

CHARTER SCHOOL APPLICATION FOR THE  
NEW HAMPSHIRE DEPARTMENT OF EDUCATION

*Sponsored by*

THE INSTITUTE FOR CLASSICAL CULTURE

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NORTH STAR ACADEMY  
CHARTERED PUBLIC SCHOOL

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*Contact:*

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*Opening Date:*  
September 2024

*Location:*  
Town Of Ossipee /Wolfeboro

*Summited:*  
Jan. 26 2022

*Amended:*  
July 7 2022



*“Once you learn to read, you  
will be forever free.”*  
— Frederick Douglass

First 5 Years of Enrollment										
Year	k	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
2023	30	15	15	15	15	0	0	0	0	90
2024	45	30	30	30	30	15	0	0	0	180
2025	45	45	30	30	30	30	15	0	0	225
2026	45	45	45	30	30	30	30	15	0	270
2027	45	45	45	45	30	30	30	30	15	315

## MISSION

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The primary goal of North Star Academy, a Chartered Public School, is to build on the principles of classical, Socratic education. From astrophysics to music, or from poetry to robotics, our teaching will illuminate the common principles that connects all subject matters, such as symmetry, dynamics, and potential. North Star Academy aims to establish research based learning with an emphasis on deriving lessons from original sources. Understanding the characteristics of historic individuals will be emphasized and explored in the context of their contributions to Western Civilization. Utilizing a well rounded curriculum, students will master their own abilities, knowledge, and confidence, setting them on a path to becoming leaders and contributors to New Hampshire's innovation and growth. This developmental path will provide the students a moral and intellectual impetus to increase their responsibility for their life and the world around them.

## VISION

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To provide each student the crucial intellectual and emotional development that is necessary to lead in the modern world. North Star Academy seeks to equip students with a scientific method to navigate and address the vast challenges in life. Additionally, students will understand and appreciate American history, promote our country's founding principles, and engage in civil service. Finally, each student will achieve their highest level of intellectual, artistic expression.

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1 SECTION I

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LETTER OF INTENT

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5 See attached letter submitted on January 15, 2021

6 Jane Waterhouse confirmed receipt via email on 19 January 2021

1 SECTION II

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2 APPLICATION COVER SHEET AND TECHNICAL REQUIREMENT

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5 A. APPLICATION COVER SHEET

6 See Attachment “North Star Academy, Chartered Public School application cover sheet” or the  
7 cover of this application.

8 B. TECHNICAL REQUIREMENTS

9 This application has been prepared using the criteria set forth in the ‘New Hampshire De-  
10 partment Application Rubric’ and evaluation guidelines set forth in the ‘New Hampshire De-  
11 partment of Education Charter School Evaluation Scoring Guide For Proposed Charter School  
12 Applications’ as provided by the State of New Hampshire at the time of receipt and acceptance  
13 of the ‘Letter of Intent’ as dated January 15, 2021.

14  
15 I certify that I have the authority to submit this application and that all information con-  
16 tained herein is complete and accurate, realizing that any misrepresentation could result in  
17 disqualification from the application process or revocation of award. I understand that in-  
18 complete applications will not be considered. The person named as contact person for the  
19 application is so authorized to serve as the primary contact for this application.

20 

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21 JAMES MILLER, JR  
*Chairman – Board of Trustees  
Institute for Classical Culture*

1 SECTION III

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2 INTRODUCTION

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3

4

5 A. EDUCATIONAL MISSION, PER RSA 194-B:3,II(A)

6 See Page 1

7 B. THE NAME, ADDRESS, TELEPHONE AND FAX NUMBERS, AND EMAIL ADDRESS OF  
8 A CONTACT PERSON

9 See cover sheet

10 C. AN IDENTIFICATION OF THE ELIGIBLE PERSON(S) OR ENTITY OF THE APPLICANT  
11 FROM AMONG THOSE LISTED IN RSA 194-B:3,V. ED 318.05(C)(4)

12 Ability to Submit Application

13  
14 In accordance with provisions to RSA 194-B:3, V, the North Star Academy application  
15 to establish a state authorized charter school has been submitted by The Institute for Clas-  
16 sical Culture (ICC), a non-profit organization. The ICC (applicant) is a registered nonprofit  
17 organization with the State of New Hampshire.

18 D. GENERAL DESCRIPTION AND PROPOSED OR POTENTIAL LOCATION, PER RSA194-  
19 B:3,II(D)

20 Description of the school facility

21  
22 It is the intent of the founding members that North Star Academy be located in the Lakes  
23 Region. Several potential locations have been identified in the region with ongoing discussions.  
24 The initial space requirements are determined to be approximately 12,000 square feet. This will  
25 include 10 classrooms (2 classrooms each K-4), space for tutoring, art and music, science labs,  
26 and office space for the school’s administrative staff. We are currently exploring options that  
27 will allow us to add 2 more classrooms each year thereafter. Our estimated growth over the  
28 next five years will have us reaching approximately 21,000 square feet. North Star Academy will  
29 prefer a location that will be an eco friendly, sustainable building environment, and one that  
30 will provide for safe and convenient access for students. Although several potential locations  
31 have been identified no formal binding contract has been signed therefore any specific detail  
32 herein have been left out. In accordance with RSA 194-B:8, II, the North Star Academy shall  
33 comply with all federal and state health and safety laws, rules, and regulations, including, but  
34 not limited to:

- 35 a) Fire safety
- 36 b) Heating, ventilating, and air conditioning (HVAC);

- 1 c) Plumbing;
- 2 d) Electrical;
- 3 e) Requirements of Ed 321.23(u) and (v);

4 E. A SUMMARY OF THE SCHOOL’S FOCUS, INCLUDING A DESCRIPTION OF THE CHAR-  
5 ACTERISTICS, METHODS AND GOALS OF THE SCHOOL.

6 North Star Academy focus lies in an American Classical Education in partnership with the  
7 Barney Charter School Initiative. Classical education is a sound and time-tested means of  
8 leading students towards intellectual, moral, and civic virtue. It begins with reflection upon  
9 the common humanity of its students. All young people require formation, but they innately  
10 represent all the potential that makes human beings so unique and remarkable. The project of  
11 classical education is engaged in a community that is working together in the bonds of mutual  
12 affection towards truth and virtue. Its methods and texts are often ancient, but are informed  
13 by modern knowledge, experience, and circumstances. Its intent is to form graduates befitting  
14 of their charge, who regardless of their future professions or aspirations seek to perpetuate  
15 intellectual, moral, and civic virtue in themselves and future generations. It is an education  
16 appropriate to our humanity, and essential for good government and the happiness of mankind.

17 It is North Star Academy’s intention to become an affiliate of the Barney Charter School  
18 Initiative. This Initiative provides support to a network of schools that serve a wide variety of  
19 local communities. Each has its unique challenges and opportunities, but the network is bound  
20 together by a common understanding of the classical education that we are all offering. The  
21 essentials of that education are as follows:

- 22 a) The centrality of the Western tradition in the study of history, literature, philosophy, and  
23 fine arts;
- 24 b) A rich and recurring examination of the American literary, moral, philosophical, political,  
25 and historical traditions;
- 26 c) The use of explicit phonics instruction leading to reading fluency, and the use of explicit  
27 grammar instruction leading to English language mastery;
- 28 d) The teaching of Latin;
- 29 e) The acknowledgement of objective standards of correctness, logic, beauty, weightiness,  
30 and truth intrinsic to the liberal arts;
- 31 f) A school culture demanding moral virtue, decorum, respect, discipline, and studiousness  
32 among the students and faculty;
- 33 g) A curriculum that is content-rich, balanced and strong across the four core disciplines of  
34 math, science, literature, and history;
- 35 h) A faculty where well-educated and articulate teachers convey real knowledge using tradi-  
36 tional teaching methods rather than “student-centered learning” methods; and
- 37 i) A school that uses technology effectively but without diminishing the faculty leadership  
38 that is crucial to academic achievement.

1 F. TARGET POPULATION

2 North Star Academy will be looking to enroll students that live within a 45 minute drive of  
 3 the proposed school location. Our “Enrollment Zone” will pull from 8 Districts/12 Towns (see  
 4 table below). As a reference. Windham Academy, Windham NH pulls from 18 Districts/21  
 5 Towns

Table III.1: Target population

School District	Town
Governor Wentworth (SAU 49)	Wolfeboro
Governor Wentworth (SAU 49)	Effingham
Governor Wentworth (SAU 49)	New Durham
Governor Wentworth (SAU 49)	Center Ossipee
Governor Wentworth (SAU 49)	Center Tuftonboro
Alton (SAU 72)	Alton
Wakefield School District (SAU 101)	Sanbornville
Moultonborough School District (SAU 45)	Moultonboro
Rochester (SAU 54)	Rochester
Laconia (SAU 30)	Laconia
Gilford (SAU 73)	Gilford
Gilmanton (79)	Gilmanton



1 G. MEASURABLE GOALS AND OBJECTIVES FOR SCHOOL OPENING AND A TIMELINE  
 2 FOR IMPLEMENTATION ED 318.05(c)(9)

3 See Appendix F - Measurable Goals and Objectives

4 H. PROJECTED STUDENT ENROLLMENT FOR EACH OF THE FIRST 5 YEARS OF  
 5 OPERATION ED 318.05(c)(6)

First 5 Years of Enrollment										
Year	k	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
2022	30	15	15	15	15	0	0	0	0	90
2023	45	30	30	30	30	15	0	0	0	180
2024	45	45	30	30	30	30	15	0	0	225
2025	45	45	45	30	30	30	30	15	0	270
2026	45	45	45	45	30	30	30	30	15	315

6 I. STUDENTS TO BE SERVED: GRADE LEVEL, MAXIMUM NUMBER, OTHER INFORMA-  
 7 TION ABOUT PUPILS TO BE SERVED. RSA194-B:3 II (E); ED 318.05(c)(5)

8 North Star Academy anticipates initial enrollment of approximately 90 students, anticipated in  
 9 grades K-4 in the first year, as the board decides. First year enrollment will be capped at 120  
 10 students. The exact capacity for enrollment in the first year is highly dependent on the space  
 11 chosen and the ability to make needed renovations, if applicable. New students will be added  
 12 each year thereafter until the school is fully enrolled; it is anticipated by the end of the fifth  
 13 year the school will have 315 students enrolled with an minimum teacher/student ratio of 1:15.  
 14 The school will serve a maximum (cap) of 525 students in grades K-8 with a maximum 1:25  
 15 teacher/student ratio. The Board of Trustees will accept, on space available basis, students  
 16 funded in alternative ways for available slots, including tuition students from out of state, as  
 17 is the custom of other public schools. This assumes that all NH students that have applied to  
 18 North Star Academy for admission have been enrolled in classes that had available space.

19 J. EDUCATIONAL NEED

20 North Star Academy Chartered Public School will be using a Classical Curriculum which is  
 21 quite different from the curriculum offered by the public and private schools in the area. It  
 22 will be located in the Lakes Region, which serves several towns with a significant number of  
 23 disadvantaged, at risk students.

24

25 See Appendix A - At Risk in our Enrollment Zone

26 See Appendix J - List of Surrounding Schools (note: there are no chartered public schools  
 27 currently in the this region.)

1 K. ANY REASONS WHY THE PROSPECTIVE BOARD OF TRUSTEES BELIEVES RSA  
2 194-B:3,XII RELATIVE TO A SHORTENING OF DEADLINES MAY APPLY TO THIS  
3 CASE

4 We would like to have the application review process completed as soon as possible. To allow  
5 us to receive grant funds needed to work towards opening North Star Academy by 9/1/2024.

1 SECTION IV

2 \_\_\_\_\_  
3 GOVERNANCE  
4 \_\_\_\_\_

5 A. GOVERNING BOARD: ROLES, RESPONSIBILITIES, QUALIFICATIONS, SKILL SET,  
6 EXPERIENCE. ED 318.09(E)(2)

7 The operating bodies of the school are the North Star Academy Board of Trustees, the Admin-  
8 istration (consisting of the Director, Head Administrator, Business Administrator, Administra-  
9 tive Assistant and Enrollment and Development Coordinator), the Leadership Council (consist-  
10 ing of the Director, Head Administrator and Faculty Chairs) and the Faculty. Implementation  
11 of governance is characterized by collaboration, effective leadership, and accountability.

12 The Leadership Council made up of the Director, Head Administrator and Faculty Chairs  
13 is responsible for training, supervising, supporting and reviewing all faculty members as well  
14 as supporting students and families who may require special care. The Council develops,  
15 monitors, and reviews the curriculum as well as the daily schedule and future planning. It is the  
16 responsibility of the Board to approve recommendations regarding hiring of faculty submitted  
17 by the Leadership Council. In the event of a disagreement on the leadership council, the Director  
18 shall make the final decision. Since there will be no Leadership Council prior to having hired  
19 teachers, the initial recruitment and hiring of Faculty will be the sole responsibility of the  
20 Board.

21 The Lead Administrator is responsible for the day-to-day-work of the school and direct su-  
22 pervision of the Faculty (in conjunction and consultation with the Faculty Chairs), the Business  
23 Administrator, the Office Assistant, and the Enrollment and Development Coordinator.

24 The Board of Trustees has the final responsibility for fiscal and legal matters and is ac-  
25 countable for the school and its operations. The Board of Trustees is made up of three parent  
26 representatives, one or two teacher representatives appointed by the Faculty, the Director as a  
27 non-voting member, Business Administrator, and four community members. We will attempt  
28 to ensure highly qualified Board Members with expertise and skills in the following areas: law,  
29 finance, fundraising, education, marketing, development, information technology and adminis-  
30 tration.

31  
32 Trustees should show dedication to the mission and vision of the School and possess the following  
33 personal characteristics:

- 34 \* Honesty, sensitivity to and tolerance of differing views, a friendly, responsive and patient  
35 approach, community-building skills, personal integrity, a developed sense of values, a  
36 sense of humor and a commitment to professional standards of confidentiality.
- 37 \* Willingness to prepare for and attend Board and committee meetings, ask questions, take  
38 responsibility and follow through on a given assignment, contribute personal and financial  
39 resources according to circumstances, open doors in the community, evaluate one's own  
40 performance.
- 41 \* Willingness to develop certain skills not already possessed, such as: to cultivate donors  
42 and solicit funds, cultivate and recruit Board members and other volunteers, read and

1 understand financial statements, learn more about the substantive program area and  
2 issues pertaining to the school.

3 The Board meets on a monthly basis throughout the year and is an open public meeting (in  
4 accordance with RSA 91 A-2, except for those meetings or proceedings designated as nonpublic  
5 sessions as defined in RSA 91-A:3, II). Board members are expected to attend meetings regularly  
6 and may be subject to replacement if absences reaches 50 percent or more of meetings in a six-  
7 month period. For purposes of conducting business, the Board will follow New Hampshire Right  
8 to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority  
9 of Trustees physically present or participating through video or voice communication systems.  
10 Records and minutes of meetings will be kept in accordance with statutory guidelines.

11 It is the responsibility of the Board to develop policies and put them in writing, so they  
12 serve as guidelines and goals for the successful and efficient functioning of the school. It will  
13 annually evaluate and update its policies and ensure compliance with RSA 194 B:5. If in ex-  
14 press conflict, compliance to NH state regulations will take precedence.

15  
16 The Board's functions include:

- 17 \* Overseeing that the school's program and operation are faithful to the terms of its charter,  
18 bylaws, policies, and its mission statement.
- 19 \* Adopting policies that further clarify and assist in maintaining the mission and educa-  
20 tional program of North Star Academy.
- 21 \* Ensuring that the school's academic programs are successful. All academic programs are  
22 evaluated and reviewed annually by the Board. These evaluations are used to determine  
23 the effectiveness of the programs and provide direction for improvements.
- 24 \* Ensuring that the school is financially solvent by planning and budgeting to meet the  
25 school's goals, approving an annual budget for the school as well as a long range strategic  
26 growth plan.
- 27 \* Ensuring proper accounting and reporting policies
- 28 \* Hiring the Director, Office Coordinator, Enrollment and Development Coordinator, and  
29 Business Administrator and evaluating their performance annually; hiring faculty upon  
30 recommendations by the Faculty Chairs and Director.
- 31 \* Creating, serving on, and appointing people to necessary committees.
- 32 \* Providing Board orientation to all members, which includes introduction to the school  
33 and curriculum, classroom visits, and copies of Board by-laws and Employee and Student-  
34 Parent Handbooks

35 Prior to North Star Academy opening the Board of Trustees of North Star Academy will make  
36 available policies regarding:

- 37 \* Budget, fund-raising and growth,
- 38 \* Records Retention,
- 39 \* Promotion of School Safety,
- 40 \* Reporting of suspected abuse or neglect,
- 41 \* Sexual Harassment,
- 42 \* Pupil safety and violence prevention,
- 43 \* Limiting the use of child restraint practices,
- 44 \* Developmentally appropriate daily physical activity,
- 45 \* Grievance and complaints process.

46 These policies will be compiled in a binder and included as appropriate in the Student-Parent  
47 and Employee Handbooks.

1 B. METHOD BY WHICH TRUSTEES AND THEIR TERMS ARE DETERMINED

2 It is important to the founders that board terms be staggered in order to benefit from the  
3 experience of veteran board members while also welcoming fresh perspectives that new members  
4 may offer. First-year trustees will be appointed for one, two, or three year terms to establish  
5 initial staggered terms and governance stability. The Board may appoint a trustee to fill a  
6 vacancy if vacated, but that Board member will only be allowed to serve until the original term  
7 expires, but may be renewed by a majority vote of the Board of Trustees. Board members may  
8 serve consecutive terms if so voted by a Board majority.

9 For the purpose of conducting business, the Board will follow the New Hampshire Right  
10 to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority  
11 of trustees physically present or participating through video or voice conferencing systems.  
12 Records and meeting minutes will be kept in accordance with statutory guidelines and made  
13 available online. The Board of Trustees will begin governance within three months after receiving  
14 charter authorization. The Board's first task will be to create a selection process for the school  
15 Director. The school Director will be a non-voting member of the Board.

16 Start-up Committee:

17 During the school's first year of planning and design, a start-up committee shall work on  
18 all areas of charter school development and readiness. This team will consist of founders and  
19 advisers. Their duties will include but are not limited to:

- 20 a) Fundraising
- 21 b) Developing applications and marketing materials
- 22 c) Forming initial subcommittees
- 23 d) Securing general and board liability insurance
- 24 e) Securing an appropriate site for the school
- 25 f) Developing job descriptions and the hiring process
- 26 g) Publicizing staff, administration, and faculty positions
- 27 h) Obtaining health, fire, and safety code approvals for facility
- 28 i) Purchasing supplies and materials for school setup

29 In accordance with RSA 194-B:2, II, the North Star Academy shall make available infor-  
30 mation about its curriculum and policies to all persons, and parents and pupils considering  
31 enrollment in the North Star Academy.

32 Board of Advisers:

33 The governing Board of Trustees may select a Board of Advisers to serve as an advisory  
34 group of non-voting members.

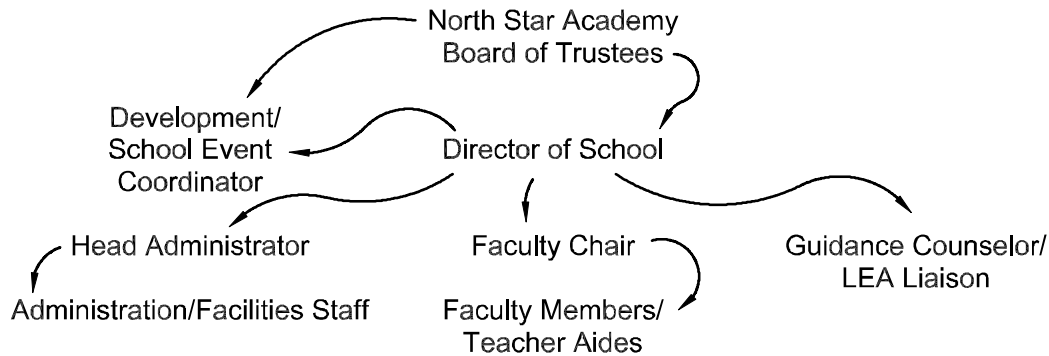
35 C. BOARD OF TRUSTEES BY-LAWS

36 Please see Appendix H -North Star Academy By-Laws.

37 D. ORGANIZATIONAL STRUCTURE AND GROWTH PLAN

38 In addition to the descriptions provided above for the Trustees and Board, key responsibilities  
39 (Section IV c.) and qualifications for faculty and staff (Section VI d.) and the Organizational  
40 Structure outlined below, as the School grows, faculty and administrative staff will be added  
41 to support School needs.

