several questions, being: Do students write, read, solve a financial problem, collaborate, apply their learning, partner with a financial institution, or think critically? After being informed that these practices do occur, he signed up for the course himself and after 105 minutes, he received a certificate of successful completion. PragerU offered 15 videos that totaled 76 minutes and 37 seconds. Each video had 10 optional multiple choice or true/false questions to check for understanding, and many of these were part of the final 40-point exam. He reported that his entire learning experience that he engaged in with PragerU is at the lowest level of cognitive engagement for both Bloom’s Taxonomy and Webb’s Depth of

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Knowledge. He requested the State Board to please reconsider the Learn Everywhere program to ensure that students experience a high-quality education.

Janet Ward, Contoocook, shared her deep concern that the 306-revision process has not been transparent. She also mentioned that she'd written an article which says, "Soon Commissioner Edelblut and the State Board of Education will be making decisions on revisions to the 306 Administrative Rules, with which all public schools must comply. For details on 306 rule changes, you can visit the nonpartisan Reaching Higher New Hampshire website. Unless you have been following the revision process, you will not understand how these changes would seriously undermine public schools, by setting up conditions to outsource instruction to private companies and to further remove public oversight over taxpayer supported education."

Meg Ever, Barrington, shared that she's able to educate her three children thanks to the Education Freedom Account.

#### **AGENDA ITEM IV. NONPUBLIC SESSION**

**Motion:** Richard Sala made the motion, seconded by Ryan Terrell, that the State Board of Education enter nonpublic session under RSA 91-A:3, II(c) at 10:38 AM

**Vote:** The motion was approved by roll call vote by State Board of Education members Ryan Terrell, Ann Lane, Drew Cline (chair), and Richard Sala.

**Motion:** Ryan Terrell made the motion, seconded by Ann Lane, that the State Board of Education return to public session at 1:15 PM.

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**Vote:** The motion was approved by roll call vote by State Board of Education members Ryan Terrell, Ann Lane, Drew Cline (chair), and Richard Sala.

**Motion:** Richard Sala made the motion, seconded by Ann Lane, that the State Board of Education seal the minutes of the nonpublic session indefinitely.

**Vote:** The motion was approved by roll call vote by State Board of Education members Ryan Terrell, Ann Lane, Drew Cline (chair), and Richard Sala.

#### **AGENDA ITEM V. SCHOOL ADMINISTRATIVE UNIT(S) SPOTLIGHT**

There was no school administrative unit spotlight.

#### **AGENDA ITEM VI. PRESENTATIONS/REPORTS/UPDATES**

##### **A. Education Freedom Account program updates** – *KATE BAKER DEMERS, Executive Director, Children's Scholarship Fund*

The Education Freedom Account program has been running since 2021, and the last time the EFA saw the Board was when the rules were approved in the summer of 2021. She brought Melissa Hagan, Matt Southerton, and Kelly Santos along to share further information.

Melissa Hagan, Manchester, reported that she loved the EFA program. Before the program she homeschooled in Massachusetts and couldn't afford the books or the curriculum. Because of the EFA program, her children have been placed in an academy. The EFA program has enriched her family's lives.



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Kelly Santos from Hudson discussed that because of the EFA program, she was able to supplement their income and get two of their children enrolled at 2nd Nature Academy, which agrees wholeheartedly with their specific issues.

Matt Southerton, Director of Policy and Compliance at Children's Scholarship Fund, reviewed the basics of applying for the scholarship. He highlighted that this is the first time that many of the students in this program have access to computers, funds for a tutor, to name a few. In order to qualify for the program, EFA families need to meet certain criteria and they must agree to certain conditions. The parent and students must be NH residents. The student must be eligible to enroll in the student's resident public school district. In the first year of the program, the household must not exceed 350% of the federal poverty guidelines. No income threshold must be met in subsequent years. Parents must reapply annually.

Since the program's inception in November 2021, over 56 000 EFA orders. Approximately 8% of the total EFA orders have been rejected for one reason or another. EFA's are individual grants for the child named on the account.

The list of allowable items includes tuition, textbooks, supplemental materials, classes and courses, transportation if needed to and from a provider, career and tech ed classes.

Briefly, it works a lot like cryptocurrency where you have a digital wallet that gives you access to certain marketplaces. The digital wallet is the key that allows you to be inside the digital marketplace. You do all your transactions within the marketplace, and the actual verification method is done within the blockchain. In this case, the blockchain is human eyes looking to verify the transaction. Once verified, the parent is notified, and the process continues.

## **AGENDA ITEM VII. BUREAU OF EDUCATIONAL OPPORTUNITIES**

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**A. Office of Charter Schools** – TAL BAYER, NHED, Administrator, Office of Public Charter Schools

**1. The Virtual Learning Academy (VLACS) – charter renewal**

Steve Kossakoski, CEO, introduced Michael Garron, CFO, Carey Glines, School Principal, and Tony Baldasaro, COO.

Steve Kossakoski informed the Board about how VLACS operates and their procedures. He also mentioned that VLACS has been around for about 15 years, and annually works with about 10 000 students in Grades K through 12. VLACS also has their own self-funded adult education program. During the pandemic, VLACS put together Grades K through 3 and opened up thereafter full-time K through 5.

Carey Glines highlighted that their five-year graduation rates tend to be higher than the state average, typically. This year, they've developed some pretty robust monitoring systems that are allowing them to provide more proactive student support and get students in front of the individualized support that they need earlier.

**Motion:** Ryan Terrell made the motion, seconded by Richard Sala, that the State Board of Education approve the renewal of Virtual Learning Academy Charter Public School's charter.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**B. Office of Learn Everywhere Programs** – TIM CARNEY, NHED, Administrator, Educational Pathways

**1. Nashua Community Music School – new application**

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Tim Carney requested the Board's approval of the Nashua Community Music School Learn Everywhere initial application for one year.

Lindsay Rinaldi, Executive Director of Nashua Community Music School, walked the Board through the assessment process. She reported that this is the only course in NH that covers these types of competencies. Many students enrolled in the traditional public-school programs have to be on the typical chorus track, or the typical band track. Music technology and music production fields are booming, and Nashua created this program to allow those children who don't fall into the typical chorus or band tracks, to also be musical.

**Motion:** Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education approve the Nashua Community Music School Learn Everywhere initial application.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**C. Office of Nonpublic Schools – TIM CARNEY, NHED, Administrator, Educational Pathways**

**1. Commissioner's Nonpublic School Approval Designation Report – new school approval (AA status)**

Carl and Jennifer Chambers from the New England School of the Arts in Lebanon, NH, shared their vision of a school offering a high-quality arts-based program. They're partnering with established organizations, like Dartmouth College and AVA Art Gallery.

**Motion:** Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education accept and approve the school for the period of October 11, 2023, through June 30, 2024.

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The application for the New England School for the Arts meets all the applicable requirements of 403.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**2. Commissioner's Nonpublic School Approval Designation Report – school grade expansion (AA status)**

Building Block Commons, a school in Exeter, NH, currently runs from Grades K through 8 and they're looking to add Grades 9 through 12.

**Motion:** Richard Sala made the motion, seconded by Ryan Terrell, that the State Board of Education accept and approve Building Block Commons' request to add Grades 9 through 12 for the remaining term of their existing approval period.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**AGENDA ITEM VIII. RULEMAKING/LEGISLATIVE UPDATES**

**A. Conditional Approval Response – School Facility Approvals (Ed 320)**

**Motion:** Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the condition approval response Ed 320.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

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**B. Initial Proposal – Learn Everywhere Rules (Ed 1400)**

Tim Carney discussed the proposed changes to the rules. A few of them are listed below.

1403.02, page 4, rewording of what was called the ad hoc Learn Everywhere program approval committee. This committee has no approval authority.

1403.02 (b), page 5, sometimes programs don't fall into a credential or endorsement area, so this provides some flexibility to the administrators in selecting team members who have the most similar background.

Right now, Learn Everywhere has a one-year approval and a five-year approval. Tim Carney proposed a three-year provisional approval. Student evaluations and monitoring reports will also have a three-year provisional approval.

1405.01, the Annual Report, will be pushed for reporting purposes.

Page 10, Tim Carney is looking to strike the "Program completion certificates earned by students while not enrolled in the school," as defined in Ed 1402.01 (j), which is a public 9 through 12 school.

**Motion:** Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education approve the initial proposal for Ed 1400 regarding Learn Everywhere.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**C. Initial Proposal – Computer Science Educator (Ed 507.54)**

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Steve Appleby advised the Board that this is a follow-up to the interim rule from last month. This is as a result of HB-2, the governor's drive to have more licensed computer science teachers in the state. The major change is the addition of the industry recognized credentials in place of the bachelor's degree for IT.