1 The organizational Structure for North Star Academy is as follows:



2  
3 Our plan for growth will initially be focused on strengthening the structure of North Star  
4 Academy from within before considering external growth or expansion. Of particular impor-  
5 tance are continued development and refinement of daily policies, procedures, and practices in  
6 our program. We will work to grow the strengths of our faculty through professional devel-  
7 opment. As finances allow, our own internal educational offerings will also grow to support  
8 observed educational needs to reduce demand on LEA resources. Supplemental programming,  
9 including during, before and after school activities will be developed to meet the demands of  
10 our student population. Given the financial realities of starting a school, we anticipate our  
11 facilities will also grow to support our program.

12 E. FUNDRAISING PLAN ED 318.09(E)(11)

13 Startup Phase:

14 Upon receiving state charter approval, North Star Academy will launch a fundraising cam-  
15 paign. The campaign will last until the opening of the school and focus on educating the  
16 surrounding community about the benefits North Star Academy will bring to the community.  
17 At this point, fundraising will focus on supporting the start up cost and operations. Some info  
18 meetings will be paired with sponsored dinners hosted by local restaurants and will include  
19 raffles with gifts from local businesses. Phone calls will be made to local community groups,  
20 community leaders and high-net worth individuals for the purpose disseminating brochures and  
21 collecting contributions. Advertisement on social media, in local newspapers, and on local radio  
22 will steer individuals to North Star Academy's website where they will find more info about the  
23 school, a place to make a contribution, and contact info of the school administration for any  
24 questions and enrollment. Table deployments at local grocery stores, hardware stores and post  
25 offices will be made to provide info to locals, collect contributions and contact information.  
26 Two main events will be the organizing focus in the school's startup phase. First will be a gala  
27 for the community that has been built around North Star Academy. Families will be invited  
28 to attend and invite guests (other families that have children) the fundraising committee could  
29 invite potential donors. The second will be an open house at North Star Academy for bigger  
30 donors and community leaders. In addition, Government Grants will be written and submitted.

31

1 Post Opening First Year Fundraising:

2 After North Star Academy opens, fundraising from the startup phase will rollover into the  
3 first year of operation. The first focus will be the forming of the fundraising committee and  
4 the Parent Steering Committee. It is very important that these committees are composed of  
5 mostly outgoing individuals. These committee members will receive training in fundraising  
6 from ICC. The Parent Steering Committee will be responsible for smaller fundraising events  
7 such as do-nut sale, wreaths sale, mums sale, savers, ect. The Fundraising committee will be  
8 responsible for larger fundraising events such as the Gala, Golf tournament, Matching Fund,  
9 50/50 Raffle, sponsored dinners, ect. Each committee, as well as the board and event plan-  
10 ner, will be responsible for outreach with coordination from the marketing staff and marketing  
11 committee. During the first year of North Star Academy there will be a consolidated effort in  
12 launching membership drives with the largest drive being toward the end of the school year  
13 and in the summer.

14  
15 Long Term Fundraising and Outreach:

16 A large membership base will be the long term goal for fundraising. If only one thousand  
17 people gave ten dollars a month, at that point North Star Academy will be able to raise one  
18 hundred and twenty thousand dollars through memberships alone each year. There are two  
19 major components to a long term active membership base. One is outreach, and this is broken  
20 down into two components. First, is continued successful membership drives, these drives will  
21 be closely characterized by good marketing practices. Second, is through school events, mostly  
22 fundraising and community events, that increase in quality over the years. Excellent outreach  
23 is a combination of creative thinking and developed best practices.

24 The second major component is membership development, also known as follow up. The  
25 most common form of this is quality content. North Star Academy may produce a seasonal  
26 journal with many articles written by teachers and students. The journal will give overviews  
27 of all the different school activities, upcoming events, best teaching practices, ect. The school  
28 website will be a portal for all the online content and will include teaching lessons, presentations,  
29 articles, blogs, ect.

30 Long term fundraising and outreach will be an integral part of North Star Academy's overall  
31 operation. It will help drive and sustain a high level of education that is offered to the students.  
32 It will help generate and grow tuition and parent involvement. It will help optimize new and  
33 innovative ideas for the teachers and administration.

- 34 \* Start up goal: \$ 50,000
- 35 \* First year goal:\$ 75,000
- 36 \* Second year goal:\$ 150,000
- 37 \* Long term goal: 25± years
- 38 \* Upwards 10,000 memberships
- 39 \* \$ 1,200,000 raised for year 25

40 See Appendix L - Fundraising Plan for list of fundraising events and goals.

41 F. GRIEVANCE/COMPLAINTS PROCESS OR POLICY

42 North Star Academy is committed to providing the best possible working conditions for its  
43 employees and educational environment for students and families. Part of this commitment  
44 is encouraging an open atmosphere in which any conflict, complaint, suggestion, or question  
45 receives a timely response within the school. North Star Academy strives to ensure fair and  
46 honest treatment of all employees, students and families. All school community members are  
47 expected to treat each other with mutual respect and are encouraged to offer positive and  
48 constructive criticism.

49

1 Internal Grievance/Disputes:

2 Internal Grievance/Disputes arising from within North Star Academy, including all disputes  
3 among and between students, staff, parents, volunteers, advisers, partner organizations, and  
4 governing board members, will be resolved pursuant to policies and processes developed by the  
5 school. The LEA shall not be involved with internal disputes of North Star Academy unless  
6 North Star Academy requests LEA involvement or it is legally required.

7 If employees disagree with established rules of conduct, policies, or practices, they can  
8 express their concern through the conflict resolution procedure. No employee will be penalized,  
9 formally or informally, for voicing a complaint with North Star Academy in a reasonable,  
10 business-like manner, or for using the conflict resolution procedure. If a situation occurs when  
11 employees believe that a condition of employment or a decision affecting them is unjust or  
12 inequitable, and they do not feel that this can be resolved through informal measures, they are  
13 encouraged to make use of the following steps. The employee may discontinue the procedure  
14 at any step.

- 15 1. Employee presents conflict in written form to the Director or the office administration  
16 after the incident occurs.
- 17 2. If that person is unavailable or the employee believes it would be inappropriate to contact  
18 the Director or the office administration the employee may present the conflict to the Chair  
19 of the Board of Trustees.
- 20 3. The Director or Board Chair responds to conflict during discussion or after consulting  
21 with others, when necessary, and documents discussion.
- 22 4. Any grievance or complaint that is not resolved by the above steps shall be brought before  
23 a subcommittee of the Board for hearing. This subcommittee will make recommendations  
24 to the full Board for action regarding the grievances and/or complaints brought forth.

25 The above process also applies to any parent or student. In situations involving a classroom  
26 teacher or other employee they are encouraged to first bring their complaint to the teacher or  
27 employee in question. If they feel the issue is not resolved or it is not appropriate to bring to  
28 that person, they shall bring the concern in writing to the Director or the office administration  
29 or the Board as above.

30 In the case of grievances and/or complaints against the Board that cannot be resolved  
31 through informal conflict resolution, a neutral third-party mediator shall engage the Parties in  
32 a voluntary and non-binding mediation session designed to facilitate resolution of the dispute.  
33 The cost of such mediation shall be split between the parties. If applicable, each party shall  
34 bear its own attorney fees which result from the dispute resolution process.

35 Not every conflict can be resolved to everyone's total satisfaction, but only through under-  
36 standing and discussion of mutual conflicts can members of the North Star Academy community  
37 develop confidence in each other. This confidence is important to the operation of an efficient  
38 and harmonious work environment.

39 In the case of disputes between the LEA and North Star Academy, an attempt will always be  
40 made to resolve them amicably and reasonably without resorting to formal procedures. North  
41 Star Academy will refrain from public commentary regarding any disputes until the matter has  
42 progressed through the dispute resolution process unless legally required to do otherwise. In  
43 the event of a dispute between North Star Academy and the LEA, North Star Academy will  
44 issue a statement in a written format to be submitted to the Superintendent of the LEA. The  
45 Director will reach out to the Superintendent for a meeting to resolve the dispute, not later than  
46 5 business days from receipt of the statement. In the event that this meeting fails to resolve the  
47 dispute, North Star Academy will identify a Board of Trustee member who will meet with the  
48 Superintendent and Director and attempt to resolve the dispute within 15 business days from  
49 the dispute statement. If this meeting fails to resolve the dispute, the Director will identify a  
50 neutral third-party mediator to engage the Parties in a voluntary and non-binding mediation  
51 session designed to facilitate resolution of the dispute. The format of the mediation session



1 may be developed jointly by the Superintendent and Director. Mediation will hopefully be held  
2 within thirty business days of receipt of the dispute statement. North Star Academy will bear  
3 only it's own attorney fees which result from the dispute resolution process.

1 SECTION V

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2 EDUCATION PLAN

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3

4

5 A. CURRICULUM AND INSTRUCTION

6 See Appendix M - Curriculum Alignment

7 A classical education takes a content-rich approach to the study of important subjects.  
8 As students mature in the curriculum, classical education teaches them to ask and venture  
9 answers to the big questions, then goes further to consider how those questions might be  
10 answered persuasively and beautifully. It regards both the humanities and the sciences as  
11 equally important, refusing to slight either in a firm belief that wonder about human nature  
12 and the natural world is essential to the human condition, and that knowledge of both leads  
13 us towards wisdom and happiness. To summarize G. W. Leibniz, *“Wisdom is the science of  
14 happiness, happiness is the art of charity and charity is the act of benevolence”*

15 North Star Academy will collaborate with Hillsdale College’s Barney Charter School Initia-  
16 tive (BCSI) in design and execution of the educational program. BCSI has collaborated with  
17 more than thirty other classical schools across the country. Their curriculum is characterized  
18 by a strong emphasis on language, content-richness in all subjects, a strong core curriculum,  
19 and a focus upon the historical, literary, and scientific traditions of the United States and of  
20 Western civilization at large.

21 The curriculum is content-rich, balanced, and strong, with emphasis upon the four core  
22 disciplines of math, science, literature, and history, followed by attention to music, art, and  
23 foreign languages, with Latin beginning in grade six. (See Appendix C - Year-at-a-Glance for  
24 each grade level) The BCSI K-12 Program Guide provides a scope of the topics to be taught,  
25 a sequence in which to teach them, and a complement of vetted and reviewed books, primary  
26 sources, and other resources for teachers and students that accompany the scope and sequence.  
27 The K-12 Program Guide and the recommended courses, books, and other resources accord  
28 with and provide a useful summary of an “American Classical Education,” an education that  
29 combines the best educational and American traditions in a form appropriate to contemporary  
30 schools and students.

31  
32 Curricular Program

33 In the earliest grades, North Star’s curriculum focuses the majority of the day on the teach-  
34 ing of literacy and numeracy. Both subjects are foundational to a student’s education, so the  
35 resources and methods deployed in each case must be consistent and excellent. We will there-  
36 fore use Literacy Essentials and a reading intervention program, such as Wilson Foundations  
37 to teach our struggling students literacy and related skills, and the Singapore Math program  
38 to teach numeracy. Presenting a research-based approach of reading intervention curriculum,  
39 allows elementary teachers to confidently present a carefully structured reading and spelling  
40 curriculum using engaging multisensory techniques. Wilson curriculum and other programs  
41 teach phonics, spelling, reading, handwriting, and grammar in an explicit way. They feature  
42 research-based, systematic, and multisensory structured language curricula to help every stu-  
43 dent succeed. Students learn to read step-by-step, starting with the basic structure and rules of  
44 our language, then building to more advanced lessons over time. While addressing the general

1 student population, the science of reading also stipulates that these same foundational skills  
2 must be taught to students and adults with reading deficits (Kruidenier et al., 2010; Lonigan  
3 & Shanahan, 2009; NICHD, 2000). A lack of foundational skills is a major cause of poor  
4 performance in struggling readers. Word-level deficiencies limit an individual's exposure to  
5 text, which in turn impedes the person's vocabulary development and reading comprehension  
6 (Stanovich, 1986). To overcome these deficiencies, students and adults with reading deficits  
7 require direct, systematic instruction in the foundational skills of reading.

8 The central position of language in the curriculum continues throughout the elementary  
9 and middle school grades, using a program that follows a classical sequence for grammar in-  
10 struction. In Grades 4 and 5, students will learn Latin and Greek roots of English words. In  
11 sixth grade, students begin learning formal Latin, and will continue with Latin through eighth  
12 grade. Latin is introduced and taught alongside English so that students learn the structural  
13 underpinnings of their own language, expand their vocabulary, and improve their reading com-  
14 prehension. A classical education is an ideal curriculum for students who have a language-based  
15 learning disability (such as Dyslexia) because the curriculum will allow for students to have  
16 the opportunity to read and write across the curriculum in all subject areas. At its very core,  
17 a classical curriculum is language based, thus students with a weakness in language will have  
18 the opportunity to strengthen their weaknesses in reading and writing throughout the school  
19 day. The expectation is for students to be immersed in language. This immersion of language  
20 will benefit all students but especially those students who have a weakness in language. North  
21 Star Academy intends to have a literacy specialist on staff trained in these reading intervention  
22 programs. Our hope is to extend this training to our teachers to support the specialist in their  
23 work and visa versa. This provides optimum instruction for our students, setting us apart from  
24 general education.

25

## 26 Numeracy

27 The Singapore Math program provides students with a strong conceptual foundation in  
28 basic mathematics. From the earliest grades, this program emphasizes concepts, mental math,  
29 and number sense while employing physical and graphical illustrations of underlying mathe-  
30 matical rules and phenomena. The program presents mathematical skill building and problem  
31 solving such that students have a better understanding of not simply when to use a particular  
32 equation—but why. Moving students on to higher levels of skills before they're ready is not  
33 an option, so the program will be employed at each student's ability level. Ability-level groups  
34 will be determined at the beginning of each school year, and adjustments will be made on an  
35 as-needed basis in order to best equip each student with the language of numeracy.

36

## 37 Knowledge

38 The Core Knowledge Sequence is based upon E.D. Hirsch's concept of cultural literacy,  
39 which makes it the ideal curriculum for a classical school. This sequence was developed to  
40 provide a comprehensive order to K-8 education, with the intention of training students in the  
41 art, literature, science, history, math, and language that form their cultural and intellectual  
42 inheritance. First published in 1988, it has been successfully employed and tested in hundreds  
43 of schools throughout the United States.

44 The Core Knowledge Sequence provides a grade-by-grade sequence of specific topics to be  
45 taught in grades K-8. It will provide the basic curricular framework for history, geography,  
46 literature, visual arts, music, and science at North Star Academy. With cultural literacy as  
47 the guiding principle, the Core Knowledge Sequence leads students through a comprehensive  
48 and grade-appropriate view of science, literature, art, music, and history. Topics which are  
49 especially important for cultural literacy are repeated in a spiraling fashion—so that younger  
50 students build a firm but broad foundation in these topics while older students are able to  
51 achieve depth. The sequence provides a necessary order across grades and between schools  
52 and families, such that teachers can base their lessons upon what students have learned and  
53 will learn, and parents can anticipate what their students will learn in each grade. The Core

1 Knowledge Foundation provides resources to support some, but not the entirety, of the sequence,  
2 so teachers are supported but encouraged to reach beyond the immediate resources and take  
3 ownership of their own lessons. The BCSI has found this arrangement valuable in striking a  
4 balance between teacher support and teacher freedom.

5 This curriculum gives both the guidance and flexibility to teachers to optimize learning  
6 and exceed state standards. Although the rhetoric surrounding a classical school often empha-  
7 sizes the humanities, the sciences are no less important than the humanistic disciplines and  
8 will not play a secondary role at North Star Academy. The Core Knowledge science program  
9 focuses on thematically linked science topics and biographies of great scientists. The order of  
10 the Core Knowledge program allows for regular repetition of the most important topics, such  
11 that students are well-versed in the fundamentals by the time they reach high school. The sci-  
12 ence program is supported by Pearson’s Science Explorer series, complete with integrated lab  
13 manuals and demonstrations and Delta Science Content Readers. In middle school the normal  
14 courses are literature, grammar, composition, civics (seventh or eighth grades), history and  
15 geography, science, Singapore Mathematics (generally 6A-6B in sixth grade and pre-algebra in  
16 seventh grade). Algebra I will normally be taken in eighth grade. Music, art, and Latin will  
17 be included each year. The Core Knowledge Sequence will provide a grade-by-grade sequence  
18 of specific topics to be taught in Grades K-8. It will provide the basic curricular framework for  
19 history, geography, literature, visual arts, music, and science.

#### 20 21 Instructional Strategies

22 The two primary instructional strategies employed at North Star Academy will be the  
23 lecture and Socratic method/discussion.

24 The classical model values the teacher as the possessor of knowledge, and the teacher-led  
25 discussion or lecture methods of instruction allow the teacher to impart his or her knowledge  
26 to the students. Students will be taught how to take outlined notes beginning in the early  
27 grades, which helps to engage them during the lecture. Note-taking by hand improves retention  
28 of information and provides the student information from which to study for assessments.  
29 Reviewing students’ notes can also inform the teacher about students’ attentiveness. Teacher-  
30 led discussion and lecture in the form of storytelling or read-aloud will be used most frequently  
31 in the lower grades.

32 The Socratic method includes the use of direct, intentional questions to guide students’  
33 understanding of problems and their solutions. This will be a fundamental part of instruc-  
34 tion, particularly in literature and history courses. The Socratic method is appropriate for the  
35 anticipated student population since it assumes more discussion and less independent reading  
36 without guidance. The Socratic discussion is the ideal mode of classical instruction, but the  
37 founders of North Star Academy are under no illusion that young and inexperienced students  
38 can immediately partake in or profit from such a discussion. Rather, the guiding principle  
39 for most K-12 instruction will be that instruction be “teacher directed.” Most of the time  
40 teacher-directed instruction will take the form of a lecture, story, readaloud, or teacher-led  
41 discussion. Teacher-led discussion will help to model inquiry and analysis for students as a  
42 way of preparing them to engage in more open Socratic discussion in high school. Projects,  
43 student-led discussion, student-led inquiry, and other modern modes of instruction will have  
44 a limited place at North Star Academy, and only within the broader context of the mission,  
45 curriculum, and school culture. Teachers will receive training and feedback about when best  
46 to employ these and other methods, with an emphasis placed on teacher-led, content-rich in-  
47 struction in all subjects. This emphasis is consistent with the tradition of classical education  
48 and with the content-rich curriculum from Core Knowledge Sequence (and other sources) that  
49 the school will employ.

#### 50 51 Other Instruction Strategies

52  
53 Explicit and Systematic Phonics Instruction:

1 Through the direct teaching of letter-sound relationships through a specified sequence, the  
2 foundation for literacy is established and provides students the ability to decode the printed  
3 word. Scientific research supports this method (Source: K.K. Stuebing, A.E. Barth, P.T.  
4 Cirino, D.J. Francis, and J.M. Fletcher, “A response to recent re-analyses of the National  
5 Reading Panel report: Effects of systematic phonics instruction are practically significant,”  
6 *Journal of Educational Psychology*, 100(1), 2008: 123-134).

#### 7 8 Explicit English Grammar Instruction:

9 Using tools such as diagramming and the study of root words, students will be equipped to  
10 speak and write with a high degree of communicative competence. As students learn to identify  
11 parts of speech and seek to develop syntax, they are able to communicate more clearly on all  
12 levels. The more they learn about the English language and its structure, their ability to easily  
13 and fluently express more complex thoughts becomes evident.

#### 14 15 Ability Groupings:

16 Instructional supports and strategies are most effective through the use of flexible ability  
17 groupings in the core subjects of reading, writing and math. Ability groupings will allow North  
18 Star Academy to tailor instructional techniques and class time to meet the needs of all types  
19 of learners. We will provide individualized supports for all learners while maintaining the same  
20 expectations of outcome. Students will be placed into ability groupings upon admission us-  
21 ing initial assessments that indicate strengths and weaknesses. Those with IEPs will receive  
22 accommodations as required on an individual basis. Students will be moved across groupings  
23 as additional assessments suggest. Students are responsible for mastery of the same skills and  
24 concepts and are required to take the same assessments regardless of grouping (using accom-  
25 modations as required by the IEP, as applicable). Using differentiated instructional strategies  
26 will enable teachers to optimize the learning of all students.

#### 27 28 Utilization of Primary Source Documents:

29 Primary sources are materials that were created by those who participated in or witnessed  
30 the events of the past. They can include letters, reports, photographs, drawings, sound record-  
31 ings, motion pictures, and artifacts, as well as books. Although sometimes life lessons (e.g.,  
32 motives, ethics, and “cause and effect”) are not necessarily obvious or easy to define, primary  
33 sources can bring them to life. They reflect events and experiences that actually occurred and  
34 introduce students to the individuals who lived them.

#### 35 36 Teaching of Study Skills:

37 Time management, organizing, memory techniques, note taking, and outlining will be em-  
38 phasized throughout North Star Academy and integrated throughout the curriculum to equip  
39 students for higher learning. Developing stamina for challenging and complex work is impera-  
40 tive for the promotion of a strong work ethic.

#### 41 42 The Socratic Method:

43 The use of direct, intentional questions to guide students’ understanding of problems and  
44 their solutions will be a fundamental part of instruction, particularly in literature and history  
45 courses.

### 46 B. CURRENT RESEARCH FOR SELECTING CURRICULUM

47 North Star Academy curricular foundation is classical. The board of the Institute for Classical  
48 Culture researched and found a curriculum that encompasses the mission, vision and curricular  
49 goals and objectives of the school through the Barney Charter School Initiative at Hillsdale  
50 College. Hillsdale College’s K-12 Curriculum was developed through the work of the College  
51 and contributions from aliated schools. BCSI staff is made up of current and former classical

1 school teachers, and they regularly consult with teachers, school leaders, and professors at  
2 Hillsdale College as they seek to improve upon it. The result is an excellent and thoughtfully  
3 designed K-12 course of study in the liberal arts and sciences that is research based in which  
4 over thirty public charter schools from across the nation use, including two based in New  
5 Hampshire, Windham Academy and Lion Heart Academy .

6 Hillsdale College’s K-12 curriculum incorporates well-known curricula that is supported  
7 with research and has proven success helping students achieve academic proficiency. The three  
8 primary curriculum programs used are Core Knowledge, Literacy Essentials, and Singapore  
9 Math, all of which meet Common Core State Standards.

10 Additionally, Deans For Impact, a nonprofit organization committed to improving student-  
11 learning outcomes by transforming educator preparation, published *The Science of Learning*  
12 (2015) and *The Science of Early Learning* (2019) to answer the questions “What do we know  
13 about how students learn and what does that mean for how we teach?” These publications  
14 connect research to its practical implications for teaching and learning. These publications  
15 provide a helpful summary of major findings from cognitive science that are relevant to and  
16 used in the Core Knowledge approach and to the classical, content-rich educational model  
17 developed by Hillsdale College’s Barney Charter School Initiative.

18 Moreover, classical education is more than simply a pattern of learning. Classical education  
19 is language-focused; learning is accomplished through words, written and spoken, rather than  
20 through images (pictures, videos, and television). This is important to understand because  
21 language-learning and image-learning require very different habits of thought. Language re-  
22 quires the mind to work harder; in reading, the brain is forced to translate a symbol (words on  
23 the page) into a concept. A classical education, then, has two important aspects. It is language-  
24 focused and it follows a specific three-part pattern: the mind must be first supplied with facts  
25 and images, then given the logical tools for organization of facts, and finally equipped to express  
26 conclusions. Specialized reading programs to support struggling reading, such as the Wilson  
27 Reading System, are a brain-based approach with multi-sensory instruction that addresses all  
28 learning styles.

29 The New Hampshire Department of Education has developed a dyslexia resource guide de-  
30 signed to create an awareness of dyslexia and other related disorders. It provides information  
31 about screening and detecting young children who display associated risk factors and will assist  
32 in the implementation of age-appropriate, evidence-based intervention strategies to strengthen  
33 reading skills. The Wilson Reading System is listed in Section 5-Interventions as an evidence-  
34 based intervention.

### 35 36 More About Core Knowledge

37  
38 E. D. Hirsch, Jr. is the founder and chairman of the Core Knowledge Foundation and  
39 professor emeritus of education and humanities at the University of Virginia. He is the author  
40 of several acclaimed books on education in which he has persisted as a voice of reason making  
41 the case for equality of educational opportunity.

42 A highly regarded literary critic and professor of English earlier in his career, Dr. Hirsch  
43 recalls being “shocked into education reform” while doing research on written composition at  
44 a pair of colleges in Virginia. During these studies he observed that a student’s ability to  
45 comprehend a passage was determined in part by the relative readability of the text, but even  
46 more by the student’s background knowledge.

47 This research led Dr. Hirsch to develop his concept of cultural literacy—the idea that read-  
48 ing comprehension requires not just formal decoding skills but also wide-ranging background  
49 knowledge. In 1986 he founded the Core Knowledge Foundation. A year later he published  
50 *Cultural Literacy: What Every American Needs to Know*, which remained at the top of the  
51 New York Times bestseller list for more than six months. His subsequent books include *The*  
52 *Schools We Need*, *The Knowledge Deficit*, *The Making of Americans*, and most recently, *How*  
53 *to Educate a Citizen: The Power of Shared Knowledge to Unify a Nation*.

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Research Studies

The Core Knowledge Language Arts™ (CKLA) program was piloted in 10 public schools in New York City and an additional 7 schools throughout the country, including rural and suburban schools. These diverse schools comprised 172 classrooms, 200 teachers and 4,466 students. Across these schools, the percentage of students receiving free and reduced lunch ranged from 30 to 99%, and the percentage of students for whom English is a second language ranged from 15 to 60%. Pilot teachers participated in extensive professional development prior to implementing the program. This training ensured that teachers had a clear understanding of the synthetic phonics at the heart of CKLA’s Skills strand. The training also provided teachers with techniques for building students’ background knowledge and vocabulary during read-aloud, which are at the heart of the CKLA Listening & Learning strand.

Results from the three-year pilot of CKLA in kindergarten through second grade in 10 New York City public schools show that students in the schools using CKLA outperformed their peers in 10 comparison schools on measures of reading, science, and social studies. (Microsoft PowerPoint - CK Early Literacy Pilot 3 12 12.pptx (coreknowledge.org))

Additionally, in a first of its kind study, researcher Sonia Cabell (formerly at the Center for Advanced Study of Teaching and Learning at the University of Virginia’s Curry School of Education, now at Florida State University) received a 3.3-million-dollar grant from the Institute of Education Sciences. The grant was awarded to test the fully-developed and widely-implemented Core Knowledge Language Arts (CKLA): Listening and Learning read-aloud program. The researchers will follow children from kindergarten entry to second grade and will investigate the effects of the reading curriculum on their vocabulary skills, listening comprehension, domain knowledge, and ultimately reading comprehension at the end of second grade. More than 1,400 children in 48 schools will participate in the study. The project started during the summer of 2016, and schools will begin implementing the program in the Fall of 2017. (Search Funded Research Grants and Contracts - Details)

Source: [www.coreknowledge.org](http://www.coreknowledge.org) Research Studies: Core Knowledge Foundation

More About Literacy Essentials

Literacy Essentials: The Journey from Spelling to Reading was developed by Dorothy Kardatzke and Melody Furno of Access Literacy, LLC. The two authors have more than forty years of experience in using Orton-based phonics programs in primary schools, both as teachers and as teacher trainers. While they are very familiar with other Orton-based approaches to phonics, they developed the Literacy Essentials program to better serve the needs of teachers than any other program currently available.

Literacy programs tend to fall along a spectrum of phonics instruction, with one end of the spectrum focused entirely on the whole word or “whole language” approach with little to no attention to letter sound correspondences, and the other end of the spectrum employing an Orton-based method of For Approval November 2021 26 intensive phonics instruction that leads from spelling to reading through a multi-sensory approach. While the research (see, for example, The Report of the National Reading Panel, 2000) tends to support the Orton-based approach, many of the curricula based upon it are difficult to use in a classroom environment without intensive training. As a result, most phonics programs in the marketplace use a blended approach of phonics and whole language instruction, or they employ a less robust approach to phonics than the synthetic systematic approach of an Orton-based program. Kardatzke and Furno wanted to make a robust Orton-based program more widely accessible and user friendly, and Literacy Essentials does exactly that.

The Literacy Essentials curriculum is currently in a pilot phase as the authors and publisher work out the finer details. The curriculum first rolled out in summer 2019 to a small group of schools that included Hillsdale-affiliated charter schools and schools that specifically

1 sought out Access Literacy for coaching and training. The pilot part of the program will en-  
2 ter its final stage in summer 2022, after which the authors and publisher aim to finalize the  
3 curriculum and advertise it more broadly. The curriculum is currently available via request at  
4 <http://www.journeytoliteracy.com/>

#### 5 6 More About Singapore Math

7  
8 For grades K-7, math will be taught using the U.S. edition of Singapore Math, an En-  
9 glish equivalent to the national mathematics curriculum used in Singapore. Singapore is the  
10 world leader in mathematics achievement, according to at least two major longitudinal stud-  
11 ies. According to the Trends in International Mathematics and Science Study (TIMSS), an  
12 international comparative study designed to measure achievement at the fourth and eighth  
13 grades, Singapore ranked in the top three countries in both fourth and eighth grades in ev-  
14 ery year the study was conducted (1995, 1999, 2003, 2007, 2011, and 2015). The Programme  
15 for International Student Assessment (PISA), a triennial international survey that evaluates  
16 OECD(Organisation for Economic Co-operation and Development) countries by testing the  
17 skills and knowledge of 15-year-old-students, has also consistently ranked Singapore highest in  
18 mathematics. The PISA survey has ranked Singapore in the top two countries for mathematics  
19 in 2009, 2012, and 2015.

20 Singapore Math was developed in 1981 by the Curriculum Planning and Development In-  
21 stitute of Singapore. Educators in the United States began implementing Singapore Math in  
22 2000. Topics are taught to a mastery level with detail and consistency, and the textbooks  
23 are designed to build a deeper understanding of mathematical concepts as opposed to offering  
24 simple definitions and formulas. Professional development accompanies Singapore programs so  
25 teachers are better prepared to facilitate lessons. Singapore Math has a consistent emphasis on  
26 problem solving and model drawing, with a focus on in-depth understanding of the essential  
27 math skills recommended in the National Council of Teachers of Mathematics Curriculum Focal  
28 Points, the National Mathematics Advisory Panel. Students using Singapore Math learn math  
29 concepts thoroughly, but they also master essential math skills more quickly, and it has been  
30 reported that by the end of sixth grade, students have mastered multiplication and division of  
31 fractions and are able to complete difficult multi step word problems comfortably, ensuring they  
32 are well prepared to complete Algebra I in grade 8, (Source: John Hoven and Barry Garelick,  
33 “Singapore Math: Simple or Complex?” Educational Leadership 65:3, November 2007).  
34 Source: [www.SignaporeMath.com](http://www.SignaporeMath.com)

#### 35 C. STATEMENT THAT THE SCHOOL WILL HAVE AVAILABLE INFORMATION ABOUT ITS 36 CURRICULUM AND POLICIES TO ALL PERSONS, AND PARENTS AND STUDENTS 37 CONSIDERING ENROLLMENT

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

#### 42 D. MEASURABLE ACADEMIC LEARNING GOALS AND OBJECTIVES AND TIMELINE 43 FOR ACCOUNTABILITY

44 Measurable academic learning goals, objectives and standards for every grade level at North  
45 Star Academy are outlined in the Curriculum Alignment and are aligned with the Common  
46 Core Standards as set by the State of New Hampshire.

47 While some aspects of the curriculum may differ in their implementation and timing from  
48 that of other public schools, none of the standards has been omitted and it is expected that  
49 graduates from North Star Academy, having received the benefit of a classical Barney/Hillsdale



1 established curriculum, will have achieved the Common Core Standards (K-8). These academic  
2 learning goals will be put into a formal plan, shared with faculty and staff, and reviewed to  
3 track progress during the school year.

4 See also North Star Academy's academic goals and objectives are laid out in Appendix D -  
5 Learning Goals and Objectives and Timeline for Accountability. In short, the curriculum will  
6 use the philosophy and components of a classical education to deepen the natural wonder of  
7 learning in all students while fostering community connection and involvement through civic  
8 engagement and education. These goals and objectives are integral to our mission and vision,  
9 and will be ingrained into the school culture from day one.

10 Students in elementary school must meet the required standards listed in order to proceed  
11 to the next grade level. Students in middle school must also meet the standards with a passing  
12 grade of C. Students at risk of not meeting the standard grade will be given opportunities  
13 to improve their grade. Each student needs will be met on a case by case basis as not all  
14 students can achieve academic success the same way. Examples of opportunities could include:  
15 before or after school help, Tier II or Tier III support through RTI, home and wrap around  
16 community support. The curriculum presented in Appendix C - Year-at-a-Glance is the basic  
17 required curriculum. Depending on the qualifications and special interests of faculty, North Star  
18 Academy will add elective courses when the school has reached full enrollment and finances are  
19 stabilized.

20 In addition to the measurable goals enumerated in Appendix D - Learning Goals and Ob-  
21 jectives, North Star Academy is guided by a set of character development goals for the devel-  
22 opment, throughout the K-8 school years, of cognitive and social abilities and capabilities that  
23 are needed for learning in all subjects by the broad goal of educating the whole human being.

## 24 E. PERFORMANCE STANDARDS

25 Among the variety of measures to be used for performance standards and informing instruction,  
26 heavy emphasis will be placed on practices that meet the criteria for authentic assessment. Of  
27 central importance in this process will be the development and periodic review of electronic  
28 student portfolios, uniquely designed to chart progress in demonstrating growth in the charac-  
29 teristics of thoughtful, imaginative, and productive young leaders. North Star Academy will  
30 strive for academic excellence as defined below:

31

- 32 \* All academic courses will have succinctly stated learning goals and objectives.
- 33 \* Students should meet the performance standards and objectives for applicable subjects  
34 for all subgroups each year, or will meet any alternative state performance goals.
- 35 \* Research based assessments should demonstrate that students are proficient or advanced  
36 in reading and math.
- 37 \* Students should master the performance objectives each year as measured by multiple  
38 formative and summative assessments (tests, performance tasks, exhibitions).
- 39 \* Students should demonstrate positive levels of interest in learning at high levels each year  
40 in at least a majority of their classes as measured by documented teacher observation and  
41 a student survey instrument.
- 42 \* All eighth graders should satisfactorily complete a capstone project that represents a cul-  
43 mination of each student's learning and research that draws both broadly and specifically  
44 from each student's education.
- 45 \* By the end of grade 8 we expect at least 80% of all students will exhibit grade level  
46 scientific reasoning assessed by state science testing. Upon promotion from grade eight,  
47 students should demonstrate an advanced ability to originate and proceed with exploring  
48 a line of questioning that leads to a deeper understanding of ideas and concepts.

- 1 \* Upon promotion from grade eight, students should demonstrate an understanding and  
2 performance skills of language as used in influencing how one perceives the world, thinks  
3 about it, and chooses to act upon it - as measured by a rubric for assessing relevant  
4 evidence contained in each student's portfolio.
- 5 \* All students should contribute to a respectful community environment.

6 F. ACHIEVEMENT TESTS TO BE USED TO MEASURE ACADEMIC AND OTHER GOAL  
7 ACHIEVEMENT

8 Per RSA 194-B:8 V, North Star Academy will administer state assessment testing for all grade  
9 levels as required by law. Research-based assessments will be used to measure pupil academic  
10 and other goal achievement including, but not limited to, objective and age-appropriate mea-  
11 sures of literacy and numeracy skills, including spelling, reading, writing, history, geography,  
12 science, and mathematics. North Star Academy will rely on research-based assessments to  
13 determine how students are progressing through these areas of study. In addition to research-  
14 based assessments, a variety of rubrics will be developed by the appropriate faculty to measure  
15 age-appropriate academic progress in each student's critical thinking, presentation, team partic-  
16 ipation, quality of writing, research skills, and quality of overall project/presentation, leadership  
17 skills and mathematics. Developmentally appropriate progress monitoring and benchmark as-  
18 sessments will be applied to measure student academic progress. They may be administered  
19 throughout the year with a minimum of two times per year. Ideally testing will be adminis-  
20 tered in September and again in May. Initially, North Star Academy is planning to test as  
21 needed to measure student progress against the curriculum. The data will be used to reflect  
22 upon previous instruction and inform future instruction as needed for each student. Progress  
23 monitoring and intervention will be conducted with students that are below grade level through  
24 multi-tiered levels of support. Assessments will be completed on a time schedule that allows  
25 ample opportunity to make any necessary changes needed to achieve student academic success  
26 and growth.

27 G. FOR SCHOOLS OFFERING HIGH SCHOOL GRADE LEVELS, GRADUATION REQUIRE-  
28 MENTS SUFFICIENT TO ENSURE THAT THE SCHOOL HAS PROVIDED AN ADEQUATE  
29 EDUCATION FOR ITS PUPILS

30 Not Applicable, North Star Academy will be K-8

31 H. STUDENT PERFORMANCE DATA MANAGEMENT SYSTEM (CUMULATIVE PERFOR-  
32 MANCE OVER TIME)

33 North Star Academy will have a Student Performance Data Management System that complies  
34 with the New Hampshire Department of Education student accountability requirements. North  
35 Star Academy will review and choose one of the several systems including, but not limited to:  
36 PowerSchool, Rediker, Infinite Campus, Aspen, Quick Schools and Skyward

37 I. DAILY/WEEKLY SCHEDULE SAMPLES

38 Sample Schedule: (The bell schedule will be dependent on the local school district and bus  
39 schedule)

40 The daily instruction in math will be shorter in the lower elementary school and language  
41 arts instruction will be longer. The upper elementary students will have a longer math period  
42 and science and history will be integrated with language arts and writing. We may implement  
43 a block scheduling which provides instruction every other day with longer class times. We will  
44 maintain in each elementary school, a school year of at least 945 hours of instructional time  
45 and in each kindergarten at least 450 hours of instructional time; we will maintain in each

1 middle and high school, a school year of at least 990 hours of instructional time. We shall  
 2 provide at least 990 hours of instructional time for grades 7 and 8 in elementary schools that  
 3 include grades 7, or 8, or both; The instructional school day of an individual student shall  
 4 not exceed 5.75 hours of instructional time in elementary schools and 6 hours of instructional  
 5 time in middle (and high) schools. Lunch time, home room periods, passing time, and breaks  
 6 shall not be counted toward the required amount of instructional time. Elementary schools  
 7 may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten  
 8 through grade 6. Advisory periods in middle school shall be counted as instructional time.

Table V.1: Sample Schedule

Early Elementary	
7:50-8:15	Assembly and/or Morning Gathering
8:15-9:00	Integrated Arts
9:00-10:15	Math
10:15-12:00	Phonics/Reading Language
12:00-12:45	Recess/Lunch
12:45-1:45	Nature Studies/History/Writing
1:45-2:45	Independent work: projects, writer's workshop
2:45-3:15	Writing/grammar
Upper Elementary/ Middle School	
7:50-8:15	Homeroom and/or advisory
8:15-9:45	Math lesson and independent work
9:45-10:15	Writing/Grammar
10:15-12:00	Language Arts
12:00-12:45	Integrated Arts
12:45-1:45	History
1:45-2:45	Science
2:45-3:15	Writer's Workshop

## 9 J. SUPPLEMENTAL PROGRAMMING

10 Supplemental programming needs will be evaluated and implemented based on the unique  
 11 needs of enrolled students. We anticipate teaching aides and specialty subject faculty providing  
 12 additional supplemental programming capacity throughout the School, with a teacher aide in  
 13 every K-3 classroom. Title I, Part A of the Elementary and Secondary Education Act (ESEA)  
 14 provides financial assistance to schools with high numbers or high percentages of students from  
 15 low income families. The purpose of the funding is to help ensure that all children meet high  
 16 academic standards. (Please note that students do NOT have to be from low-income families  
 17 to receive support through Title I funded programming.) Services provided are supplemental  
 18 to instruction that already occurs within the school setting. This purpose is accomplished in  
 19 two ways:

- 1 \* by providing children supplemental support through enriched and accelerated education
- 2 programs; and
- 3 \* by providing instructional personnel with substantial opportunities for professional de-
- 4 velopment.

5 Similar to peer public charter schools, we will provide supplemental instruction for students  
6 in the lower 20% of proficiency with significant needs outside of special education. As a first  
7 level response, teachers are expected to use RTI (Response to Intervention) to work with the  
8 students to gain the knowledge and skills needed to perform at grade level. Teaching students  
9 to read will be the primary focus of early elementary education at North Star Academy. Once  
10 students have transitioned from “learning to read” to “reading to learn,” the focus of the  
11 North Star Academy curriculum will appropriately shift. From mid-elementary forward, the  
12 curriculum will place a strong emphasis on reading, and especially upon reading works of great  
13 literature. Students who are capable of work above their grade level may be given the option to  
14 read additional works of literature or read adapted works in an original or longer form. Students  
15 who are behind their grade cohort may receive adapted reading assignments (or shorter adapted  
16 works of literature), audiobooks, read-a louds of the original, or other supports as identified by  
17 the teacher and administrator.