**Motion:** Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the initial proposal for Ed 507.54 relative to licensure requirements for computer science educators.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**D. Initial Proposal – Visual Arts Teacher (Ed 507.09)**

Steve Appleby advised that this was from the Professional Standard's Board. Unfortunately, due to timing, there's no one from the PSB present to talk about it, but the PSB have created a form to convey changes to the Board. Drew Cline commented that he has some questions for the PSB and requested it be tabled until November 2023.

**Motion:** Ryan Terrell made the motion, seconded by Richard Sala, that the State Board of Education table the initial proposal for Ed 507.09 relative to licensure requirements for visual arts teachers.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**E. Adopt – Special Education 21 Inclusive (Ed 1100 – various)**

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The state law and state regulatory body have been aligned with federal law relative to 21 inclusive relative to special education students.

**Motion:** Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education adopt Ed 1100.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**F. Adopt – School Facility Approval Process (Ed 320)**

**Motion:** Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education adopt Ed 320.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**AGENDA ITEM IX. COMMISSIONER’S UPDATE**

**A. Commissioner’s consultation with the State Board of Education per RSA 21-N:3, II**

Melissa White’s term as the Division Director for the division of learner support is expiring in the near future. The Commissioner recommended that she be re-nominated to that role for another four years. Request was moved.

Teacher of the Year Award went to Elizabeth Duclos from Pembroke Academy. She’s an elementary school teacher, and big into the science of reading.

The science of reading program continues to do well. There are over 33 000 people in the program. They’re currently in stage 4 of the program and 70%

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have gotten this far. They have an endorsement from Bodie Muller and a TikTok video of him reading to his two little boys promoting the love of reading.

Some additional assessment result data was released. The report cards will be put out end of November, beginning December. A press release was done about this too.

Another press release was done after the last meeting but since this meeting, the Department of Education got a \$4 million grant relative to the school and department's financial data systems. This grant allows data visualizations to be created for the financial data for schools.

The NH Great Apple Crunch is on October 18, which is a celebration of farm to school in NH. It will be advertised.

Military Cards for Kids - every state in America is participating.

Robotics grants - each Board member will receive an invitation from Tim Broadrick for the Robotics Tournament on November 4.

#### **AGENDA ITEM X. OPEN BOARD DISCUSSION**

There was no open board discussion.

#### **AGENDA ITEM XI. CONSENT AGENDA**

##### **A. Meeting Minutes of September 14, 2023**

**Motion:** Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education accept the September 14, 2023, meeting minutes as amended.

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**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**AGENDA ITEM XII. TABLED ITEMS**

**A. Initial Proposal – Minimum Standards (Ed 306)**

**AGENDA ITEM XIII. ADJOURNMENT**

**Motion:** Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education adjourn the meeting at 3:28 p.m.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

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Secretary

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**New Hampshire State Board of Education  
Department of Education  
25 Hall Street, Concord, NH 03301  
Minutes of the November 9, 2023, Meeting**

**I. CALL TO ORDER**

The regular meeting of the State Board of Education convened at 10:00 a.m. Ann Lane presided as acting chair.

**Members present:** Kate Cassady; Phil Nazzaro; Ann Lane, Acting Chair; and Jim Fricchione. Also in attendance were Frank Edelblut, Commissioner of Education.

**Members absent:** Drew Cline, Richard Sala, and Ryan Terrel were not in attendance due to prior commitments. Deputy Commissioner Christine Brennan was unable to attend due to a prior commitment.

**II. PLEDGE OF ALLEGIANCE**

Janet Ward led the Pledge of Allegiance.

**III. PUBLIC COMMENT**

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Janet Ward, Vice President of the League of Women Voters of New Hampshire, stated that a member of the State Board of Education provided an energetic response to her public comments about a continuing and intentional lack of transparency with regard to the current revision of the 306 rules. She was reminded by this Board member of the many public listening sessions that had been held throughout the state. She attended two of these sessions where attendees were told that the public comments and recommendations would be shared with the Commissioner of Education, but that the Commissioner had no obligation to include the public's recommendations or respond to the concerns.

She felt the reedition process has taken place largely behind closed doors. The public listening sessions have merely served to give the impression of a publicly accessible process. It was her understanding that the most recent draft of these rules has not yet been made available, even to the New Hampshire House and Senate Education Committees. Moreover, since the last State Board meeting, she has been told that over 25 media organizations have expressed their concern about the secrecy of this process by filing an official Right-To-Know request.

Many New Hampshire citizens have never heard about the 306 rules, which govern the operation of the public schools. Many citizens do not realize how fundamentally important these rules are, but this Board and this Education Commissioner do realize their importance, and behind closed doors, without real public oversight they are attempting to fundamentally change the nature of the public schools by the subtle but critical manipulation of these rules.

Her request to the State Board was to make the current 306 rule revision draft available immediately to New Hampshire legislatures and citizens.

David Trumble attended the meeting to discuss the 306 regulations in specific, the legislative review that will happen once those regulations are put on

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the table. At the last meeting, David spoke about what he thought was a three-step process: first, Legislative Oversight Committee does reviews and recommendations and sends those back to you. Then, after you make your final copy, it goes to the General Court. And then third, it has to be adopted by the entire General Court, meaning all 400 legislatures in the House, then 24 Senate have to vote to approve it.

This is important that there be these additional requirements because these regulations go to how NH as a state address a constitutional obligation. How do we guarantee that every child in the state is given an adequate education in the public schools?

When 193-E was written, it was written in response to the third of the Claremont progeny of cases, which was all about, how do we know if we're doing an adequate job. And the legislatures at that time got together, Democrats and Republicans, House, and Senate. They brought in all the stakeholders, the teachers and administrators, and together they wrote 193-E, working from the beginning. And they included in that statute two additional legislative oversight reviews.

First is the review and recommendation from the Oversight Committee, and the second is that it requires the approval of the full House and the full Senate. Since the State Board last met, this has been discussed in public in at least two occasions. First was a day after last month's hearing there was a hearing over at the House. David said he relistened to the recording from this hearing and there was a discussion about the rules. He believes they agreed that it starts going to the Legislative Oversight Committee for review and recommendation. Then it goes you to make changes. Then you have a final copy. Then the 180-day clock starts. The State Board has a statutory obligation to send all of that to the speaker of the

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House, the head of the Senate, and the Senate committees, so that when the 424 legislators vote on it, they'll have been prepped for it.

As to the prior adoption of the General Court argument, when the media organization submitted their Right-To-Know request, your attorney, Elizabeth Brown, responded with two issues. She said, first, it's a private concern. It's not a public matter. No Right-To-Know. Her second argument is that we don't need the free press involved in this because the legislature has so many specific steps of review. Here's a snippet of her letter.

"For certain components of the Ed 306 rules, the legislature has added an additional layer of safeguards and requirements that must be complied with for the rules to become effective," and she cites the section where that has a prior adoption of the of the General Court.

Christine Downing said that she included background information about her passion for competency-based education and the 306 rules so that her involvement in this important project is understood. As the next steps in the 306 process, and future decisions regarding these rules is considered, the students should be remembered and should be the driver in the discussions and the decisions. The students deserve and demand to be priority and the center of this important work.

New Hampshire RSA 193-E 2, Educational Content of an Adequate Education states, "The General Court shall ensure the high quality of the minimum standards for public school approval in each area of the education identified in paragraph one is maintained." She emphasized the phrase "high quality of the minimum standards maintained," and said it's our collective duty to make sure any set of 306 rules meets the high-quality expectations of this RSA.

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She provided each Board member copy of an executive summary that represents collective voices of public-school educators who participated in educator review sessions. 70% of the responses indicate the rules are insufficient and need significant changes based on the March 9th, 2023, draft. Any decisions to enter into the rulemaking process must allow for a comprehensive review of the feedback and responsible consideration needs to occur in terms of how language in the rules can be corrected to accomplish the expectation of high-quality minimum standards.

To disregard the feedback in this summary or dismiss the collective voices of educators who participated in these review sessions and are directly responsible for the implementation of these 306 rules is not in the best interest of the NH students. The feedback provided in this summary is at a level of detail that you are not likely to find in other sources. This is because it comes from the practitioners who have a direct understanding of the impact of these rules on the students.

Ultimately, it will be public school students who will pay the price should you choose to proceed forward without a transparent and comprehensive process and timeline in terms of how this feedback will inform adjustments to the draft.

#### **IV. SCHOOL ADMINISTRATIVE UNIT(s) SPOTLIGHT**

How the following school districts have leveraged resources offered through the NHED to make progress in the areas of school safety and literacy.

**MAURA PALMER, Superintendent, Salem,** highlighted the enhancements they've been able to make at Salem's eight schools. They have a preschool, five elementary schools, a middle school, and a high school. Through

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the Security Action For Education grant, the SAFE grant, and the Stronger Connections grant, they've been able to make some significant changes.