18 Parent involvement is critical to the success of students and is highly encouraged through  
19 Title I. In addition, North Star Academy intends to offer before and after school programming  
20 and tutoring services during and outside of the school day.

21 In addition, we hope to partner with area schools and agencies in order to provide additional  
22 supplemental programming for our students. This programming not only includes academic  
23 support, but will expand our students’ growth through enrichment opportunities in the arts,  
24 music, STEM and athletics. For experiential and enrichment activities for elementary school,  
25 North Star Academy will conduct a survey at the beginning of the year to determine parent and  
26 student interest. In the first year, it is very hard to predict stakeholder and interest availability  
27 so we believe this approach will help yield effective results.

1 SECTION VI

2  
3 SCHOOL OPERATIONS PLANS  
4

5 A. ADMISSIONS PROCEDURES

6 North Star Academy is committed to building a strong and diverse community of learners. As  
7 an open enrollment public charter school any student that resides in the state of New Hampshire  
8 may apply for admission and completed applications will be processed in the order that they are  
9 received. North Star Academy methods of admission shall not be designed, intended, or used to  
10 discriminate or violate individual rights in any manner prohibited by law. North Star Academy  
11 will hold multiple, pre-enrollment information sessions, in an effort to allow prospective families  
12 to learn more about North Star Academy and the public charter school experience.

13 Beginning as soon as possible of first year and on November in following years the Enroll-  
14 ment and Outreach Committee of the Board (with the Development and Enrollment Director in  
15 subsequent years) actively engages in recruitment activities in the host district, and surrounding  
16 counties, including speaking and distributing information at grade schools, community centers,  
17 food pantries and library as well as holding on-site information sessions and open houses for  
18 prospective students and their families. Efforts will be made to reach as many students in the  
19 area as possible including, home schooled, migrant and refugee populations, English language  
20 learners with educationally disadvantaged, homeless, and low income households. North Star  
21 Academy will provides application packets with information on its educational philosophy, cur-  
22 riculum and student expectations. When necessary translation services are available. North  
23 Star Academy will work with local social service agencies to ensure that all aspects of a students  
24 life that might affect their ability to learn and succeed are addressed.

25  
26 Admission Procedures:

27 We expect the following of all students who are admitted:

- 28 a) The applicant student and their parent or guardian agrees to the mission of the school,  
29 its policies, program, and expectations and signs the Admissions Agreement.
- 30 b) The enrolled student should attend an orientation within 6 months of enrollment during  
31 which he/she is expected to read the Student-Parent Handbook. (student orientation  
32 events will be held at various times after the admissions process closes and any possible  
33 lottery haves taken place)

34 North Star will follow the basic method of admissions that defines charter schools nation-  
35 wide.

- 36 a) The North Star Academy’s Board of Trustees reserves the right to give preferred enroll-  
37 ment to children of school faculty, administration, members of the board of trustees,  
38 siblings of currently enrolled students and are exempt from any enrollment lottery.
- 39 b) Admission shall be blind with the exceptions of the above preferred enrollment. Pre-  
40 enrollment will be open on October 1st to December 31st, 11 months prior to school  
41 opening.

- 1 c) Should the number of applicants exceed capacity, students will be chosen randomly using  
2 a lottery system, with a wait list developed from the lottery overflow. Lottery drawing  
3 will be held on February 16th, 7 months prior to school opening. Should a dispute or  
4 error in the lottery process occur applicant will have 4 weeks after the lottery drawing  
5 to notify in writing the North Star Academy’s Board of Trustees. The Board will then  
6 follow it’s grievance and complaint policy.

7 Admissions Process Overview

- 8 a) Prospective students and their families will be strongly encouraged to attend at least  
9 one informational meeting at which North Star Academy’s educational approach and  
10 expectations of students and their families will be explained, prior to enrollment.  
11 b) North Star Academy will create application packets for prospective students about the  
12 school, its philosophy and expectations of attending students, and their families. These  
13 and other student related policies will be posted and available online for the public.  
14 c) Parents will be asked to sign an agreement indicating their understanding and acceptance  
15 of the School’s Mission and other expectations as part of the admission process.  
16 d) Interested families will then submit their application.  
17 e) A committee will review applications for completeness.  
18 f) Should applicants exceed the number of spaces available, a blind lottery, organized by  
19 grade will be held. Those not accepted in the lottery will be placed on a waiting list in  
20 the order determined by the lottery.  
21 g) All accepted students and those who have been wait-listed will be notified within 2 weeks  
22 h) Soon after the enrollment process is complete, North Star Academy will hold meetings for  
23 admitted students and their families and provide an orientation for students and families  
24 (as noted in item a). Completed applications received after the deadline will be added to  
25 the wait list according to time stamp requirements.

26 Enrollment Provisions

- 27 a) North Star Academy will offer automatic re-enrollment to its students, provided they are  
28 in good standing at the end of each year. Families will be asked to sign a letter of intent  
29 to re-enroll by a stated date preceding the lottery.  
30 b) North Star Academy will admit students from the wait list, in the order that the completed  
31 applications are received, should space become available after the lottery.  
32 c) Siblings of children already enrolled at the North Star Academy will receive preference.  
33 The Board maintains the right to reserve enrollment to children of school faculty, ad-  
34 ministration, and board members. Under non-regulatory guidance provided by the U.S.  
35 Department of Education the amount of reserved seats must constitute "only a small  
36 percentage of the school’s total enrollment".

37 Given that diversity is crucial to the school culture the admissions panel ensures that recruit-  
38 ment and enrollment practices promote inclusion by eliminating all barriers to enrollment for  
39 educationally disadvantaged students including foster youth, unaccompanied homeless youth  
40 and ELL. The Board of Trustees will also track applications from year to year and reach out  
41 to underrepresented groups in future recruitment efforts. The Board of Trustees ensures that  
42 methods for admission are not designed, intended or used to discriminate or violate individual  
43 civil rights in any manner prohibited by law according to Ed 318.07 (b) (1)a.

44 B. SCHOOL CALENDAR AND THE NUMBER AND DURATION OF DAYS PUPILS ARE TO  
45 BE SERVED

46 School calendar will follow the host school district that school is located in. See Appendix E -  
47 School Calendar for full details. Also see Section V:I for daily and weekly schedule samples.

1 C. STAFFING OVERVIEW, INCLUDING QUALIFICATIONS SOUGHT FOR PROFESSIONALS  
2 AND PARAPROFESSIONALS: ADMINISTRATORS, TEACHERS

3 Planning and Development:

4 The period from charter authorization until four to six months before the school opens to  
5 students will be considered the Period of Planning and Organizational Development. Planning  
6 will commence once authorization is granted. During the planning and development period,  
7 project staff will include start-up coordinators, as needed consulting specialists, personnel from  
8 other organizations, and volunteers.

9  
10 Tasks related to school development include:

- 11 a) Financial operations, revenue initiatives
- 12 b) Dissemination of material to schools, parents and communities
- 13 c) Board initiations and governance training
- 14 d) Define and create committees
- 15 e) Facility initiatives
- 16 f) Curriculum development and course design
- 17 g) Create school policies and student handbook
- 18 h) Teacher development and staff training
- 19 i) Materials development and marketing
- 20 j) Set-up of administrative systems
- 21 k) Strategic planning

22 Staffing:

23 The North Star Academy shall conduct school employee and volunteer background investi-  
24 gations in accordance with RSA 189:13-a North Star Academy will comply with all statutory  
25 requirements for teaching and staff qualifications. Refer to Section D (below) for qualifications  
26 sought for professionals and para professionals. North Star Academy is committed to recruiting  
27 highly qualified staff with a diverse range of backgrounds, skills, teaching and administrative  
28 experience. Other desired qualities and qualifications include: a commitment to the mission  
29 and vision of the school; ability to work effectively on a team with colleagues, students, fami-  
30 lies, and community members; experience with a variety of instructional approaches, including  
31 project-based learning; interest or expertise working with a diverse student population; and a  
32 commitment to their own educational growth. All staff members shall share, commit to, and  
33 promote the mission and vision of North Star Academy. Any contracts for teaching services  
34 will comply with RSA 194-B:8 VII(a).

35 D. EMPLOYEE JOB DESCRIPTION/RESPONSIBILITIES

36 School Director:

37 The Director will be responsible for the leadership, day-to-day business affairs, and school  
38 operation as delegated and approved by the Board of Trustees. The School Director will lead,  
39 support, and engage with the school, which will:

- 40 a) Allow students and faculty to maximize their achievements
- 41 b) Establish a school culture built on respect, leadership, responsibility, and support
- 42 c) Execute relationships to work with local school districts
- 43 d) Assume overall responsibility for supervision of staff and students
- 44 e) Hire additional administrative and teaching staff as needed, with approval of the Board
- 45 f) Follow all State and Federal requirements and standards

- 1 g) Supervise and evaluate the work of staff
- 2 h) Oversee the class scheduling process
- 3 i) Supervise adequate testing and evaluation of students' achievement
- 4 j) Promote safety and good health practices by adherence to public codes/regulations.
- 5 k) Provide oversight of finances and report to the board monthly.

6 Director Qualifications:

- 7 a) Meet all NH regulations for eligibility
- 8 b) Master's Degree from an accredited university, preferred
- 9 c) Minimum of 5 years teaching and/or school administration experience, preferred
- 10 d) Experience with administrative duties in a school or business
- 11 e) Background in primary school education, preferred
- 12 f) Demonstrated leadership, people management, and business management experience
- 13 g) Such other qualifications as the Board may find appropriate.

14 Business Manager:

15 School business managers oversee school operating finances. It is their job to develop a  
16 budget for the school. School business managers strive to ensure that existing resources are used  
17 efficiently while identifying resources that are needed and prioritizing expenses. Qualifications:

- 18 a) Bachelor's Degree from an accredited university, business and accounting preferred
- 19 b) No less than three years of experience as a Business/Operations Manager
- 20 c) Experience preparing purchase orders and bank deposits
- 21 d) Experience preparing payroll processing
- 22 e) Experience with grant writing and management
- 23 f) Such other qualifications as the Board may deem appropriate

24 Roles and responsibilities:

- 25 a) Setting up the school financial systems
- 26 b) Working with the director to prepare budget and other financial documents for board  
27 review and approval
- 28 c) Preparing purchase orders and banking deposits
- 29 d) Preparing information for payroll processing
- 30 e) Assisting the Director when needed
- 31 f) Filing proper paperwork with proper agencies, (such as state reporting and required  
32 financial audits)
- 33 g) Working with the Director to oversee proper ADM count
- 34 h) Supporting grant writing and management
- 35 i) All other responsibilities as determined by the Director and approved by the Board

36 Teachers:

37 North Star Academy teachers will teach students by creating an atmosphere that prizes  
38 learning for its own sake; by encouraging students to persevere in their studies and to cultivate  
39 the skills, motives, and knowledge needed flourish as human beings and sustain personal growth,  
40 academically and morally; by establishing good rapport with the students and their parents; by  
41 building a community characterized by civility and respect. North Star Academy will comply  
42 with RSA 194-B:14. Section IV, which states that, "IV. The teaching staff of a chartered public  
43 school shall consist of a minimum of 50 percent of teachers either New Hampshire certified or  
44 having at least 3 years of teaching experience". In addition to those holding current NH educator  
45 certification, preference will be given to applicants with knowledge of child development, child  
46 psychology, and curriculum design and literacy instruction. Teachers who are not certified may:



- 1 a) Hold a Bachelor's Degree from an accredited university.
- 2 b) Have experience working in particular areas of study

3 Role and Responsibilities:

- 4 a) Understand and embrace the philosophy and methods of classical education.
- 5 b) Skillfully apply the principles of classical education to his/her teaching.
- 6 c) Cover the prescribed classical curriculum and sequence.
- 7 d) Demonstrate loyalty to the school and its mission.
- 8 e) Develop the intellect of each student to the utmost of his/her ability.
- 9 f) Develop the personal character of every student. Cooperates in the development and
- 10 implementation of the school program of instruction.
- 11 g) Plans and implements a program of study that, as much as possible, meets the individual
- 12 needs, interests, and abilities of students and complies with
- 13 h) New Hampshire Department of Education standards and North Star Academy's goals
- 14 and objectives.
- 15 i) Guides the learning process toward the achievement of curriculum goals.
- 16 j) Establishes clear objectives for all lessons, assignments, units, and projects in harmony
- 17 with curriculum goals and communicates the objectives to students.
- 18 k) Employs instructional methods and materials that are most appropriate for meeting stated
- 19 objectives, including the use of computers and other technological classroom support
- 20 equipment in student instruction.
- 21 l) Meets and instructs assigned classes in the locations and at the times designated.
- 22 m) Shows commitment to the school's mission, academic program, and student academic
- 23 outcomes as outlined in the approved charter.

24 Teachers Aids':

25 It is anticipated that the majority of teachers' aids will be sourced from local colleges and  
26 universities through paid and non-paid internship programs. Preference will be given to those  
27 applicants holding current NH paraeducator certifications. Teacher's Aides have a key support  
28 role in the classroom. They work with the teacher to help students succeed in the classroom  
29 environment. Some of their responsibilities include helping with standard tasks such as grading,  
30 taking attendance, recording grades, making copies, assisting the teacher in lesson planning and  
31 lesson delivery, and behavior management.

32  
33 Guidance Counselor:

34 Guidance counselors help students with difficulties they may face at school or at home,  
35 such as learning disabilities, adjustment or behavioral problems and offer guidance to overcome  
36 these or to improve existing performance. Guidance counselors shall:

- 37 a) Hold a Bachelor's Degree from an accredited university certified in school adjustment
- 38 counseling or guidance counseling in the state of NH.
- 39 b) Preference given to candidates with coursework in counseling and guidance, and human
- 40 growth and development.
- 41 c) Preference given to Masters' Degree in School Counseling.
- 42 d) Preference given to applicants holding a teacher certification.

43 Guidance Counselor Responsibilities:

- 44 a) Observing children and identifying their strengths, problems or areas for improvement.
- 45 b) Offering guidance to students, parents and teachers.

- 1 c) Monitoring the progress of children with difficulties to observe if improvement is being  
2 made.
- 3 d) Working with other teachers to help with the overall development of the students, not  
4 just their academic development.
- 5 e) Interacting with parents, understanding how the child is performing at home and whether  
6 there are any relevant conditions prevailing at home that may be affecting the child  
7 adversely and accordingly advising parents on how to assist the child.
- 8 f) Recommending appropriate psychological help if required.
- 9 g) Working with special needs and disabled children in some cases.
- 10 h) Serve as Academy's homeless liaison.

11 Special Education Representative:

12 Under the direction of the Director, the Special Education Representative serves as the  
13 connection between the school, sending district (LEA) and parents of students with disabil-  
14 ities, implementing policies and coordinating programs to support students with disabilities.

15 Qualifications:

- 16 a) Hold a Bachelor's Degree from an accredited university.
- 17 b) Preference given to candidates with current teaching certification.
- 18 c) Preference given to candidates with Special Education experience.
- 19 d) Preference given to candidates with administrative experience.

20 Role and Responsibilities:

- 21 a) Overseeing / managing a caseload of special education students and the implementation  
22 of their IEP/504 plans in: inclusive, self-contained and pull-out settings.
- 23 b) Ensuring appropriate delivery of both special education instruction and related services  
24 as stipulated on IEPs/504 plans.
- 25 c) Ensuring compliance by the school with all local and Federal laws and regulation relating  
26 to students with IEPs/504 plans and students referred to special education.
- 27 d) Ensuring that services provided by contractual personnel are of high quality, provided in  
28 the LRE, and are aligned with students' IEPs/504 plans.
- 29 e) Effectively communicating to parents and guardians the special education process includ-  
30 ing process for referrals, evaluations, annual IEPs/504 plans, and re-evaluations as well  
31 as parental rights granted by IDEA.
- 32 f) Establishing effective and supportive relationships with the LEA from students' home  
33 districts to provide appropriate supports and services, including wraparound, to special  
34 education and 504 students.

35 Part Time Nurse:

36 A part time nurse that meets the certification requirements of RSA 200:29 will be available  
37 during core hours. The school nurse supports student success by providing health care through  
38 assessment, intervention, and follow-up for all children within the school setting.

39 Roles and responsibilities:

- 41 a) Screen students for hearing and eyesight issues
- 42 b) Evaluate students who complain of specific ailments
- 43 c) Call parents to suggest they pick up students who might be uncomfortable or who might  
44 have developed a contagious illness or medical emergency
- 45 d) Examine and authenticate vaccination records

- 1 e) Monitor and dispense prescription medications based on instructions from parents and  
2 General Practitioners
- 3 f) Develop and manage school health and wellness program
- 4 g) Maintain files on each student's health and medical history

5 School Event Coordinator:

6 A full time school Event Coordinator will be responsible for all oversight and logistics of  
7 any school event including but not limited to fundraisers, sports events, teacher workshops,  
8 student events, community outreach, field trips, ect. The primary focus of the School Event  
9 Coordinator will be admissions events as well as fundraisers.

10

11 Qualifications:

- 12 a) Applicants will preferably hold an Associates in Business or Event Management (or similar  
13 experience) or a minimum of 5 years' experience in management.
- 14 b) Strong organizational skills with the ability to see the 'Big Picture'
- 15 c) Exceptional communication and interpersonal skills both written and verbal, and experi-  
16 ence in maintaining cooperative partnerships within social dynamics.
- 17 d) Skilled in negotiating conflicting interests to ensure a positive outcome
- 18 e) Unparalleled critical thinking, decision making, and problem solving skills and the ability  
19 to prioritize workload and meet deadlines while working with a team and independently.

20 Orton Gilligham Specialist:

21 An Orton-Gillingham Dyslexia Specialist will be on staff to support teachers with Orton-  
22 Gillingham based reading programs.

23

24 Qualifications:

- 25 a) the specialist will have at least 200 hours and two years of experience in Orton-Gillingham  
26 one-on-one instruction
- 27 b) a certification through IMSLEC.
- 28 c) the dyslexia practitioner will have at least two years of experience implementing a multi-  
29 sensory structured literacy curriculum in a classroom setting.

1 E. THE TOTAL NUMBER OF TEACHERS AND THE AVERAGE TEACHER/STUDENT RA-  
 2 TIO FOR THE FIRST 5 YEARS

3 The average student to teacher ratio, not including teacher aide support is 1:15. Our plan is  
 to have a teacher aide in every K-3 classroom, thereby having a 2:15 ratio.

Table VI.1: Teacher/Grades Ratio

Grades										
Year	k	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
2023	2	1	1	1	1	0	0	0	0	6
2024	3	2	2	2	2	1	0	0	0	12
2025	3	3	2	2	2	2	1	0	0	15
2026	3	3	3	3	2	2	2	1	0	19
2027	3	3	3	3	3	2	2	2	1	22

4

5 F. A DESCRIPTION OF HOW THE SCHOOL SHALL CONDUCT SCHOOL EMPLOYEE AND  
 6 VOLUNTEER BACKGROUND INVESTIGATIONS (CRIMINAL RECORDS CHECK) IN AC-  
 7 CORDANCE WITH RSA 189:13-A

8 North Star Academy will complete a criminal history records check on every selected applicant  
 9 for employment and volunteer in any position in the school administrative unit prior to a final  
 10 offer of employment. North Star Academy will submit a criminal history records check on  
 11 applicants for employment pursuant RSA 189:13-a to the division of state police. The Director  
 12 of North Star Academy may extend a conditional offer of employment to a selected applicant,  
 13 with a final offer of employment subject to a successfully completed criminal history records  
 14 check. No selected applicant may be extended a final offer of employment unless North Star  
 15 Academy has completed a criminal history records check. North Star Academy shall not be held  
 16 liable in any lawsuit alleging that the extension of a conditional or final offer of employment  
 17 to an applicant, or the acceptance of volunteer services from a designated volunteer, with a  
 18 criminal history was in any way negligent or deficient, if the North Star Academy fulfilled the  
 19 requirements of this section.

20 G. PERSONNEL COMPENSATION PLAN, INCLUDING PROVISIONS FOR LEAVES AND  
 21 OTHER BENEFITS, IF ANY

22 Salary:

23 The Director, Teachers, and Administrative Staff of North Star Academy will be paid a  
 24 salary. Part-time employees can be paid on an hourly rate or monthly rate; whichever is deemed  
 25 appropriate by the Director. All independent contractors, whether full-time or part-time, will  
 26 be paid on an hourly rate based on negotiated rates. See budget for salary expectations.

27

28 Vacation:

29 North Star Academy will publish an annual calendar of holidays and vacations during which  
 30 the School will officially be closed. The calendar will generally coincide with the public school  
 31 district. Full-time teachers will also receive a maximum of three (3) days of paid personal leave

1 per year. Personal leave days must be used during the school year in which they are accrued.

2  
3 Sick Leave:

4 Sick leave is available to employees, providing full salary and benefits for absences due to  
5 personal illness or injury that prevent the employee from working, as follows: Full-time staff  
6 shall receive sick leave at the rate of five (5) days per school year. If specified in the employee's  
7 contract, part-time staff, or staff working part of the school year shall receive sick leave on a  
8 prorated basis to reflect the proportion of time or working months that the employee's schedule  
9 represents in relation to a full time schedule. Sick leave days must be used during the school  
10 year in which they are accrued.

11  
12 Fringe Benefits:

13 After a review of the financial feasibility by the Board, North Star Academy will provide  
14 health insurance and retirement benefits, in accordance with applicable federal and state laws.

15 H. ADMINISTRATION PERFORMANCE EVALUATION

16 North Star Academy's Director will develop a process for collecting and presenting data to  
17 document performance that is based on well-defined job expectations. The school's Director  
18 will be responsible for conducting the evaluation and will be conducted at a minimum of one  
19 per school year.

20 North Star Academy's administrator evaluation system will provide a balance between struc-  
21 ture and flexibility. That is, it is prescriptive in that it defines common purposes and expect-  
22 tations, thereby guiding effective practice. At the same time, it provides flexibility, thereby  
23 allowing for creativity and individual initiative. The goal is to support the continuous growth  
24 and development of each administrator by monitoring, analyzing, and applying pertinent data  
25 compiled within a system of meaningful feedback.

26 I. TEACHER, PARAPROFESSIONAL PERFORMANCE EVALUATION

27 In accordance with New Hampshire New Hampshire state law RSA 189:1-a(III) continues to  
28 state that: "School boards shall adopt a teacher performance evaluation system with the in-  
29 volvement of teachers and principals for use in the school district. A school board may consider  
30 any resources it deems reasonable and appropriate, including any resources that may be pro-  
31 vided by the state department of education," North Star Academy will have a teacher and  
32 paraprofessional evaluation system and committee comprised of appropriate school staff. This  
33 evaluation system will be in compliance with New Hampshire state law Ed 512.02, in which  
34 the Criteria for State Approval of Local Professional Development Master Plans requires dis-  
35 tricts to provide evidence of activities that foster collective responsibility for improved student  
36 performance. (Ed 512.02(c)(7)(c)).

37 Evaluations of teacher effectiveness grounded in student outcomes provide states with op-  
38 portunities to improve teacher policy and teacher practice. Teachers should not be able to  
39 receive satisfactory evaluation ratings if they are not effective in the classroom. Observations  
40 of new teachers or those with less than five years' experience will occur a minimum of five times  
41 throughout the school year. Two of these observations will be formal in which an evaluator  
42 will meet with the teacher before and after the observation. The other three will be informal  
43 in which an evaluator can observe at any time and without formal notice. For experienced  
44 teachers, an evaluator will make a minimum of one formal and one informal observation per  
45 year. An evaluator reserves the right to observe a classroom throughout the year. Teacher  
46 will be evaluated on content knowledge and delivery, classroom leadership and management,  
47 ability to teach all students, parent and community relationships, and professional culture and  
48 responsibilities.

1 Paraprofessionals will be evaluated by their classroom teacher with the support of the ad-  
2 ministration. This evaluation will cover areas of classroom environment, classroom procedures,  
3 responsibilities and routines, and professional culture (work ethics, professional relationships,  
4 and adaptability).

5 Staff not meeting effectiveness will be placed on a support plan with their evaluator.

## 6 J. PROFESSIONAL DEVELOPMENT

7 North Star Academy will develop a Professional Development Plan in which its staff and teach-  
8 ers are supported in their professional growth and development in the areas of classical education  
9 and programming, classical and supplemental curriculum and implementation of said curricu-  
10 lum, planning and assessment, teaching all students, family and community engagement, and  
11 professional culture. Under Ed 512.03(a)(3), the Individual Professional Development Plan,  
12 certified educators shall develop, in collaboration with a supervisor or the supervisor's de-  
13 signee, an individual plan that includes one or more goals for improving student learning and  
14 be developed from:

- 15 a) The educator's self-assessment or reflection on competencies referenced in Ed 505.07 and  
16 the content area standards referenced in Ed 506 and Ed 507;
- 17 b) Analysis of student work;
- 18 c) Analysis of student achievement data, if available; and
- 19 d) A review of school or district master plan needs assessment.

20 Finally, Ed 512.03(a)(4) requires the Individual Professional Development Plan to outline the  
21 educator's growth in the professional standards as referenced in the local evaluation system.  
22 (c); Effective instructional practices related to school and district goals that increase student  
23 achievement. (d); These requirements focus on student learning and ensure educators have the  
24 support they need through professional learning.

25 North Star Academy will offer professional days to its staff. These days will comprise of a  
26 minimum of three full days, one being a Welcome Back/Orientation Day, and five half-days.  
27 These professional development days may be funded through grant monies, including, but not  
28 limited to, Title IIA funding. The full days will allow the Academy to present professional  
29 development which guides and improves instruction to its students, enhances school policy and  
30 culture, and allows for collaboration and leadership opportunities for its staff. The half-days  
31 will be dedicated to Professional Learning Communities in which staff will collaborate and  
32 analyze school programming, curriculum, and student data.

33 In addition, North Star Academy intends to form a partnership with the Barney Charter  
34 School Initiative which offers teachers, administrators, and school boards professional devel-  
35 opment on its curriculum, classical school culture and strong school leadership. If eligible,  
36 North Star will participate in the state of New Hampshire's Next Steps Program, a system  
37 of support that provides professional development and transition tools to school districts and  
38 families as they focus on strategies to increase student competency and ensure successful school  
39 transitions.

40 Moreover, all teachers will be encouraged to pursue external professional development, at a  
41 frequency determined by the Director and Assistant Director/Lead Teacher to be outlined in a  
42 professional development master plan in consultation with the Board of Trustees. Employees  
43 may contact the Director for information about professional development opportunities and  
44 benefits. All employees are given a copy of the Faculty and Staff Handbook, which describes the  
45 required process for requesting professional days. Teachers may meet this expectation through  
46 attending workshops, conferences, or courses related to their subject specialty; Hillsdale/Barney  
47 Charter School Initiative offered training courses; or other programs approved by leadership.  
48 North Star Academy will provide paid days off for such training and professional development.  
49 All full-time salaried employees, including administrative staff, receive two professional days  
50 per year. This encourages teachers to pursue professional development whenever possible and

1 so long as scheduling can be accommodated. All employees who participate will be asked,  
2 following their training, to share a brief synopsis of the key takeaways from their training with  
3 other team members.

4 Professional Development will be reviewed annually to determine current and future needs  
5 for each subject, grade, or individual teachers.

## 6 K. PHILOSOPHY OF STUDENT GOVERNANCE AND DISCIPLINE

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

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

- 10 \* to fulfill legal requirements
- 11 \* to maintain a safe environment
- 12 \* to establish ethical standards
- 13 \* to develop respectful atmosphere
- 14 \* to create order for the attainment of our core purpose to educate

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

18 Since we strive to provide an academically appropriate and challenging environment, North  
19 Star Academy will build the pillars of respect, responsibility, and achievement in all we do.  
20 Student government will be empowered to develop a code of student conduct stemming from  
21 these pillars and will be asked to join the administration and faculty in recommending pro-  
22 grams based on these pillars to educate all students. Students will not be asked to adjudicate  
23 disciplinary matters, but through student government, will be invited to share the perspectives  
24 of the student body with the administration. In this manner, students will always have an op-  
25 portunity to inform the administration as to the way discipline is understood by the students.  
26 If our goal is to develop understanding through discipline, we must always invite our students  
27 to respond to our actions.

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

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

33 Studies have shown that school suspensions harm both the suspended students and those  
34 who have not been suspended. A punitive school environment and the missing of classes by  
35 some students are harmful to all students.

36 Suspensions are punishments not related to a violation. North Star Academy believes in  
37 consequences related to the violation, not punishments. For instance, a student who steals or  
38 destroys an object belonging to the school or to another student would apologize to those who  
39 have been harmed and replace the object.

40 Consequences have a healing effect on all stakeholders involved in a violation or infraction,  
41 through apologies and making amends. Suspensions do not.

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

1 L. AGE APPROPRIATE DUE PROCESS PROCEDURES TO BE USED FOR DISCIPLINARY  
2 MATTERS INCLUDING SUSPENSION AND EXPULSION

3 Philosophy of discipline:

4 All too often students become the object of a teacher's attention due to behavioral issues.  
5 Far less frequently do we provide our students with attention for positive behavior and achieve-  
6 ment. For this reason, North Star Academy promotes an atmosphere of positive and restorative  
7 reinforcement as the foundation for the personal discipline we wish to engender in our students.  
8 While a positive atmosphere cannot preclude all behavioral issues, it can do much to reduce  
9 behavioral problems while encouraging students to be their best.

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

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

22 Addressing negative student behavior and to fulfill legal requirements:

- 23 \* All discipline of a student will be recorded and reported to the students parents/guardians.
- 24 \* Discipline issues often begin with lesser infractions which, when unaddressed, become  
25 greater issues.
- 26 \* When lesser negative behaviors occur, i.e., tardiness, speaking/acting in a manner in-  
27 congruent with school/class activities, the behaviors will be addressed through private  
28 discussion with the student by removing him or her from peers just outside the classroom  
29 or after class so that the student is not humiliated by teacher direction.
- 30 \* Chronic problem behavior and/or more significant behavioral issues will be addressed  
31 after consultation with the director who will meet with the student to attempt resolution.  
32 This meeting may result in an improvement plan with the student who will, at that time,  
33 become accountable with the director regarding his or her behavior.
- 34 \* Should the student fail to meet the expectations established in the improvement plan,  
35 parents will be contacted for reinforcement from home so as to assist the school in its  
36 efforts. Sanctions may be imposed with the student depending upon the nature of the  
37 problem behavior and the extent to which the improvement plan has not been followed.
- 38 \* Should the student continue to demonstrate chronic disruptive behavior, a meeting with  
39 the parents/guardians will be required. Should the parents/guardians refuse to meet, the  
40 student will receive greater sanctions, i.e., restriction from school activities, school-related  
41 service and lastly expulsion. The Director in accordance with RSA 193:13 may require  
42 parents/guardians to withdraw the student from the school as refusal to meet with the  
43 director will constitute failure on the part of the parents/guardians to support the school's  
44 mission and purpose.
- 45 \* As our students will rely heavily on bus transportation and as many parents do not have  
46 the ability to take students home from school, detention will not be employed.
- 47 \* Resolution of problem behavior will always result in a student's full ability to continue  
48 without any stigma. The ability to begin anew is integral to making discipline a matter  
49 of finding teachable moments and thus leading to the true development of the student's  
50 self-discipline.



- 1 \* Dangerous behaviors will result in the contacting of law enforcement and the appropriate
- 2 documentation. For these behaviors, the school will follow all mandated legal require-
- 3 ments. North Star Academy will comply with all state-reporting requirements. As part of
- 4 its discipline procedures, North Star Academy plans to adopt (among others as required)
- 5 policies on:
- 6 \* Student Due Process, according to RSA 193:13, that will be printed in the Student Hand-
- 7 book, according to RSA 189:15;
- 8 \* Assault, defined in RSA 362, which may include a necessity for a student to leave school
- 9 for a period not exceeding 10 days and notification to the Chairman of the Board of
- 10 Trustees;
- 11 \* Child Restraint, which will be adopted in accordance with Section Ed 1113.04, Ed 1114.07
- 12 and RSA 126-U;
- 13 \* Anti-Bullying and Cyberbullying, in accordance with RSA-193F.

#### 14 M. STUDENT TRANSPORTATION PLAN, BOTH INSIDE AND OUTSIDE OF DISTRICT

15 North Star Academy will comply with charter law provisions that govern student transportation  
16 under Section 194-B:2, which states:

17 “Attendance at a chartered public school for the purposes of transportation shall not con-  
18 stitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the  
19 school district in which the chartered public school is located shall be provided transportation  
20 to that school by the district on the same terms and conditions as provided for non-chartered  
21 public schools in the district and utilizing the same regular bus schedules and routes that are  
22 provided to pupils attending non-chartered public schools within that district.”

23 Students attending the North Star Academy who reside in the host school district will have  
24 the option to ride direct transportation. The host school district may or may not have direct  
25 transportation and reserves the right to decide.

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

31 North Star Academy anticipates that students will come from many different communities  
32 around New Hampshire. We will help coordinate with parents and students who wish to  
33 coordinate personal transportation from outside the district in which the charter school is  
34 located. North Star Academy is not financially required for any transport cost what so ever  
35 and any cost encored is done charitably.

#### 36 N. STUDENT, STAFF HANDBOOKS

37 North Star Academy board of trustees will develop, review, and make available a handbook for  
38 both students and staff before parent-teacher orientation of the opening year.

#### 39 O. STUDENT INFORMATION SYSTEM

40 North Star Academy will utilize a program like Scholastic Digital Manager (SDM) or the  
41 equivalent as refer to Section V:H to provide a single place for educators, parents and students  
42 to access and manage their work in and out of school.

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

1 SECTION VII

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2

3 MEETING STUDENT NEEDS

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4

5 A. SPECIAL EDUCATION: METHOD OF COORDINATING WITH A PUPIL'S LEA RE-  
6 RESPONSIBLE FOR MATTERS PERTAINING TO ANY REQUIRED SPECIAL EDUCATION  
7 PROGRAMS OR SERVICES INCLUDING METHOD OF COMPLIANCE WITH ALL FED-  
8 ERAL AND STATE LAWS PERTAINING TO CHILDREN WITH DISABILITIES

9 As an open enrollment chartered public school, North Star Academy will accept applications  
10 from any student who is a New Hampshire resident. In accordance with RSA 194-B:8, North  
11 Star Academy will not discriminate against any child with a disability as defined in RSA 186-  
12 C. North Star Academy will cooperate with district decisions and coordinate to ensure the  
13 provision of services as identified on the Individual Education Plans (IEPs).

14 Under New Hampshire's charter school statute, RSA 194-B: 11, III (a) "the funding and  
15 educational decision-making process for children with disabilities attending a chartered public  
16 school shall be the responsibility of the resident district and shall retain all current options  
17 available to the parent and to the school district."

18 North Star Academy recognizes the critical and leading role of the LEA in successful im-  
19 plementation and administration of IEPs (Individual Education Plans). Upon approval of our  
20 charter, North Star Academy will reach out to possible sending districts to introduce the school  
21 and start conversations on how the district prefers to provide services.

22 Specifically, the North Star Academy representative will notify and collaborate with the LEA  
23 when an enrolled student's parents indicate he/she has an IEP. Please note this information is  
24 provided by parents after the lottery and enrollment is confirmed. Once confirmed, North Star  
25 Academy will connect with the LEA to request a meeting.

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

- 31 1) The resident district may send staff to the chartered public school; or
- 32 2) The resident district may contract with a service provider to provide the services at the  
33 chartered public school; or
- 34 3) The resident district may provide the services at the resident district school; or
- 35 4) The resident district may provide the services at the service provider's location; or
- 36 5) The resident district may contract with a chartered public school to provide the services;
- 37 6) If the child requires transportation to and/or from the chartered public school before,  
38 after, or during the school day in order to receive special education and related services  
39 as provided in the IEP, the child's resident district shall provide transportation for the  
40 child.

41 Once North Star Academy has a better understanding of the preference for each district  
42 and its student enrollment, we will review our plan regarding hiring of special educators and

1 paraprofessionals to make any adjustments. Also, we will coordinate with the sending district  
2 regarding the student schedule and work with the best interest of the student as the primary  
3 objective. Additionally, 504 plans are the responsibility of the chartered school and North Star  
4 Academy will work to implement 504 services and accommodations.

5 B. OTHER EDUCATIONALLY DISABLED AND ECONOMICALLY DISADVANTAGED/AT RISK  
6 INCLUDES

7 North Star Academy will contact prior to school opening the appropriate liaisons at the De-  
8 partment of Education regarding how to support the students that have the following needs  
9 (but not limited to):

- 10 \* Educationally Disadvantaged
- 11 \* English Language Learners (ELL)
- 12 \* Neglected or Delinquent
- 13 \* Homeless Students (will have a homeless liaison at North Star Academy)
- 14 \* Migrant and Refugee populations

15 C. ADDITIONAL ACADEMIC SUPPORT AND CREDIT RECOVERY

16 North Star Academy is committed to aftercare activities, summer opportunities and working  
17 with the community needs. North Star Academy will provide extended learning activities as  
18 outlined below.

19

20 The extended learning opportunities shall:

21 a) Consist of activities designed to:

- 22 1) Provide acknowledgment of achievement or supplement regular academic courses;  
23 and
- 24 2) Promote the schools and individual students' educational goals and objectives;

25 b) Be governed by a policy adopted by the Local School Board that:

- 26 1) Provides for the administration and supervision of the program;
- 27 2) Outlines how certified school personnel will oversee, although not necessarily lead,  
28 facilitate, or coordinate, an individual student's program;
- 29 3) Requires that each extended learning proposal be aligned with district and grad-  
30 uation competencies consistent with RSA 193-C:3 that students are expected to  
31 demonstrate for graduation, and be approved by the school prior to its beginning;
- 32 4) Specifies that students will be able to attain acknowledgment of achievement through  
33 mastery of District or graduation competencies for extended learning activities, in-  
34 cluding, but not limited to, independent study, private instruction, team sports,  
35 performing groups, internships, community service, and work study; and
- 36 5) Requires that acknowledgment of achievement shall be based on a student's demon-  
37 stration of District or graduation competencies, as approved by a certified educator;

38 c) Incorporate student participation in selecting, organizing, and carrying out extended  
39 learning activities; and

40 d) Be available to all students; and a co-curricular program shall be offered that provides  
41 opportunities for all students to participate in activities designed to meet their needs and  
42 interests, including, but not limited to:

- 43 1) Intramural and interscholastic athletics;

- 1           2) Performing groups;
- 2           3) Academic clubs and societies;
- 3           4) Student government;
- 4           5) Activities and services that afford students with disabilities an equal opportunity to
- 5           participate; and
- 6           6) Any other activities that:
  - 7               i) Supplement and enrich regular academic courses;
  - 8               ii) Provide opportunities for social development;
  - 9               iii) Encourage participation in the arts, athletics, and other cooperative groups; and
  - 10              iv) Encourage service to school and community.

11 North Star Academy will participate in Title 1 Funding for the purpose of: (1) by providing  
12 children supplemental support through enriched and accelerated education programs; and (2) by  
13 providing instructional personnel with substantial opportunities for professional development.

#### 14 D. FEDERAL TITLE PROGRAMS

15 North Star Academy will do benchmark assessments of students and develop a rubric who enroll  
16 to determine what students are eligible for Federal Title Programs and apply for the allocated  
17 Federal Title Program funds. These programs include, but are not limited to Title I, Title IIA,  
18 and additional funding through ESSA.

1 SECTION VIII

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2 FINANCIAL MANAGEMENT

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3

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5 A. METHOD OF ADMINISTERING FISCAL ACCOUNTS AND REPORTING, INCLUDING  
6 A PROVISION REQUIRING FISCAL AUDITS AND REPORTS TO BE PERFORMED BY  
7 AN INDEPENDENT CERTIFIED PUBLIC ACCOUNTANT

8 North Star Academy will follow NH public school accounting guidelines and will put in place  
9 internal accounting controls necessary to safeguard its assets and to prevent and detect financial  
10 statement misstatements. The School will maintain accurate financial records in accordance  
11 with Governmental Accounting Standards Board (GASB) for non-profit corporations. An an-  
12 nual financial report will be provided including an audit by an independent certified public  
13 accountant. The Board of Trustees will appoint a Treasurer to provide the oversight necessary  
14 for monitoring the financial status of the School. The Treasurer shall report the financial status  
15 of the School to the Board of Trustees at least monthly. The Board shall also adopt policies  
16 for the financial management of the School, including policies on conflicts of interest for Board  
17 members, Administration, and Faculty. All financials and quarterly financial statements will  
18 be posted publicly.

19 The Board will approve accounting policies and internal controls and procedures to be  
20 followed by all employees, contractors and Board members to ensure the proper tracking and  
21 use of North Star Academy school funds. A general account will be set up for the administration  
22 of funds, and the Treasurer and named members of the Board of Trustees will have check-writing  
23 authority. Each individual with check-writing authority will be covered by a fidelity bond in  
24 accordance with the guidelines of the New Hampshire Department of Revenue Administration.