After the tragic shooting at Rob Elementary School in Ivaldi, Texas, in May of 2022, Salem's emergency operations team came together and decided it's time that they review their practices and ensure they're doing everything they possibly can for kids' safety. They partnered with the Salem Police Department. They revised their emergency drills to include active threat with strategy of run, hide, fight. They partnered with Homeland Security and conducted audits in all of their schools, walk through. They took those reports and met with the Salem Police Chief and the Salem Fire Chief and made a list of critical needs.

Simultaneously, the grant funding became available that summer of 2022. Because their work had begun, they were able to take advantage of that early decision funding. They received a significant award from the state and were able to make some significant enhancements. They also received funding through the Stronger Connections grant, which came along later this past summer and into this fall.

They are extremely grateful for this money, which has been made available to all K through 12 schools, access control, emergency alerting, and surveillance.

***DEBRA PAYNE, Assistant Superintendent for Business and Operations, Salem,*** said that as a result of funding from the Security Action For Education grant, all of the district's analog radios were replaced with digital radios and the existing police radios, which were 20 years or older, have been replaced with radios that have better technology and allow the police, fire, and SAU office to be part of that radio transmission.

Starting this fall, all visitors to the Salem school buildings are signed in through an electronic visitor management system as a result of those funds. The

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funding also allowed them to update exterior door access equipment, and staff have recently been issued staff ID's that have building access based on their role. That system is connected to the IT Department's active directory so that they can enable access or disable as needed.

The upgrades to the doors also enabled them to connect their door access system to their district's video camera system, so they can provide additional visibility in the event of an emergency. Based on recommendations from their Police Department, additional parking lot lighting and bollards have been funded through this grant. Exterior doors and windows were numbered so emergency services can identify locations from the exterior of the building. Window security film was installed on exterior glass and doors.

In addition, the SAFE grant funds have allowed them to implement a program called Raptor, which is an electronic drill and emergency management platform. It allows all of their staff to connect through messaging in the event of an emergency. It also allows them to check in students, staff, and visitors to let them know the location and condition in case needed. Over the next few months, they'll be rolling out some professional development for reunification tools as part of that program as well.

The Stronger Connections grant has allowed them to look into purchasing some additional video cameras for each of their schools. In addition, some door and window numbering inside of the buildings to help with identifying locations. The exterior door access points will be increased so that anybody who needs to get in from the outside doesn't have to have a key to get back into the building in the event of an emergency.

***JACQUELINE COE, Superintendent, John Stark, Henniker, Weare, Stoddard***, said they also have engaged in many of the same projects as Salem. They're appreciative of the responsiveness to the needs of the series of grants,

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and most of her districts have received substantial money and she has submitted my application for the next round.

She called special attention to the partnership of Homeland Security with the schools. She praised the responsiveness of Scott Lambertson and his colleagues. Their assessments were fabulous. They have helped them partner with the emergency responders in their communities.

***NATASHA KOLEHMAINEN, Assistant Superintendent, John Stark, Henniker, Weare, Stoddard***, currently oversees K12 Educational Program, Professional Development, and Federal Title grants. She attended the meeting to speak about the partnership between SU-24 and the New Hampshire Department of Ed in relation to the Lean into Literacy initiative.

Her opinion is that the pandemic amplified the strengths and weaknesses of the educational system. For well over a year, everyone was in survival mode, and the conversation about how to teach reading took a bit of a backseat to COVID mitigation measures. However, the weaknesses of the instructional models for teaching reading used by many school districts in the state, including SAU-24, were laid bare through the pandemic. Remote learning created a way for teachers and parents to partner in a way that energized their desire to find a better way.

Fast forward to the '21-'22 school year, 20 teachers in SAU-24 began the letters for elementary professional development course. They had made a decision to use \$75,000 of their Local Esser funds to offer 50 teachers, staggered over three different cohorts, the opportunity to complete that training, shortly after the New Hampshire Department of Ed announced the Lean into Literacy initiatives with a \$1,000 stipend. And since then, they've had an additional 25 teachers and all of their K8 administrators sign up through the state program, and they have

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more teachers signing up for the next phases. As teachers complete the course, they are given local credits that can be used for salary track changes.

During the '22-'23 school year, they formed a structured literacy committee tasked with designing professional learning opportunities in the area of science of reading, analyzing their current resources, and making recommendations for changes.

At the end of that year, the team recommended they purchase Wit & Wisdom for their K5 core reading and writing program, with Geodes in K3, continue their use of Foundations, and also purchase the Haggerty Phonemic Awareness Program for K2. Their school boards approved the purchase for these new resources using extra funds, and at the same time the New Hampshire Department of Ed announced the grant opportunity to apply for funds to purchase literacy resources.

The boards of SAU-24 approved approximately \$225,000 to purchase new literacy resources and then they were granted an additional \$110,000 from the New Hampshire Department of Ed. Because their initial request to their boards was to purchase K5, the New Hampshire grant opportunity allowed them to purchase grades 6 through 8 as well. Being able to secure the additional funds from the New Hampshire Department of Ed affirmed the direction they were moving, added credibility to the outcome of their process, and bolstered their efforts.

They're now a few months into the '23-'24 school year and all of their K8 literacy resources are aligned to the Science of Reading. Their teachers continue to dive into learning about structured literacy and how to use those new resources. There are growing pains, of course, but they are bolstered by the common

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message being heard by the SAU leadership, the New Hampshire Department of Ed, and the literacy experts.

***KIMBERLY SARFDE, Assistant Superintendent, Nashua***, introduced herself as holding a bachelor's degree in English, a bachelor's degree in psychology, a Master of Arts in professional writing, and a doctorate in education with a focus on dual immersion, best practices for multilingual learners.

She attended the meeting to provide an important update on the partnership between the National School Districts and the New Hampshire Department of Education. This collaboration has been focused on aligning the practices and resources with scientific evidence to enhance literacy instruction in the NH schools. As educators, we understand that reading is a complex process that involves various components, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. The extent of research has shown that a strong foundation in these areas is essential for students to become proficient readers. It is our duty to ensure that our instructional practices are grounded in evidence-based strategies that support the development of these skills.

Federal law, specifically Every Student Succeeds Act, mandates the use of evidence-based practices in our schools. This means that, as educators, we must ensure our instructional methods are backed by scientific research and have been proven effective in promoting literacy. By aligning practices with scientific evidence, our students can be provided with the best possible education and set them up for success. In pursuit of aligning practices with scientific evidence, the Nashua School District has formed a strong partnership with the New Hampshire Department of Education.

One crucial aspect of this collaboration has been the Nashua School District's engagement with Kathleen McCaffrey, who serves as the State's ELA

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expert. Her expertise has been invaluable in educating the teachers and administrators about updated dyslexia screening guidelines. Through her guidance, this school district has gained a deeper understanding of effective screening methods for dyslexia and other related disorders. This knowledge has empowered Nashua's educators to identify and support students with specific learning needs, ensuring that they received the necessary interventions and accommodations.

Furthermore, the state has provided Nashua School District with guidance that has allowed team members of the ELA instructional leadership team to become deeply knowledgeable about screening for dyslexia and other related disorders. This expertise has been instrumental in shaping our district's approach to literacy instruction, ensuring that it aligns with scientific evidence about how the brain learns to read.

To further strengthen their literacy initiatives, the New Hampshire School District applied for and was awarded 12 Lead into Literacy grants totaling \$300,000. These grants have enabled them to pilot, aligned, and vetted knowledge-based ELA curricula benefiting more than 165 teachers and over 4,000 students.

By implementing this curriculum, they have taken significant strides in aligning their practices and resources with the latest research on building foundational literacy skills. It's important to note that their district has been working tirelessly for the past several years to educate teachers about the importance of building foundational literacy skills.

***STEVE TUCKER, Superintendent of Schools, Laconia***, introduced his colleagues: Michaela Champlin, Principal, Woodland Heights Elementary School; Caitlin Hensche, Student Service Administrator, Elm Street School and Pleasant

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Street School; Laurie Cody, Second Grade Teacher, Elm Street School; Haley Ryan, Fourth Grade Teacher, Woodland Heights Elementary School; and Pam Swift, Literacy Coach.

They explained that the first handout is an image of Dr. Hollis Scarborough, an American psychologist and literacy expert, has been a leading researcher in the area of reading acquisition since 1981. In the early '90s, Dr. Scarborough created the idea of a reading rope to help explain the complexities of learning to read to parents. Laconia School District has focused on this rope as they look to make sure they have the appropriate curriculum, instruction, and assessment to support all strands of a child's reading development. The second handout is Laconia's version of Scarborough's rope, which will tell you the rope shares, all of the strains that have woven together over the past year, as they have leaned into improving proficiency and literacy.