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

29

30 Annual Audit

31 North Star Academy will comply with all required reporting requirements specified in NH  
32 charter school section, RSA 194-B:10. Section 194-B:10 requires that all public charter schools  
33 issue an annual report, perform annual financial audits, program audits, and participation  
34 during the annual school budget process. The School will also comply with all requirements  
35 set forth in ED 318 regarding the contents of its annual report.

36 As required by law, the annual report will be provided to the state board and any person  
37 who requests it. In addition, a summary version of the annual report and periodic reports will  
38 be made available to the parent or guardian of each student at the School, and the public.  
39 The Board will select an external, independent auditor annually to complete the required  
40 annual audit and report. The audit will address accounting practices and review the School's  
41 internal controls. The audit will be conducted in accordance with applicable generally accepted  
42 accounting principles. It is anticipated that the annual audit will be completed within six  
43 months of the close of the fiscal year. The Board of Trustees will review and respond to the  
44 audit report, if necessary, and include the audit results in its annual report.

1 B. ANNUAL BUDGET: INCLUDING ALL SOURCES OF FUNDING

2 The North Star Academy will utilize on all available state funding including per pupil adequacy  
3 aid from the local districts of the attending students. North Star Academy will apply for a  
4 federal charter school startup grant, which will be used in accordance with U.S. Department of  
5 Education guidelines pertaining to proper charter school startup expenditures.

6 The Institute for Classical Culture recognizes that the financial sustainability of a charter  
7 school requires a long-term fiscal plan, especially after the expiration of the federal grant. The  
8 Institution for Classical Culture is committed to working with the Board of Trustees to ensure  
9 projected revenue sources will be responsibly managed to guarantee long-term fiscal sustain-  
10 ability. Enclosed to this application in Appendix G - Budget Plan is the proposed 5-year annual  
11 budget plan for the school outlining the use of budget and startup grant, as well as donated  
12 funds.

13  
14 Fiscal Issues

15 The Director and Business manager will develop in partnership with the Finance Committee,  
16 a balanced yearly budget. North Star Academy Board of Directors will review and approve  
17 each budget prior to each fiscal year. Annual budgets will hopefully contain adequate reserves  
18 and will be submitted to the appropriate State Offices, and any other entities as required by  
19 law.

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

27 C. BUDGET NARRATIVE: PROVIDING A JUSTIFICATION FOR THE BUDGET

28 The budget proposed in this application is based on realistic enrollment and fundraising goals  
29 while remaining conservative in our estimation of expenditures. We understand that there  
30 may be circumstances beyond our control that may lead to shortfalls in either fundraising or  
31 enrollment. Our operating plan and budget have been developed with an understanding that  
32 specific components have higher priority than others. Should our fundraising or enrollment tar-  
33 gets not be met, the School will identify and remove lower priority items within the operating  
34 budget so that we may provide the highest possible quality education within our revenue means.

35  
36 Operating Cash Inflows:

37 North Star Academy's budget projections include revenue from the State of New Hampshire  
38 Charter School Per Pupil Aid 2022-2023 which is \$7,339 for grades K-12. These are the figures  
39 available at the time of the submission of the application. These numbers will be updated  
40 annually pursuant to RSA 194-B:11. The projections also include tuition from school districts  
41 for special education services which will possibly help cover the payroll costs for a Special Edu-  
42 cation Representative. For more information, see North Star Academy's detailed 5-year budget.

43  
44 Operating Cash Outflows:

45 Instructional Services (Instruction, Special Education, Other Instructional Programs and  
46 Guidance): Our operating budget includes teacher, paraprofessional, and substitute employee  
47 compensation & benefits. Individual compensation is estimated based upon current market  
48 conditions and may vary depending upon qualifications, credentials, experience etc. are. We  
49 believe that salaries and benefits are adequate to attract and retain quality personnel. Instruc-  
50 tion for special classes and programs identified will be separately contracted on a per diem  
51 basis. Costs have been estimated based upon current market knowledge and estimated needs.

1 Associated expenditures for these departments are based on Charter Schools of similar size and  
2 scale over a 5-year period with student population growth. For more information, see North  
3 Star Academy's detailed 5-year budget.

4 Support Services (Health, Improvement of Instruction, Technology, Library, School Board,  
5 and Administration): Our operating budget includes director, business manager, school event  
6 coordinator and school nurse compensation & benefits. Individual compensation is estimated  
7 based upon current market conditions and may vary depending upon qualifications, credentials,  
8 experience etc. are. We believe that salaries and benefits are adequate to attract and retain  
9 quality personnel. Additional contractors will be outsourced as needed including accounting,  
10 auditing, technology, and legal services. Chromebooks will be purchased for each student and  
11 salaried employees. For more information, see North Star Academy's detailed 5-year budget.

12  
13 Operation of Plant:

14 North Star Academy intends to lease, purchase, or build a building suitable for the school's  
15 needs based on appropriate locations being available and those locations being financially vi-  
16 able. Our projections assume a \$2M building is mortgaged at 2% over 15 years and includes  
17 utilities, grounds maintenance, telephone services, and insurance. We intend to seek out do-  
18 nated equipment and furnishings as much as possible to reduce cash expenditures for initial set  
19 up. For more information, see North Star Academy's detailed 5-year budget.

1 SECTION IX

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2 SCHOOL CULTURE

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3

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4

5 A. SCHOOL ENVIRONMENT: CULTURALLY INCLUSIVE

6 All cultures share one common goal, which is the preservation of human life. Because of that  
7 principle, there isn't a superior culture or an inferior culture, they are all equally important.  
8 Although all cultures have the same goal, no one culture is the same. Each culture has their own  
9 dynamic elements and traditions which makes that culture unique. Each culture has an unique  
10 approach to the same human challenges that confront all cultures. It is this diversity of cultures,  
11 each with their own unique characteristics and methodologies, that gives humanity its greatest  
12 chances of survival. Therefore it is most advantageous for society to be culturally inclusive and  
13 to cherish each culture's traditions. Culture strengthens people's faith in humanity's ability to  
14 overcome the hardest challenges. Culture is the greatest expression of the greatest good that's  
15 passed on from one generation to another.

16 School culture only differs in one way: School primarily focuses on learning. Although  
17 this may seem to be a difference, it really is not because we learn for the sake of preserva-  
18 tion of human life. Therefore, as above, it is most advantageous for North Star Academy's  
19 school environment to be culturally inclusive and to cherish people's differences and cultural  
20 backgrounds.

21 Furthermore the school environment at North Star Academy will be one of inclusion regard-  
22 less of the emotional, physical, and academic needs of the student, by offering forums (town  
23 halls, school assemblies, staff training, etc.) established to foster inclusion. We will strive to  
24 build strong relationships within the school and local community. In addition to setting the  
25 expectation and maintaining a culture of inclusion, the culture at North Star Academy, at all  
26 levels, will embody a culture of virtue and ethics.

27 B. ESTABLISHMENT AND MAINTENANCE OF SCHOOL CULTURE

28 At North Star Academy, true to the Socratic tradition, we will welcome all ideas, which will  
29 be discussed, contemplated, debated and decided upon. We aspire to build an inclusive culture  
30 that bonds students, staff, parents, and community members to one another by establishing  
31 and maintaining an atmosphere of mutual respect.

32 This aspiration will be shared through our communication channels (website, marketing lit-  
33 erature, letters to families, etc.) as well as school documents (policy manual, student handbook,  
34 etc.) and modeled by staff and students.

35 The culture at North Star Academy will be built through energetic parental involvement and  
36 exceptional teachers who inspire students to love to learn and pursue academic excellence. Our  
37 rigorous curriculum will stimulate thought and will reinforce self-discipline, civic responsibility,  
38 and high achievement.

39 This will give us a solid foundation to become the best of ourselves and achieve the school's  
40 mission of developing students to their fullest potential intellectually and artistically, thereby  
41 enabling students to become productive, responsible, caring citizens, and who are able to excel  
42 in a diverse society.



1 SECTION X

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2  
3 STAKEHOLDER ENGAGEMENT  
4

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5 A. PHILOSOPHY OF PARENT (FAMILY) INVOLVEMENT AND RELATED PLANS AND  
6 PROCEDURES

7 Children instinctively look up to their parents, they are their inspiration, their moral compass,  
8 image of authority, sense of security and are dependent on them for their intellectual identity.  
9 It is for these reasons that the most impactful education involves the parents or guardian.  
10 Good educational system provides avenues for collaboration between parents and teachers to  
11 maximize children’s educational experience. This is especially important with the younger ages.  
12 Parental involvement strengthens children’s study habits, attention span, focus and learning  
13 skills. It is North Star Academy’s expectation that parents or guardians will be involved in  
14 their child’s educational growth. This can be done through collaboration with the School’s  
15 Director and teachers at North Star Academy.

16 Parental involvement is a core philosophy of the school. The school will have a well-defined  
17 parent involvement initiative through a Parent Steering Committee. The Parent Steering Com-  
18 mittee can have up to two representatives on the Board of Trustees and have regular attendance  
19 at their meetings by the School Director. North Star Academy believes that parents are an  
20 integral part of the school community and bring valuable input, energy and skills to the school’s  
21 success.

22 Parents outside of the Parent Steering Committee will be offered materials and training to  
23 help them with understanding what is happening in the classroom, such as literacy training,  
24 newly evolved functions of mathematics, and using technology. This will help to foster parent  
25 involvement, including the creation of the North Star Academy Parent Teacher Organization  
26 (NSAPTO). It is expected of parents to be involved with the NSAPTO.

27 B. COMMUNITY INVOLVEMENT PLAN INCLUDING PARTNERSHIPS ED 318.09(E)(10);  
28 ED 318.09(E)(12)

29 Because not all students have parents to share in their academic interests, North Star Academy  
30 will identify business and community members who are available as mentors, providing guid-  
31 ance specific to students’ interests. In the first year, the Parent Steering Committee will be  
32 created within the first few weeks of school. For each year thereafter, the Parent Steering Com-  
33 mittee serves as the communication vehicle between parents, the School Director and Board of  
34 Trustees.

35 The NSAPTO will seek to be composed of business professionals and highly engaged parents.  
36 It will jointly develop with parents a school-parent compact that outlines how parents, the school  
37 staff, and students will share responsibility for funding and improved student achievement.

38 NSAPTO will take part in the responsibility for community outreach. North Star Academy  
39 believes in creating programs that will build student participation in their community. Vehicles  
40 such as Kiwanis Club are good examples of student involved programs that provide the students  
41 the organized ability to give back to their community. Reversely, Big Brother Big Sister is a  
42 good example of how community organizations can provide valuable programs for students that

1 strengthen the relationship students have with their community helps students respect their  
2 communities and find ways to develop them. North Star Academy has intrinsic interest in  
3 the intellectual and moral health of the community surrounding it. It is for this reason that  
4 NSAPTO will be tasked with organizing the appropriate student organization for community  
5 outreach as well as contacting community organizations that provide services to students.

### 6 C. LEA PARTNERSHIPS ED

7 North Star Academy will provide a Classical Education. Our goal is not to compete with exist-  
8 ing public schools, but to provide an educational choice to families that want or are interested  
9 in exploring what a Classical Education has to offer.

10 A successful LEA partnership starts with the recognition that both the LEA and North Star  
11 Academy have the best interests of the students as their common goal. It is also important  
12 for North Star Academy to build a relationship founded on respect for the LEA's work and  
13 limited resources. Over time, and with these common goals and understanding in mind, we  
14 hope that the relationship between North Star Academy and the LEA will be a solid two-way  
15 street supporting the needs of all students in the districts that attend our school.

16 North Star Academy will meet with key LEA stakeholders, including Superintendents, spe-  
17 cial education staff/faculty, and other administrative staff to identify partnership opportunities  
18 and challenges that may exist. These relationships will be nurtured to create open dialogue  
19 and foster partnerships that benefit both North Star Academy and the LEAs.

20 During the first initial phase of opening the school, North Star Academy will reach out  
21 to contact the LEAs to introduce the school and to answer any questions a LEA may have  
22 about the school. North Star Academy will continue regular communications and outreach  
23 to the LEAs after the school opens. Also prior to school opening, North Star Academy's  
24 administration will compile a list of educational programs that are offered within the school  
25 district and the surrounding community of North Star Academy. Then the administration will  
26 reach out to the agencies that provide the various educational programs to make contact and to  
27 understand what a partnership would look like. After gathering the necessary information from  
28 the LEAs and local community, North Star Academy will evaluate what programs are feasible  
29 for the school and what programs the students and parents want. A new list of educational  
30 programs will be created that will be prioritized. North Star Academy will then reach out  
31 to those agencies that provide those prioritized educational programs to begin the necessary  
32 process of contracting their services. The Parent Steering Committee will be tasked to gather  
33 feedback from parents and students that are involved in those educational programs. This  
34 feedback will help improve the partnerships North Star Academy has with the LEAs and the  
35 local community as well as determine future decisions of those partnerships.

1 SECTION XI

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2

3 FACILITIES

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5 A. WHETHER THE APPLICANT HAS ACCESS TO A FACILITY SUITABLE FOR THE  
6 SCHOOL AND, IF NOT, HOW THE APPLICANT INTENDS TO PROVIDE A PHYSICAL  
7 LOCATION FOR THE SCHOOL

8 The Institute for Classical Culture is working with local realtors and other community members  
9 to identify available properties in the Lakes Region suitable for our curriculum, equipped to  
10 support our campus, and to facilitate transportation to as many students as possible.

11 B. DESCRIPTION OF SCHOOL REQUIREMENTS

12 The Institute for Classical Culture is locating a campus which will be able to accommodate  
13 our expected growth over the first 5-year period of our charter. We are seeking a property with  
14 the potential to build as necessary to accommodate growth. The Institute for Classical Culture  
15 has identified a number of properties which would be suitable for our purposes and pending  
16 application approval, the trustees will pursue, negotiate, and arrange facility options and work  
17 with the local Code Enforcement and Fire Code personnel. In accordance with RSA 194-B:8,  
18 II, any facility will be built to or brought up to code to comply with all state and federal health  
19 and safety laws, rules, and regulations meeting the requirements of ED 321.23(u) and (v).

20 C. CLASSROOM, OFFICES, ATHLETICS, OUTDOOR NEEDS PLAN

21 The initial space needs for North Star Academy are projected as follows:

22 \* Classroom space:

23 \* (8) individual classrooms grades 1-4

24 \* (2) kindergarten classes

25 \* Office space:

26 \* (1) secure office for Business Administrator with controlled access to personnel and  
27 student files.

28 \* (1) secure office for the Director.

29 \* (1) private room for school infirmary.

30 \* Shared office space for other administrative staff and general school office functions.

31 \* Athletic space & outdoor needs:

32 \* Gymnasium, Playground, Athletic Fields, Parking

1 D. PLANS FOR FACILITIES LEASE OR PURCHASE

2 When North Star Academy is granted a charter, we will take appropriate action to finalize the  
3 lease or purchase of a location suitable for the school's needs based on appropriate locations  
4 being available and those locations being financially viable.

1 SECTION XII

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2 SCHOOL SAFETY MANAGEMENT PLAN

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3

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5 A. EMERGENCY OPERATIONS PLAN

6 The purpose of the North Star Academy emergency management plan is to identify and re-  
7 spond to incidents by outlining the responsibilities and duties of the school and its employees.  
8 Developing, maintaining, and exercising the plan empowers employees in an incident to act  
9 quickly and knowledgeable. In addition, the plan educates staff, faculty, students, and other  
10 key stakeholders on their roles and responsibilities before, during, and after an incident. This  
11 plan provides parents and other members of the community with assurances that North Star  
12 Academy has established guidelines and procedures to respond to incidents/hazards effectively.

13 North Star Academy will complete this emergency management plan and submit it to  
14 the appropriate authorities (New Hampshire Homeland and Emergency Management) prior to  
15 school opening.

16 B. A STATEMENT THAT, THE SCHOOL FACILITIES SHALL COMPLY WITH ALL FEDERAL  
17 AND STATE HEALTH AND SAFETY LAWS, RULES, AND REGULATIONS

18 North Star Academy shall comply with all federal and state health and safety laws, rules, and  
19 regulations, including, but not limited to:

- 20 \* Fire safety
- 21 \* Heating, ventilating, and air conditioning (HVAC)
- 22 \* Plumbing
- 23 \* Electrical
- 24 \* Food Service
- 25 \* ADA (Americans with Disabilities Act)

1 SECTION XIII

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2 COMMUNICATION PLAN

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4

5 A. A PLAN TO DEVELOP AND DISSEMINATE INFORMATION TO ASSIST PARENTS AND  
6 PUPILS WITH DECISION-MAKING ABOUT THEIR CHOICE OF SCHOOL

7 To ensure that all residents have an equal opportunity to apply to North Star Academy, an  
8 extensive and widely broadcast marketing effort will be initiated through the Institute for  
9 Classical Culture and the NH Alliance Charter School Action Network. Information will be  
10 widely broadcast through newspapers, websites, libraries and other public places and social  
11 media to ensure that families are aware of North Star Academy as a choice, and is available to  
12 them.

13 During the initial months of planning, information will be disseminated through bulletins,  
14 advisories, social media, and posting on informational websites. Materials for a major informa-  
15 tional outreach program will be disseminated to public school administrators, school personnel,  
16 parents, businesses, and foundations. Upon approval of the charter, the Board of the Institute  
17 for Classical Culture will develop informational brochures describing the school, its mission, its  
18 approach to education, and the expectations and opportunities the program hopes to provide.

19 North Star Academy will continue this initial information campaign through out the next  
20 5 year after opening.

21 Parents of enrolled students will be provided additional school information through public  
22 announcements posted on the school website. More information will be provided through stu-  
23 dent report cards, parent/student school e-mails, parent/teacher meetings, school news letters,  
24 and a school bulletin board.

25 B. A PLAN TO DEVELOP AND DISSEMINATE BEST PRACTICES TO CHARTER SCHOOLS,  
26 LEAS AND THE WIDER COMMUNITY.

27 North Star Academy will develop a plan to disseminate best practices. The following plan is  
28 only an example and the finale plan may vary; North Star Academy, through the director's  
29 office, will track and record any improvements in any practices used within the school. At  
30 a minimum of once a year, with the collaboration of the director, the board of trustees will  
31 compile a report of the best practices and submit it to the NH DOE. The report will be made  
32 publicly available and copies of it will be mailed to any charter schools in NH upon request.  
33 Throughout the course of the school year the board of trustees will share any practices that  
34 have been improved with the NH DOE Charter School Administration.

35 C. A PLAN FOR TIMELY AND REGULAR COMMUNICATION WITH FAMILIES AND SCHOOL  
36 STAKEHOLDERS ABOUT ONGOING SCHOOL BUSINESS, EVENTS, STUDENT PERFOR-  
37 MANCE.

38 North Star Academy will communicate on a regular basis with families and school stakeholders  
39 about ongoing school business through the following channels but not limited to:

- 1 \* Monthly Board Meetings
- 2 \* Weekly Updates
- 3 \* Monthly Newsletters
- 4 \* Social Media Posts
- 5 \* Student Information System
- 6 \* Communication Platform
- 7 \* Quarterly Report Cards
- 8 \* Twice per Year, Parent/Teacher Conferences

9 North Star Academy will post all public documents in a timely manner on it's website as  
10 well as make them available at the front office.

1 SECTION XIV

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2  
3 ASSURANCES, PROVISIONS, POLICIES  
4

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5 A. A GLOBAL HOLD-HARMLESS CLAUSE

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

15 B. SEVERABILITY PROVISIONS AND STATEMENT OF ASSURANCE THAT ANY PROVI-  
16 SION OF THE CHARTER SCHOOL CONTRACT FOUND BY COMPETENT AUTHORITY  
17 TO BE CONTRARY TO APPLICABLE LAW, RULE, OR REGULATION SHALL NOT BE  
18 ENFORCEABLE

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

24 C. STATEMENT OF ASSURANCES RELATED TO NONDISCRIMINATION ACCORDING TO  
25 RELEVANT STATE AND FEDERAL LAWS

26 North Star Academy shall not discriminate on the basis of sex, race, color, age, religion, hand-  
27 icap, or sexual/gender orientation, pregnancy, ethnic origin or marital status in the selection  
28 of students or staff, or in the administration of its educational program, or in any other way as  
29 is prohibited by relevant state and federal law. The Board of Trustees shall develop and adopt  
30 a policy and create administrative procedures to address complaints or concerns.

31 D. PROVISION FOR PROVIDING CONTINUING EVIDENCE OF ADEQUATE INSURANCE  
32 COVERAGE

33 Pursuant to RSA 194-B:1, North Star Academy will be a public school afforded the same  
34 protections as all other public schools under RSA 507(b), which provides for limited general  
35 liability for the charter school and its agents.

36 The Board will procure and provide evidence of adequate insurance coverage as required by  
37 the State, including but not limited to general liability for the School, workman’s compensation,



1 board errors and omissions, and faculty coverage. The insurance program will be in place as the  
2 first Board of Trustees begins its duties and will be maintained through the life of the school.  
3 Copies of the insurance documents will be housed with the trustees contracted legal services

4 E. IDENTITY OF CONSULTANTS TO BE USED FOR VARIOUS SERVICES, IF KNOWN, OR  
5 THE QUALIFICATIONS OR CERTIFICATIONS OF CONSULTANTS NOT IDENTIFIED BY  
6 NAME

7 During the period of startup and development, North Star Academy may require tasks ad-  
8 dressed and conducted by specialists in certain fields. However, no consultants have been  
9 identified at this time. North Star Academy anticipates contracting with an individual or com-  
10 pany that provides services such as computer IT setup, school guidance & counseling, special  
11 education, and school health. As enrollment grows, North Star Academy believes that some  
12 of these positions may become permanent employees. While we cannot identify any particular  
13 contract at the time of this application, all candidates will be required to show sufficient evi-  
14 dence of past experience and expertise in the specified role, including, but not limited to formal  
15 education in the specified field, work history and references.

16 F. A POLICY AND PROCEDURE THAT EITHER SETS FORTH THE GUIDELINES FOR  
17 THE OPTIONAL CONTRACTING OF SERVICES WITH THE HOST SCHOOL DISTRICT  
18 IN SHARING TRANSPORTATION, ATHLETIC, MAINTENANCE AND OTHER SERVICES  
19 AND FACILITIES, OR STATES HOW AND WHY THE SCHOOL DECLINES TO CHOOSE  
20 THE OPTION

21 North Star Academy students will have access to bussing only if they reside in the district  
22 where the charter school is located. The charter school will comply with charter law provisions  
23 that govern student transportation under Section 194-B:2, which states:

24 “Attendance at a charter school for the purposes of transportation shall not constitute as-  
25 signment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school  
26 district in which the open enrollment or charter school is located shall be provided transporta-  
27 tion to that school by the district on the same terms and conditions as provided for in RSA  
28 189:6 and RSA 189:8 and that transportation is provided to pupils attending other public  
29 schools within that district. However, any added costs for such transportation services shall be  
30 borne by the charter school.”

31 Students attending North Star Academy who reside in the host school district shall ride  
32 transportation provided by that host district, with the charter school providing for added route  
33 costs, if so billed.

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

39 As a state authorized charter school, North Star Academy anticipates that students may  
40 come from many different communities around New Hampshire. North Star Academy will  
41 assist, to the extent possible, logistical assistance to parents and students who wish to connect  
42 and coordinate personal shared transportation, e.g. arrange carpools.

43 G. STATEMENTS THAT THE SCHOOL WILL DEVELOP, PRIOR TO OPENING, POLICIES  
44 REGARDING THE FOLLOWING...

45 North Star Academy will develop, prior to opening, policies regarding the following:

46 \* Records retention

- 1 \* Promoting school safety including:
  - 2 \* Reporting of suspected abuse or neglect;
  - 3 \* Sexual harassment,
  - 4 \* Pupil safety and violence prevention;
  - 5 \* Limiting the use of child restraint practices; and
- 6 \* Developmentally appropriate daily physical activity

7 H. PROVISION FOR DISSOLUTION OF THE CHARTER SCHOOL INCLUDING DISPOSITION  
8 OF ITS ASSETS OR AMENDMENT OF ITS PROGRAM PLAN, AND A PLAN FOR THE  
9 EDUCATION OF THE SCHOOL'S PUPILS AFTER THE CHARTER SCHOOL MAY CEASE  
10 OPERATION

11 If North Star Academy ceases operation or has its charter revoked by its authorizer, the Board  
12 shall consult with an attorney and the NH Department of Education to assure that contractual  
13 and financial obligations are met. Upon dissolution of the corporation all non-committed  
14 assets will be donated to public charter schools or other non-profits supporting charter schools  
15 as determined by the board. Where in kind assets exist, the school will make arrangements  
16 with the donor for return of such assets.

17 I. IN THE CASE OF THE CONVERSION OF A PUBLIC SCHOOL TO A CHARTERED CON-  
18 VERSION SCHOOL

19 Not Applicable.

20 J. A PLAN FOR THE EDUCATION OF THE SCHOOL'S PUPILS AFTER THE CHARTER  
21 SCHOOL MAY CEASE OPERATION

22 A plan for each student's continued education, should the school cease to exist, will be de-  
23 termined individually with each student and his/her parent or legal guardian. Likely options  
24 would be,

- 25 a) Reintegration into the student's assigned public school,
- 26 b) Application to a different chartered public school, if available, or
- 27 c) Other available options based on parent and student priorities.

28 Upon cessation of operation and as soon as the Board of Trustees become aware, each family  
29 will receive notice by mail, in a timely fashion, advising them of the dissolution of the School.  
30 The records of each student would be transferred in a timely manner to the receiving school,  
31 and the staff and trustees would work with the receiving school, parents, and students to assure  
32 smooth and timely transitions.

33 K. A STATEMENT THAT A CHARTERED PUBLIC SCHOOL PROVIDING THE ONLY AVAIL-  
34 ABLE PUBLIC EDUCATION SERVICES AT A SPECIFIC GRADE LEVEL IN A SCHOOL  
35 DISTRICT SHALL OFFER THOSE EDUCATIONAL SERVICES TO ALL RESIDENT PUPILS  
36 OF THAT GRADE LEVEL

37 If North Star Academy is providing the only available public education services at a specific  
38 grade level in a school district we will offer those educational services to all resident pupils of  
39 that grade level.

1 L. AN OUTLINE OF THE PROPOSED ACCOUNTABILITY PLAN WHICH CLARIFIES EX-  
2 PECTATIONS FOR EVALUATING THE SCHOOL'S PROGRAM, AND WHICH CONTAINS  
3 AN ACKNOWLEDGMENT THAT A FULL ACCOUNTABILITY PLAN SHALL BE DEVEL-  
4 OPED AND READY TO IMPLEMENT PRIOR TO THE DATE OF OPENING

5 The Accountability Plan lays out the specific student achievement goals that a school agrees to  
6 meet and the specific measures that define what constitutes meeting these goals. These plans  
7 establish a common set of goals and outcome measures that represent expectations the Institute  
8 and Trustees hold for student learning and achievement. Progress in meeting the Accountability  
9 Plan is used in evaluating whether a school receives approval to continue operating.

10 As public schools, charter schools are held accountable to the same outcomes as other public  
11 schools in New Hampshire State, namely performance on state exams. The Accountability  
12 Plan sets goals and outcome measures for the school's performance in English language arts,  
13 mathematics, science, and social studies as well as for the school's standing with respect to the  
14 state's accountability system. Schools may also choose to include in their Accountability Plan  
15 optional academic, as well as organizational or other non-academic goals and measures.

16 The initial Accountability Plan is finalized before a school's first day of operation and covers  
17 the initial "Accountability Period," the first five years of its charter term. At the end of the  
18 Accountability Period schools develop a new Accountability Plan as part of their application  
19 for renewal.

20 North Star Academy will have in place an accountability plan before the school opens.

1 SECTION XV

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CHARTER SCHOOL OPENING

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4

5 North Star Academy is planning to have the school fully staffed by May 2024. First day of  
6 school Sept 2024. See Appendix F - Measurable goals.

1 SECTION XVI

2

3

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LETTERS OF SUPPORT

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4

5 A. FROM BUSINESS AND COMMUNITY LEADERS, ELECTED OFFICIALS, LOCAL SCHOOL  
6 DISTRICTS, PARENTS

7 See Appendix I - Letters of Support

8 B. SIGNED BY ALL MEMBERS OF THE DEVELOPMENT TEAM

9 Please see Appendix B - List of Board Members

Appendix A - At Risk in our Enrollment Zone  
Appendix B - List of board members  
Appendix c - Year-at-a-Glance  
Appendix D - Learning Goals and Objectives and Timeline for Accountability  
Appendix E - School calendar  
Appendix F - Measurable goals  
Appendix G - Budget Plan  
Appendix H - ByLaws  
appendix I - List the letters  
Appendix J - List of Surrounding Schools  
Appendix K - Research Studies - not need,in appilcation  
Appendix L - Fundraising Plan  
Appendix M - Curriculum Alignment

SCHOOL DISTRICT	SCHOOL	TOWN	GRADES	NO. STUDENTS		STATE Math At-Risk	STATE ELA At-Risk	
Governor Wentworth (SAU 49)	Carpenter Elementary School	Wolfeboro	K-3	255		53%	43%	<a href="https://en.wikipedia.org/wiki/List_of_school_districts_in_New_Hampshire">https://en.wikipedia.org/wiki/List_of_school_districts_in_New_Hampshire</a>
Governor Wentworth (SAU 49)	Crescent Lake School	Wolfeboro	4-6	222		53%	38%	<a href="http://www.carpenterschool.org/">http://www.carpenterschool.org/</a>
Governor Wentworth (SAU 49)	Effingham Elementary	Effingham	K-6	114		68%	63%	<a href="http://www.crescentlakeschool.org/">http://www.crescentlakeschool.org/</a>
Governor Wentworth (SAU 49)	New Durham Elementary	New Durham	PK, K-6	154		58%	48%	<a href="https://www.ewinghamelementary.org/">https://www.ewinghamelementary.org/</a>
Governor Wentworth (SAU 49)	Ossipee Central	Center Ossipee	PK, K-6	317		63%	58%	<a href="http://www.newdurhamschool.org/">http://www.newdurhamschool.org/</a>
Governor Wentworth (SAU 49)	Tuftonboro Central	Center Tuftonboro	K-6	123		43%	28%	<a href="http://www.ossipeecentralschool.org/">http://www.ossipeecentralschool.org/</a>
Governor Wentworth (SAU 49)	Lakeside Academy							No Website
Alton (SAU 72)	Alton Central Elementary	Alton	PK, K-8	426	minus 126 6-8 grades	58%	55%	<a href="https://www.tuftonborocentralschool.com/">https://www.tuftonborocentralschool.com/</a>
Wakefield School District (SAU 101)	Paul Elementary School	Sanbornville	PK, K-8	470	minus 170 (6-8 grades)	64%	57%	
Moultonborough School District (SAU 4)	Moultonborough Central School	Moultonboro	PK, K-6	252		53%	38%	<a href="http://mcs.sau45.org/">http://mcs.sau45.org/</a>
Rochester (SAU 54)	Maple Street Magnet School	Rochester	K-5	118		35%	35%	
Rochester (SAU 54)	Gonic School	Rochester	K-5	226		28%	43%	
Rochester (SAU 54)	Nancy Loud School	Rochester	K-4	74		10%	45%	
Rochester (SAU 54)	School Street School	Rochester	K-4	79		45%	35%	
Rochester (SAU 54)	Chamberlain Street School	Rochester	K-5	393		41%	51%	
Rochester (SAU 54)	East Rochester School	Rochester	PK, K-5	284		43%	53%	
Rochester (SAU 54)	William Allen School	Rochester	K-5	307		43%	53%	
Rochester (SAU 54)	McClelland Elementary School	Rochester	K-5	307		43%	53%	
Laconia (SAU 30)	Woodland Heights Elementary	Laconia	PK, K-5	362		68%	63%	
Laconia (SAU 30)	Pleasant Street School	Laconia	PK, K-5	299		68%	58%	
Laconia (SAU 30)	Elm Street School	Laconia	PK, K-5	307		68%	68%	
Gilford (SAU 73)	Gilford Elementary	Gilford	K-4	343		28%	43%	
Gilford (SAU 73)	Gilford Middle School	Gilford	5-8	311	Minus 200 for Grade 6-8	38%	35%	
Gilmanton (79)	Gilmanton Elementary	Gilmanton	K-8	407	Minus 135 for Grades 6-8	45%	32%	
				5432		49%	49%	
				-631				
				4801				

*Board Members For*

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THE INSTITUTE FOR CLASSICAL CULTURE  
THE SPONSOR OF NORTH STAR ACADEMY

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WALTER CARTWRIGHT

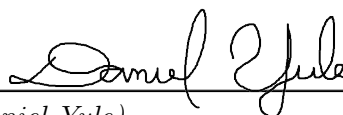
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We, the above listed board members of the Institute for Classical Culture, here by authorize with our signatures the submittal of the North Star Academy Chartered Public School application to New Hampshire Department of Education.

  
\_\_\_\_\_  
(James Miller jr)

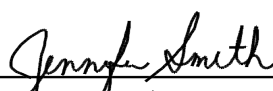
  
\_\_\_\_\_  
(Daniel Yule)

  
\_\_\_\_\_  
(Melani Galante)

  
\_\_\_\_\_  
(Marion Claus)

  
\_\_\_\_\_  
(Greg Brooks)

  
\_\_\_\_\_  
(Walter Cartwright)

  
\_\_\_\_\_  
(Jennifer Smith)



# KINDERGARTEN - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
<b>LITERACY</b> Literacy Essentials	Weeks 1-6	Weeks 7-10	Weeks 11-14	Weeks 15-16	Weeks 17-20	Weeks 21-24	Weeks 25-28	Weeks 29-32	Weeks 33-36
<b>LITERATURE</b> Include ~5 poems each month	Three Billy Goats Goldilocks Three Little Pigs	The Wolf and the Seven Little Kids Aesop's Fables	Red Riding Hood The Legend of Jumping Mouse King Midas	The Velveteen Rabbit	Tortoise and the Hare How Many Spots? Tug-of-War	Snow White Cinderella Casey Jones	Momotaro Bremen Town Musicians Chicken Little	Little Red Hen Ugly Duckling Johnny Appleseed	Winnie-the-Pooh
<b>HISTORY &amp; GEOGRAPHY</b>	Basic Geography and Maps Seven Continents	Native Americans Past and Present	Columbus Pilgrims	George Washington	July 4 Thomas Jefferson	Abraham Lincoln	American Flag White House	Theodore Roosevelt Statue of Liberty	Mount Rushmore Current President
<b>MATH</b> Dimensions KA & KB	Chapters 1-2 Begin KA	Chapters 3-4	Chapters 4-5	Chapter 6	Chapters 7-8 Begin KB	Chapters 9-10	Chapters 10-11	Chapters 12-13	Chapter 14
<b>SCIENCE</b>	Plants & Trees George Washington Carver	Seasons	Magnetism	Animals & Their Needs Jane Goodall	Human Body: 5 Senses	Human Body: Taking Care of Your Body	Taking Care of the Earth	Weather Wilson Bentley The Wright Brothers	Planting & Farming
<b>ART</b>	Color	Color	Line	Line	Sculpture	Bruegel Cassatt	Homer	Rivera	Tanner
<b>MUSIC</b> Include 2 songs each month	Basic Elements	Basic Elements	Instruments	Instruments	Peer Gynt	March of the Toys	March of the Siamese	Carnival of the Animals	Review elements

# 1<sup>ST</sup> GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
<b>LITERACY</b> Literacy Essentials	Weeks 1-4 Review, List A Begin Primary Phonics	Lists B & C	Lists D & E Begin McCall Harby	Lists F & G	List H Complete Primary Phonics	Lists I & J Begin Uncontrolled Readers	Lists K & L	Lists M & N	List O
<b>LITERATURE</b> Include ~2 poems each month	Frog Prince Hansel and Gretel Thumbelina (& variations)	Cinderella (& variations) Jack and the Beanstalk Pied Piper	Pinocchio	Princess and the Pea Rapunzel Tale of Peter Rabbit	Aesop's Fables Puss-in-Boots Br'er Rabbit	Rumpelstiltskin Sleeping Beauty The Little Hero of Holland	House at Pooh Corner	Why the Owl Has Big Eyes Lon Po Po/ Little Red Riding Hood	The Little Half-Chick All Stories Are Anansi's The Crowded, Noisy House
<b>HISTORY &amp; GEOGRAPHY</b>	Basic Geography and Maps Mesopotamia	Ancient Egypt Judaism	Christianity	Islam	First Americans Maya, Aztec, Inca Modern Mexico	Early Exploration and Settlement	Thirteen Colonies American Revolution	American Revolution	Exploration of the American West
<b>MATH</b> Dimensions 1A & 1B	Chapters 1-3 Begin 1A	Chapters 4-5	Chapters 6-8	Chapters 8-9	Chapters 10-12 Begin 1B	Chapters 13-14	Chapters 15-16	Chapter 17	Chapters 18-19
<b>SCIENCE</b>	Habitats & Food Chains Oceans Jacques Cousteau Environmental Change	Classification of Animals	Human Body Louis Pasteur	Human Body Edward Jenner	Astronomy	Matter	Electricity Thomas Edison	The Earth	The Earth
<b>ART</b>		Art from long ago	Color	Line	Shape	Texture	Portrait	Still Life	
<b>MUSIC</b> Include 2 songs each month	Basic Elements	Basic Notation	Composers Mozart	Orchestra Prokofiev	Opera	Instrumental Music	Ballet	Jazz	Review notation, elements

# 2<sup>ND</sup> GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
<b>LITERACY</b>	Weeks 1-2 Review	Lists 2B & 2C	Lists 2D & 2E	Lists 2F & 2G	List 2H	Lists 2I & 2J	Lists 2K & 2L	Lists 2M & 2N	List 2O
<b>Literacy Essentials</b>	McCall Crabb List 2A Begin Uncontrolled Readers								
<b>LITERATURE</b>	Charlotte's Web	Magic Paintbrush	Greek Mythology	Tongue-Cut Sparrow Christmas Carol How the Camel Got His Hump	Peter Pan	Ikami Stories Tall Tales Talk	Sign of the Beaver	Emperor's New Clothes	El Pajaro Cu Tiger, Brahman, & Jackal
<b>Include ~2 poems each month</b>		Fisherman and His Wife Beauty and the Beast							
<b>HISTORY &amp; GEOGRAPHY</b>	Basic Geography and Maps Ancient India	Ancient China Modern Japan	Ancient Greece	Ancient Greece	Constitution War of 1812	Geography of the Americas Westward Expansion	Civil War	Civil War	Immigration and Citizenship
<b>MATH</b>	Chapters 1-2 Begin 2A	Chapters 3-4	Chapters 5-6	Chapter 7	Chapter 8 Begin 2B	Chapters 9-10	Chapters 11-12	Chapters 13-14	Chapter 15
<b>Dimensions 2A &amp; 2B</b>									
<b>SCIENCE</b>	Seasons and Water Cycle Life Cycles	Insects	Insects Jean-Henri Fabre	Magnetism	Simple Machines Elijah McCoy	Cells and Microscopes Daniel Hale Williams Anton van Leeuwenhoek	Cells & Microscopes Taking Care of Your Body Florence Nightingale	Digestive and Excretory Systems	Plants * Review content from Kindergarten for this unit.
<b>ART</b>	Lines	Architecture	Architecture	Sculpture	Landscapes	Landscapes	Abstract Art	Abstract Art	
<b>MUSIC</b>	Basic Notation	Basic Elements	String Instruments Carnival of the Animals	Vivaldi	Percussion Instruments Toccata for Percussion	Keyboard Instruments Sonata K. 331	Beethoven Spring Song	Bach	Review notation, elements
<b>Include 2 songs each month</b>									