The first strand of their rope represents low proficiency scores. In the fall of 2020, then principal of Woodland Heights, Eric Johnson, and the School Student Services Administrator, Andrea Fowler, recognized a significant need in the area of word recognition, a piece to Scarborough's rope. They saw a need for explicit instruction and phonological awareness and phonics. They introduced Tegrity and Foundations to target the challenges they were seeing. From there, several staff members participated in one of the first rounds of letters training. They also studied the work of David Kilpatrick and others who were clear on the Science of Reading. The second strand of their rope focuses on a new elementary administrative team. They're passionate and dedicated to the success of students in literacy. In July of 2022, the Laconia School District welcomed three new elementary principals. They were joined by two student service administrators, and experienced elementary literacy coach. A collaborative work from this team has raised awareness and importance in our three elementary schools about the need for change based on our data.

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The following strand on the expiring strategic plan Laconia handout began the process to develop a new strategic plan in the fall of 2022. One of the first steps in the process was to conduct the Community SWAT analysis to identify strengths, weaknesses, opportunities, and threats facing the Laconia District. On November 16th, 2022, 106 members of the community came together to provide information, and from that they received 1,114 data points. They disaggregated that data and presented it to the Laconia School Board Strategic Plan Subcommittee and then to the full Board. The analysis of the data was clear. Academic, specifically literacy, ranked as the number one strength, weakness, and opportunity. This data led to the creation of the District Literacy Task Force, strand four. A copy of the draft goals was included in the handout.

The District Literacy Task Force ran from the end of November to the beginning of April, and included an elementary teacher from every grade level, as well as a few middle and high school representatives. This task force was charged with examining the existing literacy curriculum and making a recommendation to the Superintendent for action. The first phase, building background knowledge, focused on the history of reading and literacy in Laconia, their view of past and current data, as well as reviewing the current research on reading. This included exploring information on the science of reading, listening to podcasts, and participating in a reflective dialogue on the application of that knowledge in relation to their system. A copy of some of their research reflections were provided in the handouts.

During their second phase integration, they looked at the areas that need their attention in their system. All elementary schools participated in a school wide book study on *The Knowledge Gap; The Hidden Cause of America's Broken Education System and How To Fix It*, by Natalie Webster. From there, the District Literacy Task Force moved to recommendations and planning. They connected with several school districts, including Plymouth County, who welcomed them

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along in their process, sharing materials and professional learning. At the end of March, a form was sent out to all teachers requesting their feedback and input on professional development opportunities as they move to implementation.

In the spring of 2023, the District Literacy Task Force was ready to make their recommendations on all components of a new literacy curriculum. This recommendation included Haggerty as their curricula to address phonological awareness, Foundations as their curriculum for explicit instruction and decoding, both which target the word recognition side of the rope. The task force also recommended moving forward with a knowledge-based curriculum. For a number of factors, including the alignment to Foundations, the knowledge-based curriculum recommended was Wit & Wisdom. This curriculum would address all components of language comprehension side of the rope. On the bottom of the handout on Scarborough's rope, these materials would address the simple view of reading. Language comprehension multiplied by decoding equals reading comprehension. Although some teachers in their district had experience piloting Haggerty and Foundations, this would still be new to many, and Wit & Wisdom would be new for all.

Also, in the spring of 2023, the goal areas of their strategic plan were determined. After reviewing the data, it was evident that academics was a goal area with literacy as a sub goal. With these goals as their focus and with this fiscal support from the extraordinary needs grant, they were able to purchase and support all curriculum recommendations from the District Literacy Task Force. The changes in their literacy curriculum are complex. This year, with the restructuring in positions, Laconia School District supported the hiring of an elementary literacy coach to work alongside their teachers outside of their evaluation process. They had the opportunity to attend the professional development, empowering literacy through evidence-based practices and data informed decision offered from the Department of Ed, which looked at systems change and provided resources and learning to get started. This included looking at scheduling, data analysis, and

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professional development opportunities. Each elementary school's leadership team spent time this summer considering the ways that they would evolve over time in consideration of these important system changes.

Based on the feedback from their educators in the spring, it was evident that they needed to offer a variety of professional development opportunities to support their learning. Through Great Minds, they offered a Wit & Wisdom launch in June for their early adopters, and again in September on one of their district opening days. They also offered staff to complete online training through Wilson to support the implementation of Foundations. They've had additional staff members begin the next phase of letters training through the States partnership with Lexia. Finally, using their feedback, they designed a three-day Summer Literacy Institute to extend learning and provide time to prepare for implementation.

At the end of August, families from all three elementary schools were invited to a parent literacy night to provide an overview of the exciting changes in their literacy program. Families gathered together to learn more about Scarborough's rope and get a sense of the vertical alignment of a knowledge-based curriculum. Families then traveled to classrooms where they perused all the books that were used in module studies of Wit & Wisdom. This was designed as a book tasting to replicate what many of the students would experience throughout the year.

At the beginning of October, the elementary principals and literacy coach presented a similar overview to the Laconia School Board of the new Literacy curriculum. In addition to what was shared with families, they were able to give a first glance at some of the impressive learning happening in classrooms across the district.

Alongside of all of our changes in literacy, they've also made a change to their assessment platform. They recognized the need for another systems change in the way that they collect and use data to make instructional decisions. Following



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the summer learning, they reflected on the importance of leveraging data meetings, and they are currently in the process of developing and utilizing a literacy data wall to help make this shift. They are working toward a system where they can use data decision trees and multiple points of data to intervene at a student's most urgent need. These systems help set them up to be able to quickly respond to updates to House Bill 377, expanding the screening and intervening process for dyslexia. The Laconia administrative team have moved forward with their strategic plan goal and literacy as one of their own professional learning goals. Many of their educators at the elementary level have done the same. For them this shows how focused they are on their implementation and need for improvement in literacy.

Aided by the support of their strategic plan action steps, they have just reconvened the District Literacy Task Force with a middle focus. This task force now includes middle school teachers from every level as well as a few elementary and high school reps. Their goal is to make a middle school literacy recommendation for the 2024/2025 school year, as well as consider the ways they can support this change. Following the completion of this version of the task force, their action steps outlined a future gathering of a third District Literacy Task Force with a high school focus.

And so in closing, in Laconia, they recognize and accept that changing prior practices in the area of literacy is complex in this process and it takes time. The work in building and strengthening their rope will continue to be a priority as Laconia leans into literacy.

## **V. PRESENTATIONS/UPDATES**

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**A. Fall 2023 Every Student Succeeds Act (ESSA) Designations – NATE GREEN, NHED, Administrator, Bureau of Assessment and Accountability, and KYA-RYUNG HWANG, NHED, Administrator, State & Federal Accountability**

Kya-Ryung Hwang provided some overview of the accountability requirements under ESSA, and then provided some updates for fall 2023 and then moved onto the identification results.

ESSA requires that NHED develop a statewide accountability system that carries out various requirements, that includes things like developing long term goals, measuring certain indicators, including proficiency on annual assessments, growth, graduation rate, progress towards English language proficiency, and school quality and student success. And also, identifying schools needing the most support, which is why they're attending the meeting, and publicly reporting the data through the state report card, which for New Hampshire is iReport.

As a state, the goal is that about 70% of students will be proficient in reading, 54% proficient in math, and 65% of English learners progressing towards language proficiency by 2027. The graduation goal is that about 94% of students will be graduating within four years, by 2025.

The three types of schools identified under ESSA are: Comprehensive Support and Improvement, Targeted Support and Improvement, Additional Targeted Support and Improvement.

Comprehensive Support and Improvement schools, CSI, are at the school wide level. So it's any school that is in the lowest performing 5% of all Title I schools, or any high school, regardless of the Title 1 status, that is falling below the four-year graduation rate of 67%. And any ATSI Title I schools that do not exit their status within six years. CSIs are identified every three years.

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TSI's and ATSI's are at the subgroup level. TSI, which is identified annually, is a school with a subgroup and the lowest performing 5% of all schools for that particular subgroup for two consecutive years.

Whereas ATSI is a school where a subgroup that performed below the CSI cut scores for all available indicators. Cut scores are statewide scores that are set to serve as benchmarks for exit criteria and ATSI identification.

Nate Greene said there appears to be a larger number of ATSI schools compared to TSI or CSI, and that's because many of the ATSI schools, when you look at them from a school perspective, they're doing well at that school level, but they may have one or two subgroups of students that are performing poorly. So that's why it's a larger number of schools within that category.

They gave an overview of the indicators on which they base their identification. For elementary and middle school, they have academic achievement which is the standardized assessment results. So it's the student performance on ELA and math. They also take into consideration growth, which is a measure of how students are improving annually in comparison to other students with similar achievement histories.

English language proficiency is looking at the growth that English learners are making on the assessment. Equity is similar to growth in the sense that they're looking at the amount of growth that students are making, but equity focuses on the lowest quartile of students in terms of academic achievement.

High school indicators, academic achievement and English language proficiency are still there. For academic achievement the student's SAT assessment results are used, and English language proficiency is the same as elementary and middle schools. They do take into consideration their graduation

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rate. When it comes to indicator performance, they look at both their four- and five-year adjusted cohort graduate rate. They also look at their college and career readiness and that is looking at the percentage of 12th graders that are meeting two or more CCR markers. That includes things like AP courses, certain scores on ACT's, completion of CTE programs and etcetera.

Updates for fall 2023, the New Hampshire Department of Education submitted amendments to the state plan, and they were approved by US Ed. The first major change being implemented, starting this year, is that they are using available data in the last three years to identify CSI and ATSI schools as opposed to one year's worth of data. They decided to do so because they wanted to increase the overall validity and reliability of data used in school identification. With unexpected disruptions, it was seen that the data was being skewed and they wanted to minimize that to the best of their abilities, so they are using three years' worth of data starting this cycle.

The other two changes are effective in the fall of 2024. Nate also mentioned that they are adding the skill of biliteracy certification to the list of approved CCR markers to celebrate our bilingual and multilingual learners. Another change that they're implement next year is expanding exit options for CSI and ATSI schools in alignment with the first change which is to use three years' worth of data. So they're going to adjust the exit criteria so that they exit if they demonstrate improvement from the last indicator scores for any two years after identification, or if they exceed statewide cut scores for all indicators for one year after identification. So schools have more options in terms of being able to demonstrate improvement in their performance.

The result of the fall 2023 identification cycle was shared, and broken down as follows: Overall, about 11 CSI schools have exited as of this year. So 11 of the

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CSI schools that were identified either in 2018 or 2022 have exited. The list is available on page 3 of the handout provided.

29 ATSI schools have exited. What is notable for CSI exits is that it's mostly due to high school exiting. So there were a few high schools that were originally identified due to their graduation rate falling below 67%. They were able to boost graduation rates, so much of the difference in the number of CSI schools that are exiting seems to be due to the CSI schools exiting.

They discussed the list of the 2023 identified schools for CSI, ATSI, and TSI. They have a total of 19 schools for CSI, 75 for ATSI, and 9 for TSI. The number of CSI schools has decreased compared to last year, whereas ATSI schools have increased. And TSI schools have remained constant compared to last year.

They highlighted some resources that are available for schools and districts that have been launched. To help navigate federal accountability, a course on Canvas on federal accountability has been launched, where districts and schools can access guidance, documents, training videos, etc. A public-facing one-minute accountability series has been launched. This is a compilation of videos that feature key accountability concepts including indicators, 95% rule etc. This is available to the public. They're continuing with Accountability 101 trainings as well as office hours for identified schools in the next few weeks.

Over the last couple of weeks, they've worked to try to reach out in person to CSI schools who are being identified for this fall. Because of the large number of ATSI and TSI schools, emails have been sent out to those schools. Up to this point, the data has been embargoed. With this presentation to the Board, they'll be publishing the actual list of schools to our website. All the data is being updated in iReport for last school year. The new iReport data should be published early

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next week, so all public-facing, and performance across all schools and districts in the state for last school year can be viewed on iReport.

Nate mentioned that they'll be releasing the accountability data on iReport, but in addition to that, identification cycle is not yet over, so they are required to conduct a small school review for any schools that don't have enough in sizes for certain indicators, so they need to go through a more qualitative review. These schools will be contacted in the next month or two and the review will be conducted. If any CSI schools are identified, they'll be informed as well. At this point for all the schools that are on the handout, they'll be contacted by the Title I office regarding next steps in the process.

**B. School Bullying Report for School Year 2022-2023 per RSA 193-F:6.11 – RICH FARRELL, NHED, Governance Unit**

Rich Farrell said his role with bullying is very limited, as is, generally, the Department of Education role is limited. First thing they do is collect the data and work with the Office of Social and Emotional Wellness. They work collaboratively with local school districts to provide them with updated training, show them trends that are occurring, providing technical assistance. They send out technical advice when the law changes when there are changes in the rules.

The second thing they do, Stephen Berwick and Rich Farrell, take complaints from constituents and those complaints generally focus around hearings, hearing processes, and what constituents can do with bullying investigations that have occurred at the local level. They also take a look at bullying investigations for educated misconduct.

They take a look at a constituent complaint. Most of these cases involve school principals, they determine whether the statute was followed. Did the

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principal follow their own rule? Did they provide an investigation with the consequences with the repeal rights. If this has been done properly, Rich Farrell's team doesn't come in and second guess the determination of bullying, they make sure that what's been done is taken care of.

Taking a look at bullying overall, this year there was a bounce back in bullying generally since the pandemic. Before the pandemic, bullying was much higher than it is now. The anomaly occurred when the pandemic came in, and when schools reopened after the pandemic and most schools were fully enrolled, there was a spike of bullying in all three levels.

In general, bullying trended higher, but it's still below pre pandemic levels, which is a positive sign. The cyber bullying also had the same type of a spike, and the biggest area of concern for bullying, middle school is overwhelmingly the number one area with this problem. Elementary school is next, and high school, very minor in comparison to the other two.

Stephen Berwick gets the bulk of the bullying complaints. There were 820, 643, and 449 total reported bullying incidents last year. Of that number, 109 cases came to Stephen Berwick. His primary mission is to determine does it go to a hearing, mediation, constituent service, trying to work with the parents, the constituent, the school districts to come up with a mediated settlement, and that happens more often than not. If that group of people can't mediate, it will potentially go to a hearings officer and then ultimately the State Board.

Out of approximately 2,000 cases across the board, 109 came to Stephen Berwick. Last year there was 99, and to jump back to pre-pandemic, the highest number was 26. This indicates that the number of complaints to the constituent services has increased in the last year. Of the 109 cases involving bullying that came in, a total of 9 of them came to Rich Farrell as possible educate misconduct,

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and of those 9, there was 0 educate misconduct found in terms of those complaints.

## **VI. REPORTS/ACTION ITEMS**

### **A. School Restraint and Seclusion Reports for School Year 2022-2023 per RSA 126U – RICH FARRELL, NHED, Governance Unit**

Rich Farrell emphasized the same spike as the bullying issue. It went down during the pandemic, then it spiked up for a period of time, and it has now leveled off. The important thing is to note that it's well below pre-pandemic and it's significantly below what was looked at prior to 2020.

As per the graph in the handout, restraint involving students, overwhelmingly, it's the elementary school, then middle school, and the high school is virtually nonexistent. In terms of seclusion, on the chart we saw the same thing, i.e. being elementary school with the highest numbers, and then it's flat-lined in the other two grade levels.

**Motion:** Phil Nazzaro made the motion, seconded by Kate Cassady, that the State Board of Education approve the School Restraint and Seclusion Reports for School Year 2022-2023 per RSA 126U.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**B. New Castle Elementary School, SAU 50 – FY24 waiver request per RSA 189:11.a**



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**Motion:** Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education table the New Castle Elementary School FY24 waiver request.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

## **VII. PUBLIC HEARINGS**

The hearings opened at 12:01 PM and closed at 12:34 pm.

### **A. Investigations and Disciplinary Proceedings Regarding Educator Code of Conduct – Ed 501, Ed 501.05, Ed 511**

Megan Tuttle, President of India New Hampshire, attended the meeting to comment on the proposed changes to Ed 501, Ed 510.05, and Ed 511. They supplied their comments and suggestions to Attorney Fenton, and they look forward to hopefully having some productive follow up discussions on producing what they hope will be a final product they can collectively support.

Standards for certification are critical to ensure that students have professional educators with the highest possible integrity. Having a well thought out investigation disciplinary process that's timely, thorough, and fair is also an important component of those standards. As part of her testimony, she submitted any New Hampshire line by line suggestions, which were attached to her handouts. They do agree with the department that the rule should be easy to understand, easy to follow, whether a credential holder is working with a lawyer or they're not. They believe the proposals they've made here are in furtherance of those goals and that they seek to improve upon the suggestions made by the department,

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which they can largely accept. Specifically, they liked that the department proposed timelines for portions of the process which ensured cases did not languish in the early phases. They have suggested a few more changes for more such timelines, so they also don't languish in later stages, either.

They like the fact that the DOE has added specifics regarding when certain notices will be given, in what form, and to whom. In their attached submission, they provided suggestions of where additional notices would be helpful to further the goal of an assessable and fair process.

India New Hampshire is also recommending the attached suggestions in an attempt to further define the personally identifiable information in furtherance of the department's goal of protecting the privacy of the credential holder. The only major source of disagreement appears to be the department's proposal to remove the requirement that they produce a report with their findings from misconduct investigations to share with the subjects of the investigation.

Within the rules as currently written, this is the only substantive due process notice that the credential holder is guaranteed. The report is the only opportunity for the credential holder to understand fully the allegations, evidence, and reasoning behind the department's decision on a sanction. This is basic due process which is required by the Constitution and the New Hampshire Administrative Procedure Act. Without this information, the credential holder would not have substantive notice as to why their license is being sanctioned. However, they recognize the department wants to see changes to this section and are seeking to compromise.

Their attached proposal incorporated the constitutional and statutory due process requirements through a notification called notice of determination. Once the department has made their official determination as to what sanction it is recommending, it would provide this information and a summary of the evidence

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supporting this determination and how the evidence supports a particular violation of the code of conduct in this notice.

We can agree that findings from school reports may be incorporated into the due process notice as the DOE has proposed, provided the department applies those findings to the specific violation of the code of conduct with particularity. She emphasized to the Board that the removal of the due process notice the department has proposed without some replacement, which meets legal requirements, is in their view, fatal to the department's proposal.

Although there are other positive pieces of the proposal, if the removal of the due process reports is supported by the Board, India New Hampshire cannot support these rule changes. They look forward to having follow-up conversations with the State Board and the department staff to discuss their suggested changes and concerns as the State Board makes further revisions to the initial proposal.

**B. Criminal History Record Check Clearance – Ed 504.12**

There was no public comment.

**VIII. BUREAU OF EDUCATIONAL OPPORTUNITIES**

**A. Office of Charter Schools** – TAL BAYER, NHED, Administrator, Office of Public Charter Schools

**1. Mountain Village Charter School – renewal**

**Motion:** Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education approve the renewal of the Mountain Village Charter Schools charter.

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**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**B. Office of Learn Everywhere Programs** – *TIM CARNEY, NHED, Administrator, Educational Pathways*

**1. FitMoney – renewal application**

*JESSICA PELLITIER, Executive Director of FitMoney*, said that the application that they submitted for their renewal included nine students and that is because it went through June and the mandate for financial literacy was not current until this academic year. Currently, they have over 100 students in the program registered to get their certificate, 32 that are already certified. What that means with their last year's application is that they are now entitled to get that quarter credit towards their financial literacy requirement.

They have made a few adjustments and a few addition. They added a new video module on Buy Now Pay Later. They've included Taxes, which is a requirement in the certificate this year. So filing taxes, when to do it, how to do it, why, etc. They've added about 40 minutes or so to the program, but still think the quarter credit is worthwhile and fair.

**Motion:** Phil Nazzaro made the motion, seconded by Kate Cassady, that the State Board of Education approve the FitMoney Learn Everywhere renewal.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**2. EnCube – renewal application**

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*RAJESH NAIR*, refreshed the Board about his program. Across the world, he uses middle school and high school. You can view videos and his TEDx Talks on his website.

**Motion:** Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education approve EnCube's renewal Learn Everywhere renewal.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

### **3. Strive2Write – initial application**

*KAREN MALO*, founder of *Strive2Write*, explained that this is an integrated literacy program and there's a grammar component in there as well. Overall, the vision of *Strive2Write* came to her when she was in the classroom after the pandemic and was feeling overwhelmed with the differentiation that she had students who she was trying to teach to read in 4th grade, where she was also trying to teach them comprehension strategies. She got into video creation, which led her to get a certification in instructional design and *Strive2Write* evolved from there. Further information is available at <https://strive2write.com/>.

**Motion:** Kate Cassady made the motion, seconded by Phil Nazzaro, that the State Board of Education approve *Strive2Write* Learn Everywhere initial application.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

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**IX. RULEMAKING/LEGISLATIVE UPDATES** – JULIE SHEA, NHED,  
*Administrative Rules Coordinator*

**A. Initial Proposal - Bureau of Credentialing Fees (Ed 505.09)**

STEVE APPLEBY, *Department of Education*, explained the proposal to rebalance some of the fees. About 18 months ago, some of the fees were rebalanced, and this exercise has been done again.

**Motion:** Kate Cassady made the motion, seconded by Phil Nazzaro, that the State Board of Education move the initial proposal for Ed 505.09 regarding fees charged by the Bureau of Credentialing.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**B. Final Proposal - Nonpublic School Approvals (Ed 400)**

**Motion:** Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education approve the final proposal for the Ed 400 approval in nonpublic schools.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**C. Final Proposal - Suspension and Expulsion Procedures (Ed 317)**

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**Motion:** Kate Cassady made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the final proposal for Ed 317 as amended.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**D. Adopt - Regional Career and Technical Education Center Agreements (Ed 1304.02)**

**Motion:** Phil Nazzaro made the motion, seconded by Kate Cassady, that the State Board of Education adopt Ed 1304.01 and Ed 1304.02 regarding regional CTE agreements.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**X. COMMISSIONER'S UPDATE**

**A. Social Media Curriculum Framework and Guidelines per Governor's Executive Order 2023-04**

On Friday, November 3, the Secretary of Education, Secretary Cardona, was in state. Over at River Valley Community College, a forum discussing career pathways for students was held and ways that students could make progress and move forward. His interest on that visit was about rural education and how we can make sure that students in our rural communities get access to opportunities. The Commissioner had a follow-up call with his office on November 8, talking about some of the things that we're doing, both for educators as well as for students in

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our rural communities and how we can support them better and we will continue to work with them along those ways.

This week, Kate and I got to share dinner together in Shelburne and for the North Country Charter Academy, the first public charter school in the state of New Hampshire, and they were celebrating their 20th anniversary preparing students for academic success in life after school. Since opening in 2004, North County Charter Academy has graduated 735 students, including students who were at risk of dropping out of traditional high school. A story shared with the Commissioner, who graduated from the school there, came from another district and they were having trouble passing Algebra 1.

The first year they took Algebra 1, they failed because they had missed too many classes, they had an attendance problem. The second year the student failed because they didn't hand in enough homework assignments. The third year the student failed Algebra 1 because the student got themselves into an altercation with the educator. The student then transferred over to North County Charter Academy. The North County Charter Academy very much is a competency-based system, gave the student an Algebra 1 assessment, and the student passed it. So in spite of all of the difficulties during those three-year periods, apparently they were paying attention to something because they got there, and they actually had learned Algebra 1 and were able to get the credit and allow the student to move on.

You heard some of the people today talk about the Safety grants, we call it SAFE, Security Action For Education, as well as the Stanford Communities Act Stronger Connections Grant. Over the summer, we released \$4.8 million. This was a federal grant program for stronger connections that we make grants available to our schools. We awarded in that \$4.6 million to 21 different school districts, a whole bunch of different schools within those districts.



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And again, working with Homeland Security, we are centering most of our investments in physical security around the areas of access control, emergency alerting, and surveillance. Those are the three pillars to a strong physical security. So we invested that \$4.6 million.

Then in this last legislative session, I was able to get an appropriation for \$10 million for again continuing to invest in our SAFE program and so that grant window is open today. A lot of money was awarded last year under this program. Over the period of years, we've awarded over \$50 million.

The philosophy that I have with respect to the security is something that it's not reactionary. It's not like something happens and you do something. We have to continually vigilant, continually investing in the safety and security in our schools and these two grant opportunities reflect that.

We released our information on education freedom accounts just recently, so we have an education freedom account dashboard. Somebody will come in and do a thorough explanation on it.

This year, we've enrolled 4,211 students have begun the '23/'24 academic year and we're just excited to see students who are participating, finding educational pathways that work for them and where they can be successful.

Two other things I wanted to touch on, one is we heard a lot about the reading stuff today. I don't know if I've mentioned this to the Board before, there is a podcast called Sold a Story. It is about literacy and the importance of reading. It's a podcast that I heard a couple years back now, which kind of set my hair on fire in terms of the importance of making sure that we're doing something here. I think that you'll appreciate, and it will give you a broad perspective about a lot of the reading movement that's taking place and it's worth taking a listen to. It's actually a series of six podcasts.

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The next thing that I wanted to just flag a little bit and I know that we have individuals coming in on a regular basis wanting to refer to the 306 process, so I just thought I would touch base on that. So again, we've got our contact, Fred Vermote, who put together a team of individuals including superintendents, superintendent associations, principals, principal associations. They worked on a draft. Nate worked with 45 educators at one point in time, getting all that weigh in. This woman who came today, Christine Downing, kind of did her own process. She did her own listening to her and that we're appreciative of that. And Fred has met her once. Maybe he's going to be meeting with her again. And we're trying to take as much input as we can, but I just think it's important for you all to keep in mind there is no rule.

The draft has to be good enough to get to you and then it enters rulemaking and once it enters the rulemaking process, that's when it's your process up. Until that point in time, you guys haven't done anything. It's just me over here trying to see, can we come up with a suitable draft? Once it enters rulemaking, it still goes through a public hearing and modification and at the end of the day you are the ones who are going to decide what content is in there.

#### **XI. OPEN BOARD DISCUSSIONS**

There was no open board discussion.

#### **XII. CONSENT AGENDA**

##### **A. Meeting Minutes of October 11, 2023**

**Motion:** Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education table the October 11, 2023, meeting minutes.

**November 9, 2023**

*Please note this is a draft, not yet approved by the State Board.*

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**B. Student/Winnisquam Regional School District – SB-FY-23-06-019**

**Motion:** Phil Nazzaro made the motion, seconded by Kate Cassady, that the State Board of Education table the October 11, 2023, meeting minutes.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

**XIII. TABLE ITEMS**

**A. Initial Proposal – Minimum Standards (Ed 306)**

**B. Initial Proposal ~ Visual Arts Teacher (Ed 507.09)**

**XIV. NONPUBLIC SESSION**

**Motion:** Phil Nazzaro made the motion, seconded Kate Cassady, that the State Board of Education enter nonpublic session under RSA 91-A:3, II(c) at 1:57 PM.

**Vote:** The motion was approved by roll call vote by State Board of Education members Kate Cassady, Phil Nazzaro, Ann Lane (acting chair) and Jim Fricchione.

**November 9, 2023**

*Please note this is a draft, not yet approved by the State Board.*

**Motion:** Phil Nazzaro made the motion, seconded Kate Cassady, that the State Board of Education return to public session at 3:55 PM.

**Vote:** The motion was approved by roll call vote by State Board of Education members Kate Cassady, Phil Nazzaro, Ann Lane (acting chair) and Jim Fricchione.

**Motion:** Phil Nazzaro made the motion, seconded Jim Fricchione, that the State Board of Education seal the minutes of the nonpublic session indefinitely.

**Vote:** The motion was approved by roll call vote by State Board of Education members Kate Cassady, Phil Nazzaro, Ann Lane (acting chair) and Jim Fricchione.

**XV. ADJOURNMENT**

**Motion:** Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education adjourn the meeting at 3:56 p.m.

**Vote:** The motion was approved by unanimous vote by the State Board of Education.

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Secretary

**November 9, 2023**

*Please note this is a draft, not yet approved by the State Board.*



**New Hampshire State Board of Education  
Department of Education  
25 Hall Street, Concord, NH 03301  
Minutes of the December 14, 2023, Meeting**

**AGENDA ITEM I. CALL TO ORDER**

The regular meeting of the State Board of Education convened at 10:04 a.m. Drew Cline presided as chair.

**Members present:** Ryan Terrell, Ann Lane, Drew Cline (chair), Richard Sala, and Phil Nazzaro (Zoom). Also in attendance were Frank Edelblut, Commissioner of Education, and Deputy Commissioner of Education, Christine Brennan.

**Members absent:** Kate Cassady and Jim Fricchione were not in attendance due to prior commitments.

**AGENDA ITEM II. PLEDGE OF ALLEGIANCE**

Drew Cline led the Pledge of Allegiance.

**AGENDA ITEM III. RULEMAKING/LEGISLATIVE UPDATES (part I) - JULIE SHEA, NHED,**  
*Administrative Rules Coordinator*

**A. Conditional Approval Response - Proposed Interim Rule: School Nurse (Ed 504.08-Ed 504.10)**

**Motion:** Ryan Terrell made the motion, seconded by Ann Lane, that the State Board of Education approve the conditional approval response for proposed interim rule Ed 504.08-Ed 504.10 regarding nursing licensing requirements.

**December 14, 2023**

***Please note this is a draft, not yet approved by the State Board.***

**Vote:** The motion was adopted by the State Board of Education with Drew Cline abstaining.

**B. Conditional Approval Response - Proposed Interim Rule: Computer Science Teacher (Ed 507.54)**

**Motion:** Richard Sala made the motion, seconded by Ann Lane, that the State Board of Education approve the conditional approval response for proposed interim rule Ed 507.54 regarding computer science teacher certification.

**Vote:** The motion was adopted by the State Board of Education with Drew Cline abstaining.

**AGENDA ITEM IV. PUBLIC COMMENT**

*TOM LALIBERTE, as the Chair of the Professional Standards Board (PSB), attended the meeting to advise the State Board that PSB will implement a 3-column document which will include the current language, their recommendations, and their rationale as to the proposed changes.*

*DEAN CASCADDEN, representing himself, thanked the Board for tabling the Ed 306's.*

*DAVID TRUMBLE, town of Weare, spoke about the public's right-to-know in regard to the Ed 306's. He recommended that when the State Board holds listening to sessions around the state, a note-taker should be hired. Government action should be documented, so that when the Ed 306 process is over and something is sent over to the legislature, there's an appendix that lists what did, for example, Mr. Vermote come up with, and what was the final version from the DOE. Whose recommendation were listened to and whose recommendations were ignored? He feels that that would live up to the constitutional recommendation of openness and accountability.*

*GEORGE EDWARDS, Sunapee, NH, expressed his concern for the approval of a new accreditor for nonpublic schools in New Hampshire. The New England Association of Schools and Colleges has been accrediting nonpublic schools in NH for almost a century, with a consistent level of excellence. He shared that several neighboring states have recently adopted criteria for approval of accrediting agencies, and recommended NH do the same.*

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#### **AGENDA ITEM V. SCHOOL ADMINISTRATIVE UNIT(S) SPOTLIGHT**

*Carrie Alley-Violette, Career Pathway Educator at Sanborn Regional High School and President of the ELO Network, said their mission is to educate and advocate and advance the best practices in extended learning. As the ELO coordinator at Sanborn Regional High School, their program has grown from 18 students 10 years ago to 132 currently enrolled students. Every month they have a different theme surrounding careers and invite career-specific community members to speak to the students. They also offer virtual career speakers available who conduct interviews.*

*Adam Krauss, ELO Coordinator at Exeter High School, explained the ELO process and how they work with the students. They're creating something called the Senior Gateway Project, which will be steeped in a senior having a career-connected experience before leaving.*

*Matt Jozokos, Assistant Superintendent at Prospect High School, said that their focus has been on their mission, and their mission is around personalized education. He highlighted that they partnered with Alton Dance Academy, which has proven to be beneficial to many students.*

*Ashley Dowling, Alton Dance Academy, reported that partnering with Prospect High School has been incredibly beneficial for the students, giving them a sense of validation.*

*Sean Peschel, Oyster River High School, said their students aren't only earning high school credit towards graduation, but they're also earning industry recognized credentials.*

*Nicole Bellabona, Portsmouth High School, believes their CTE programs enhance the learning throughout their school. Their extended learning is more project-based with a mentor. Portsmouth High School has a college counselor, a grade-level counselor at each level, and Nicole does career. They get together to look at their senior class and their pathways.*

#### **AGENDA ITEM VI. REPORTS/ACTION ITEMS**

##### **A. Town of Canterbury Withdrawal Study Reports from Shaker Regional School District**

**December 14, 2023**

***Please note this is a draft, not yet approved by the State Board.***

**Motion:** Richard Sala made the motion, seconded by Ryan Terrell, that the State Board of Education approve the town of Canterbury's withdrawal from Shaker Regional School District.

**Vote:** The motion failed.

**B. Waterville Valley Elementary School, SAU 48 - FY24 waiver request per RSA 189:11.a**

**Motion:** Richard Sala made the motion, seconded by Ryan Terrell, that the State Board of Education approve the Waterville Valley Elementary School waiver request with an end date of June 30, 2025.

**Vote:** The motion was adopted by the State Board of Education with Ann Lane abstaining.

**AGENDA ITEM VII. PUBLIC HEARINGS**

**12:00 - Legislative Rulemaking**

Chair Drew Cline opened the public hearings at 12:01 p.m.

**A. Learn Everywhere Program for High School Graduation Credit (Ed 1400)**

*Deb Howes, President of the American Federation of Teachers New Hampshire,* said that after reviewing the proposed revisions to the Learn Everywhere rules, in some places, it seems that focus on the student has been lost, with regard to their safety, their learning needs, and well-being. The biggest concern for her was the changes to the criminal records check regulation. Currently, Learn Everywhere programs have to have a policy on doing criminal background checks and they have to affirmatively state that they will not allow anyone who is convicted of or accused of serious crimes to be instructing or interacting with students. The proposed change would allow that to become an either or; either you have that policy, or you have a statement and inform parents that you don't.

**B. Computer Science Educator (Ed 507.54)**



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There was no public testimony.

Chair Drew Cline closed the public hearings at 12:31 p.m.

### **12:30 - Office of Public-School Innovation**

Chair Drew Cline opened the public hearing at 12:31 p.m.

#### **C. Landaff School District Application**

There was no public testimony.

Chair Drew Cline closed the public hearing at 13:00 p.m.

**AGENDA ITEM VIII. COUNCIL FOR TEACHER EDUCATION (CTE)** - *LAURA STONEKING, NHED, Administrator, Bureau of Educator Support and Higher Education*

#### **A. University of New Hampshire (Durham) - substantive change**

*Dr. Catherine McCurdy and Dr. Suzanne Graham* were at the meeting on behalf of UNH. The only change of the term of approval would be the elimination date, so in essence, it moves the expiration and effectively closes out the elementary math specialist educator preparation program.

**Motion:** Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the elimination of the elementary mathematics specialist K through 6 effective 2/1/24.

**Vote:** The motion was adopted by the State Board of Education.

### **AGENDA ITEM XI. BUREAU OF EDUCATIONAL OPPORTUNITIES**

**A. Office of Charter Schools** – *TAL BAYER, NHED, Administrator, Office of Public Charter Schools*

#### **1. The Virtual Learning Academy (VLACS)- amendment**

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Tal Bayer brought forward three proposed amendments:

- Updating the language of their mission.
- VLACS currently focuses primarily on career-based learning and believes their students would benefit from interest-based learning as well.
- An option for students to earn credit for prior learning.

**Motion:** Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the amendment of VLACS Charter Public Schools charter.

**Vote:** The motion was adopted by the State Board of Education.

## **2. NEXT Charter School - renewal**

*Emily Whelan, Director at NEXT Charter School,* introduced five representatives and gave a brief outline of their school. They attended the meeting for their five-year renewal.

**Motion:** Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education approve NEXT Charter School's application for renewal for five years.

**Vote:** The motion was adopted by the State Board of Education.

## **3. Annual Fall Report on Charter Schools**

*Casey Silva and Liz Tebow* attended the meeting with Tal Bayer, and they went over a summary of some findings across the 32 currently open and active public schools. This document has been uploaded to Canvas. No motion needed.

**B. Office of Learn Everywhere Programs - TIM CARNEY, NHED, Administrator, Educational Pathways**

### **1. Izzit.org - new application**

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*Rob Chatfield* attended the meeting seeking approval of their Financial Literacy Learn Everywhere program that's embedded in their WIN course that they offer.

**Motion:** Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the Izzit.org Financial Literacy Learn Everywhere initial application.

**Vote:** The motion was adopted by the State Board of Education.

**C. Office of Nonpublic Schools** – *TIM CARNEY, NHED, Administrator, Educational Pathways*

**1. Cognia, Inc. - application for recognition as an accrediting agency for nonpublic schools**

*Dave Smith, NH State Director for Cognia, and Jake Goldsmith, Regional Vice President for Cognia,* represented Cognia at the meeting.

**Motion:** Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education accept the recommendation of the NSPC and identify Cognia, Inc. as a recognized program approval agency for nonpublic schools for the period of December 14, 2023, through December 14, 2033.

**Vote:** The motion was adopted by the State Board of Education with Ryan Terrell abstaining.

**D. Office of Public-School Innovation** – *TIM CARNEY, NHED, Administrator, Educational Pathways*

**1. Landaff School District - application**

*Kate Harrington Segal, Superintendent at Blue School, and John Barth, Landaff School District Board Chair,* represented the Landaff School District in their application to become an innovation school.

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**Motion:** Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education approve the Landaff School District Blue School Innovation plan.

**Vote:** The motion was adopted by the State Board of Education.

**AGENDA ITEM X. RULEMAKING/LEGISLATIVE UPDATES (part II) – JULIE SHEA, NHED, Administrative Rules Coordinator**

**A. Initial Proposal - Visual Arts Teacher (Ed 507.09) - Discussion only**

The language used is to be discussed at the next meeting. No motion needed.

**B. Initial Proposal - School Building Construction (Ed 321)**

*Amy Clark, Department of Education and the School's Facilities Bureau, brought forth the initial proposal for the building aid school construction rules. House Bill 452 passed and has changed the building aid process quite substantially timeline-wise. Because of this, the rule was re-worked in its entirety. A stakeholder group of school business administrators and superintendents with facility managers. They met with Homeland Security, the Fire Marshal's Office, architects, owners, project managers, etc., and produced the initial proposal as per documentation handed out in the meeting.*

**Motion:** Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education approve the initial proposal for Ed 321 relative to school building construction.

**Vote:** The motion was adopted by the State Board of Education with Drew Cline abstaining.

**C. Initial Proposal - CTE Teacher Certification (Ed 507.02 & Ed 507.03)**

The proposed changes to the rule center on three ideas:

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- In-service experience;
- Pre-service experience; and
- Remove the specific language in the rule about credentialing by state or national boards.

**Motion:** Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the initial proposal for Ed 507.02 and Ed 507.03 relative to licensure requirements for CTE.

**Vote:** The motion was adopted by the State Board of Education with Drew Cline abstaining.

**D. Adopt - Interim Rule: School Nurse (Ed 504.08-Ed 504.10)**

**Motion:** Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education adopt the interim rules Ed 504.08 and Ed 504.10 regarding nursing licensing requirement.

**Vote:** The motion was adopted by the State Board of Education with Drew Cline abstaining.

**E. Adopt - Interim Rule: Computer Science Teacher (Ed 507.54)**

**Motion:** Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education adopt the interim rules Ed 507.54 relative to certification requirements for computer science educators.

**Vote:** The motion was adopted by the State Board of Education with Drew Cline abstaining.

**AGENDA ITEM XI. COMMISSIONER'S UPDATE**

***Please note this is a draft, not yet approved by the State Board.***

The Commissioner discussed ELO's in more detail regarding the actual numbers he has in his records. He stressed that it is growing, which is encouraging.

The quick recap of the year, some of the highlights for the year:

- In January 2023, the cost per pupil information was released. It'll be released in January 2024 again. It was \$19,399.97.
- In February 2023, it was the Granite Skillet Contest.
- The third year of ReKindling Curiosity was launched.
- Over \$1 million scholarships were awarded for kids to go to camps and did that in conjunction with the partnership with the Community Behavioral Health Associations.
- In March, the Board approved the Ed 1500 rules for innovation schools.
- Also in March, which is the National Reading Month, the statewide literacy program, Leaning into Literacy, was launched.
- The ALMA project was also launched, which is the statewide student information system.
- iGRANT was launched, which is the financial transparency dashboard online.
- With the Leaning into Literacy program, awarded over \$1 million of stipends to educators.
- In May, the College Guidance Network was launched.
- \$1.2 million was awarded in the Beyond School Enrichment Opportunities grant for summer programming.
- In June the Mapping Bright Futures program was launched.
- Awarded \$4.8 million of SAFE grants for schools.
- In July a micro credential was enabled for anyone taking the Letters Program.
- Assessment scores were released.
- 88 students were awarded the NH Seal of Biliteracy Award.
- Max the Moose was introduced in August.
- In September, over \$700,000 of Robotics grants was awarded.
- 8,577 credentials were credentialed.
- In October the Teacher of the Year was awarded.
- We received a grant of \$4 million.
- 4200 students from economically disadvantaged homes are participating in the Education Freedom Account program.
- Awarded another \$10 million in SAFE grants.

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**A. Report/Update on New Castle Elementary School, SAU 50 - FY24 waiver request per RSA 189:11.a**

Last year, the Board provided them with a waiver relative to food and nutrition programs. This is a school that services 26 students in Newcastle. There have not been complaints. In terms of how those students are supported; the school supports them with various snack items if a student were to have forgotten something. The most recent partnership in providing this support has fallen through, and they are adopting an additional plan which allows them to work with another local school district to subcontract the school lunch plan.

**AGENDA ITEM XII. OPEN BOARD DISCUSSIONS**

**A. Discussion & Adoption of Modified Quorum Rules**

Legislature passed bill HB 306 that allows for public boards to operate with a reduced in-person quorum.

**Motion:** Richard Sala made the motion, seconded by Ann Lane, that the State Board of Education adopt the procedures regarding a quorum as provided by the amendments to RSA 91:82 enacted by HB 308 for the result that the present and all future meetings of the State Board until this resolution is amended or revoked or modified in the same manner it was approved, members of the State Board may participate in the meeting remotely when physical attendance is not reasonably practical. A member participating in the meeting remotely shall be deemed present for all purposes, including for a determination of a quorum and voting.

**Vote:** The motion was adopted by the State Board of Education.

**AGENDA ITEM XIII. CONSENT AGENDA**

Richard Sala had to leave, and the in-person quorum was lost. No other matters on the agenda were taken up and will be moved to the January 11, 2024 meeting.

**December 14, 2023**

*Please note this is a draft, not yet approved by the State Board.*

- A. Meeting Minutes of October 11, 2023
- B. Meeting Minutes of November 9, 2023
- C. Withdrawn Cases - informational only

**AGENDA ITEM XIV. NONPUBLIC SESSION**

**AGENDA ITEM XV. TABLE ITEMS**

- A. Initial Proposal – Minimum Standards (Ed 306)
- B. Initial Proposal ~ Visual Arts Teacher (Ed 507.09)
- C. Meeting Minutes of October 11, 2023

**AGENDA ITEM XVI. ADJOURNMENT**

No motion because quorum was lost.

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Secretary

December 14, 2023