# 3<sup>RD</sup> GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
<b>LITERACY</b> Literacy Essentials	Weeks 1-2 Review Lists for Weeks 1-4	Lists for weeks 5-8	Lists for weeks 9-12	Lists for weeks 13-16	Lists for weeks 17-20	Lists for weeks 21-24	Lists for weeks 25-28	Lists for weeks 29-32	Lists for weeks 33-36
<b>LITERATURE</b> Include ~2 poems each month	Arabian Nights Black Beauty	Black Beauty Greek and Roman Mythology	Norse Mythology Princess and the Goblin	The Princess and the Goblin	The Hunting of the Great Bear Farmer Boy	Farmer Boy	Gone is Gone The People Could Fly	Three Words of Wisdom William Tell The Little Match Girl	Jungle Book
<b>GRAMMAR</b> Well-Ordered Language 2A & 2B	Parts of Speech Kinds of Sentences	Principal Elements Adverbs	Adjectives Direct Objects	Subject Pronouns Interrogative Sentences	Object Pronouns Pronoun Review	Prepositional Phrases-Adverbial Introductory Prepositional Phrases	Compound Subjects Compound Verbs	Compound Verbs Compound Direct Objects	Punctuation & Review
<b>COMPOSITION</b>	Introduction to the Paragraph Informative Paragraph	Narrative Paragraph	Persuasive Paragraph	Review and Remediation	Review and Remediation	Informative Paragraph	Narrative Paragraph	Persuasive Paragraph	Review and Remediation
<b>HISTORY &amp; GEOGRAPHY</b>	Rivers of the World Ancient Rome	Ancient Rome	Ancient Rome	Vikings Canadian Geography	Native Peoples of North America	Exploration	Southern Colonies	New England Colonies	Middle Atlantic Colonies
<b>MATH</b> Dimensions 3A & 3B	Chapters 1-2 Begin 3A	Chapters 3-5	Chapters 6-7	Chapters 8	Chapters 9-10 Begin 3B	Chapters 11-12	Chapters 13-14	Chapters 15-16	Chapters 17
<b>SCIENCE</b>	Classification of Animals	Ecology John Muir	Astronomy Mae Jemison	Astronomy E. Halley Copernicus	Human Body: Muscular & Skeletal Systems	Human Body: Nervous System, Vision & the Eye	Light & Optics	Human Body: Hearing & the Ear	Sound A.G.Bell
<b>ART</b>	Balances and Symmetry	Ancient Rome	Ancient Rome	Byzantium	American Indian Art	Light	Space	Design	Design
<b>MUSIC</b> Include 2 songs each month	Basic Notation	Basic Elements	Tchaikovsky Brass Instruments	W. Tell Overture Horn Concertos	Woodwinds Prelude to...a Faun	Souza	Copland	Scheherazade	Review notation, elements, ranges

# 4<sup>th</sup> GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
<b>LITERACY</b>	Intro of Roots 3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week
<b>LITERATURE</b>	Wonderful Chuang Brocade Treasure Island	Treasure Island King Arthur	King Arthur Saint George & the Dragon Robin Hood	Robin Hood Fire on the Mountain	Johnny Tremain	Johnny Tremain	Anne of Green Gables	Anne of Green Gables	Rip Van Winkle Sleepy Hollow
<b>GRAMMAR</b>	Principal Elements Diagramming Adverbs	Adverbs Adjectives	Predicate Verbs Direct Objects Predicate Nominative	Predicate Adjectives Predicate Review Possessive Nouns	Prepositional Phrases Compound Elements	Subject Pronouns Object Pronouns	Possessive Pronouns Interrogative Pronouns	Compound Sentences	Relative Pronouns Relative Clauses
<b>COMPOSITION</b>	Informative Body Paragraph & 2 topic sentences	Narrative Body Paragraph & 2 topic sentences	Persuasive Body Paragraph & 2 topic sentences	Review & Remediation	Review & Remediation	3 Informative Body Paragraphs	3 Narrative Body Paragraphs	3 Persuasive Body Paragraphs	Review & Remediation
<b>HISTORY &amp; GEOGRAPHY</b>	Mountains China	Europe in the Middle Ages	Islam Crusades	Early & Medieval African Kingdoms	American Revolution	Making a Constitutional Government	Washington Adams Jefferson	Jeffersonian America	Andrew Jackson
<b>MATH</b>	Chapters 1-2 Begin 4A	Chapters 3-4	Chapters 5-6	Chapters 6-7	Chapters 8-9 Begin 4B	Chapters 10-11	Chapters 12-13	Chapters 13-14	Chapter 15
<b>SCIENCE</b>	Circulatory & Respiratory Systems Charles Drew Elizabeth Blackwell	Geology James Hutton	Geology	Geology	Meteorology Benjamin Barneker	Meteorology	Chemistry	Chemistry Electricity Michael Faraday	Electricity
<b>ART</b>	Ancient China	Medieval Europe	Islamic Art and Architecture	Africa	Late 18th-century United States	Late 18th-century United States	Monticello	Georgian Architecture	
<b>MUSIC</b>	Basic Notation 2 songs	Basic Elements 2 songs	F.J. Hayden 2 songs	Vocal Ranges G.F. Handel	Orchestra 2 songs	W.A. Mozart 2 songs	W.A. Mozart 2 songs	Gregorian Chant 1 song	Review Notation, Elements, Ranges

# 5<sup>TH</sup> GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
<b>LITERACY</b>	Root words review 3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week
<b>LITERATURE</b>	Secret Garden	Tales from Shakespeare	Wind in the Willows	Wind in the Willows The Samurai's Daughter	Adventures of Tom Sawyer	Adventures of Tom Sawyer Frederick Douglass	Frederick Douglass	Coyote Goes to the Land of the Dead The Sun Dance Alice in Wonderland	Alice in Wonderland Sherlock Holmes
<b>GRAMMAR</b> Well-Ordered Language 3A & 3B	Four Kinds of Sentences Adverbs & Adjectives	Predicate Verbs, Nominatives & Adjectives Personal Pronouns	Sensory Linking Verbs Prepositional Phrases	Indirect Objects	Interrogative Pronouns Relative Clauses	Adverbial Elements Adverbial Clauses	Reflexive Pronouns Participles	Gerunds Infinitives Review Verbals	Types of Sentences
<b>COMPOSITION</b>	Informative 4 Paragraph Essay	Informative 4 Paragraph Essay	Informative 4 Paragraph Essay	Narrative 4 Paragraph Essay	Narrative 4 Paragraph Essay	Narrative 4 Paragraph Essay	Persuasive 4 Paragraph Essay	Persuasive 4 Paragraph Essay	Persuasive 4 Paragraph Essay
<b>HISTORY &amp; GEOGRAPHY</b>	Lakes Renaissance	Early American Civilizations European Exploration	Reformation England from Henry VIII to William & Mary	Russia Feudal Japan	Antebellum America	Civil War	Civil War	Reconstruction	Westward Expansion after 1860 Native Americans
<b>MATH</b>	Chapters 1-2 Begin 5A	Chapters 3-4	Chapters 4-5	Chapter 6	Chapters 7-8 Begin 5B	Chapters 8-9	Chapters 10-11	Chapters 11-12	Chapter 13
<b>SCIENCE</b>	Plant Structures and Processes	Plant Structures and Processes Classification	Classification Carl Linnaeus	Cell Structures and Processes Ernest Just	Cell Structures and Processes	Life Cycles and Reproduction Percy Lavon Julian	Endocrine System Reproductive System	Atomic Structure & Periodic Table John Dalton	Elements, Compounds, & Chemical Change
<b>ART</b>	Renaissance Art	Renaissance Art/ Sculpture	Renaissance Art/ Sculpture	Art of Japan	19th-Century American Art	19th-Century American Art	19th-Century American Art	19th-Century American Art	
<b>MUSIC</b>	Basic Notation and Elements	Renaissance Music	Mendelssohn Dona Nobis Pacem	Mussorgsky Songs: Sakura and Hava Nnnninh	Beethoven	Spirituals	American Songs	American Songs	American Songs

# 6<sup>TH</sup> GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
<b>LITERATURE</b>	Classical Mythology	Children's Homer	Children's Homer Prince and the Pauper	Prince and the Pauper	Scarlet Pimpernel	Scarlet Pimpernel	Count of Monte Cristo	Count of Monte Cristo	Count of Monte Cristo
<b>GRAMMAR</b> Well-Ordered Language 4A & 4B	Principal Elements, Adverbs & Adjectives Predicate Verbs, Nominatives, and Predicate Adjectives	Prepositional Phrases Personal Pronouns	Indirect Objects Interrogative Pronouns and Interrogative Adverbs	Relative Clauses with Relative Pronouns and Relative Adverbs Appositives	Reflexive Pronouns & Intensive Pronouns	Adverbial Causes & Phrases Indefinite Pronouns	Participial Phrases Gerund Phrases	Infinitive Phrases Verbal Phrase Review	Noun Clauses
<b>COMPOSITION</b>	Informative 5 Paragraph Essay	Informative 5 Paragraph Essay	Informative 5 Paragraph Essay	Narrative 5 Paragraph Essay	Narrative 5 Paragraph Essay	Narrative 5 Paragraph Essay	Persuasive 5 Paragraph Essay	Persuasive 5 Paragraph Essay	Persuasive 5 Paragraph Essay
<b>HISTORY &amp; GEOGRAPHY</b>	Deserts Judaism & Christianity	Ancient Greece	Ancient Rome	Ancient Rome Enlightenment	French Revolution	Romanticism Industrialism	Capitalism & Socialism	Immigration Industrialization & Urbanization	Reformers Latin America
<b>MATH</b> Dimensions 6A & 6B	Chapters 1-2 Begin 6A	Chapters 2-3	Chapters 4-5	Chapters 6-7	Chapter 8 Begin 6B	Chapters 11-12	Chapters 12-13	Chapter 9	Chapter 10
<b>SCIENCE</b>	Plate Tectonics Alfred Wegener	Energy Marie Curie	Heat & Heat Transfer	Energy Transfer Lewis Latimer James P. Joule	Astronomy Isaac Newton	Human Body: Circulatory & Lymphatic Systems	Immune System & Diseases Alexander Fleming	Oceans	Oceans
<b>ART</b>	Classical	Gothic	Renaissance	Baroque	Rococo	Neoclassical	Romantic	Realism	
<b>MUSIC</b>	Basic Notation and Elements	Baroque Bach	Classical Mozart	Handel	Chamber music Haydn	Beethoven Romantic	Schubert	Chopin	Schumann
<b>LATIN</b> Wheelock's	Introduction Chapter 1	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6	Chapter 7	Chapter 8

7<sup>TH</sup> GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
<b>LITERATURE</b>	Fahrenheit 451 Cyrano de Bergerac	Fahrenheit 451 Cyrano de Bergerac	Cyrano de Bergerac Christmas Carol	Christmas Carol	Call of the Wild	Call of the Wild	Romeo & Juliet	Romeo & Juliet Short Stories	Dr. Jekyll & Mr. Hyde
<b>GRAMMAR</b> Get Smart	Principal Elements of the Sentence Lessons 1-4	Pronouns Adjectives Lessons 5-8	Adverbs Prepositional Phrases Transitive Verbs Lessons 9-12	Coordinating Conjunctions Lessons 13-17	Indirect Objects Intransitive Verbs Passive Verbs Lessons 18-21	Linking Verbs Noun Jobs Clauses Lessons 22-26	Clauses Lessons 27-30	Gerunds Participles Lessons 31-34	Infinitives Review Lessons 35-37
<b>HISTORY &amp; GEOGRAPHY</b>	Exploration and Colonization	American Revolution	U.S. Constitution	U.S. Constitution	Early Republic	Antebellum Era	Abraham Lincoln	Civil War	Civil War and Reconstruction
<b>MATH</b> Dimensions 7A & 7B	Chapters 1-2 Begin 7A	Chapters 3-4	Chapters 5-6	Chapters 7-8	Chapters 9-10 Begin 7B	Chapters 11-12	Chapters 13-14	Chapters 15-16	Chapter 17 and Review
<b>SCIENCE</b>	Review Scientific Method Atomic Structure Niels Bohr Dmitri Mendeleev	Atomic Structure Antoine Lavoisier	Chemical Bonds and Reactions Lise Meitner	Chemical Bonds and Reactions	Chemistry of Food and Respiration	Chemistry of Food and Respiration Dorothy Hodgkin	Cell Division and Genetics	Cell Division and Genetics Gregor Mendel History of Earth and Life Forms	Evolution Charles Darwin
<b>ART</b>	Monet Renoir	Degas Cassatt	Cezanne Seurat Van Gogh	Gauguin Toulouse-Lautrec	Matisse Munch Chagall	Picasso Duchamp Kandinsky	Klee Mondrian Dali	Hopper Wyeth O'Keefe	Wood Rivera Rockwell
<b>MUSIC</b>	Music Theory Review	Music Theory Review	Romantic Era	Romantic: Berlioz & Liszt	Romantic: Wagner & Brahms	Classical: Dvorak & Grieg	Nationalism: Grieg & Tchaikovsky	Blues & Jazz	Jazz & Fusion
<b>LATIN</b> Wheelock's	Review	Chapter 9	Chapter 10	Chapter 11	Chapter 12	Chapter 13	Chapter 14	Chapters 15-16	Chapter 17



# 8<sup>TH</sup> GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
<b>LITERATURE</b>	To Kill a Mockingbird	To Kill a Mockingbird	Robinson Crusoe	Robinson Crusoe	Lord of the Flies	Lord of the Flies	Short Stories Much Ado About Nothing	Much Ado About Nothing	Poetry
<b>GRAMMAR</b> Stay Smart	Review: Parts of Speech Phrases	Review: Clauses Verbals	Diagramming Sentences 1-27	Diagramming Sentences 28-55	Diagramming Sentences 56-83	Diagramming Sentences 84-111	Diagramming Sentences 112-139	Diagramming Sentences 140-167	Diagramming Sentences 168-188
<b>HISTORY &amp; GEOGRAPHY</b>	The Gilded Age Progressivism Toward the Great War	World War I The Roaring Twenties	The Great Depression Rise of Totalitarianism World War II	World War II	The Start of the Cold War	Cultural changes and Activism The 1960s	The 1960s The 1970s	The 1980s The 1990s	The 2000s The 2010s
<b>MATH</b> Weeks & Adkins	Chapters 1-2	Chapters 3-4	Chapters 5-6	Chapter 7	Chapter 8	Chapter 9-10	Chapters 11-12	Chapters 13-14	Review
<b>SCIENCE</b>	Review scientific method and metric system Motion	Forces	Density and Buoyancy	Work, Energy, Power Albert Einstein	Work, Energy, Power Sound	Sound Electromagnetic Radiation and Light	Light Charles Steinmetz	Electricity Nikola Tesla Benjamin Franklin	Magnetism James Maxwell
<b>ART</b>	Painting since WWII	Painting since WWII	Photography	Photography	20th Century Sculpture	20th Century Sculpture	Architecture since the Industrial Revolution	Architecture since the Industrial Revolution	Review
<b>MUSIC</b>	Music Theory: Rhythm & Melody	Music Theory: Intervals & Keyboard Skills	Music Theory: Scales & Key Signatures	Music Theory: Harmony, Form, & Composition	Nationalism: Sibelius & Copland	Moderns: Debussy & Stravinsky	Opera: Rossini & Verdi	Musical Theater: Berlin, Cohan, Porter, & Kern	Musical Theater: Rogers & Hammerstein, Bernstein, & Sondheim
<b>LATIN</b> Wheelock's	Review Chapter 18	Chapters 19-20	Chapter 21	Chapter 22	Chapter 23	Chapter 24	Chapter 25	Chapter 26	Chapter 27

## APPENDIX D

### MEASURABLE ACADEMIC LEARNING GOALS AND OBJECTIVES AND TIMELINE FOR ACCOUNTABILITY

GOAL/OBJECTIVE	TIMELINE
<p>Ensure compliance with applicable laws, regulations, and provisions of the charter.</p> <p>Achieve and maintain “Meets standard” or “Exceeds Standard” rating on the Charter Renewal Application Performance Rubric in the area of Academic Learning.</p>	<p><b>June, 2026 (Year 4 Charter Renewal Application)</b>            In accordance with RSA 194-B:16 (VI), North Star Academy will comply with the conditions for renewal of a New Hampshire Public Charter School: VI. <i>“By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application.”</i></p> <p><b>Yearly</b>            Yearly Review of Accountability Plan and Annual Reports by key stakeholders</p> <p><b>Monthly</b>            Monthly review of data of achievement and academic testing to ensure students are maintaining academic standards and progress as outlined in the charter by key stakeholders</p>
<p>Ensure compliance with expectations of New Hampshire Academic Standards and Assessments as outlined in the Charter</p>	<p><b>Elementary School:</b></p> <ul style="list-style-type: none"> <li>● Teachers will provide students with ongoing feedback on their work in an age-appropriate manner.</li> <li>● In the middle of each term parents will be provided with a written assessment of their child’s work in both main lesson and core subject areas to be accessed. This will be followed by a more comprehensive assessment at the end of each term.</li> <li>● Parent-teacher conferences will also be scheduled on a twice-yearly basis.</li> <li>● At any point during the year if a teacher has specific concerns about a student’s progress, they will communicate directly with parents and the administration.</li> <li>● After two years of instruction we expect students to average 15% growth on state assessment scores.</li> <li>● After four years of instruction at LCA, we expect over 65% of elementary students to be proficient (level 3 and 4) in reading and over 60% math as measured by the state assessment.</li> </ul>

	<p><b>Middle School:</b></p> <ul style="list-style-type: none"> <li>• Parent-teacher conferences will also be scheduled on a twice-yearly basis. At any point during the year if a teacher has specific concerns about a student's progress, they will communicate directly with parents.</li> <li>• By the end of each school year we expect at least 70% of all students will have completed a competency based portfolio of their work throughout the school year of acceptable quality according to teacher assessment standards.</li> <li>• We expect at least 70% of all students at North Star Academy will be reading, writing and performing math at grade level as assessed by NH SAS tests: ELA and Math.</li> <li>• By the end of each school year, we expect at least 70% of all middle school students to have completed all of their courses with a grade of C or higher.</li> </ul>
<p>Improve student learning and achievement through a rigorous, challenging, content-rich, Classical curriculum.</p> <p>70% of students in each grade level will meet or exceed Assessment Testing growth goals in Math and Reading, measured from fall to spring each year. 70% of students in each sub-group will meet or exceed Assessment Testing growth goals in Math and Reading, measured from fall to spring each year.</p> <p>Sub-groups include:</p> <ul style="list-style-type: none"> <li>• English Language Learners</li> <li>• Students with Disabilities</li> <li>• Gifted</li> <li>• Minorities</li> <li>• Economically Disadvantaged</li> </ul> <p>Students in all at-risk subgroups will score within 20% of non-risk subgroups on state-mandated assessments.</p>	<p><b>Yearly</b> Yearly Review of Accountability Plan and Annual Reports by key stakeholders</p> <p><b>Monthly</b> Monthly review of data of achievement and academic testing to ensure students are maintaining academic standards and progress as outlined in the charter by key stakeholders.</p> <p><b>Weekly</b> It is the expectation that classroom instructors will create differentiated units, lessons and assessments that adhere to this goal. Plans and assessments will be reviewed by school personnel on a regular basis.</p> <p><b>Daily</b> Classroom instructors should be adjusting instruction in order to meet student needs. Reflection on daily data trends assessed through formative assessments is essential for optimum learning. This reflection will be incorporated in the unit and lesson planning.</p>
<p>Facilitate character development in</p>	<p><b>Annually</b></p>

<p>an inclusive learning environment.</p> <p>Teacher and parent surveys rate the school as “meets expectations” or better for condition of learning environment</p>	<p>North Star Academy will have a minimum of one parent survey annually, but may conduct more as deemed necessary</p>
<p>By the end of grade 8 we expect at least 70% of all students will exhibit grade level scientific reasoning assessed by state science testing. Upon promotion from grade eight, students will demonstrate an advanced ability to originate and proceed with exploring a line of questioning that leads to a deeper understanding of ideas and concepts.</p>	<p><b>Daily</b> Students will engage in a rigorous science curriculum that allows students to learn the scientific method through questioning (hypothesis) and hands-on experimentation.</p> <p><b>Quarterly</b> Students will be assessed quarterly through formative and summative assessment, labs and field based experiences.</p> <p><b>Annually</b> Common assessments will be administered a minimum of 3 times per year and data will be analyzed. Students at risk of not meeting the academic goal will be given additional interventions and supports based on need.</p>
<p>By the end of grade 8 we expect at least 70% of all students will exhibit grade level social science/historical reasoning as assessed by internal school testing. Upon promotion from grade eight, students will demonstrate an advanced ability to originate and proceed with exploring a line of questioning that leads to a deeper understanding of ideas and concepts.</p>	<p><b>Daily</b> Students will engage in a rigorous social science/history curriculum that allows students to learn American and World History through a civic minded lens. Students will learn in history and civics based on the answers to a single question: What ideas, words, and deeds have most significantly formed the world into which students were born? Studying the answers to this question provides students the fullest understanding of the world in which they will live their lives.</p> <p><b>Quarterly</b> Students will be assessed quarterly through formative and summative assessment, project and community based experiences.</p> <p><b>Annually</b> Common assessments will be administered a minimum of 3 times per year and data will be analyzed. Students at risk of not meeting the academic goal will be given additional interventions and supports based on need.</p>

# GOVERNOR WENTWORTH REGIONAL SCHOOL DISTRICT SCHOOL CALENDAR 2021-2022

## All Elementary Schools, KRMS & KRHS

	<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>		<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
<b>AUGUST/</b>	30*	(31)	(1)	(2)	X	<b>FEBRUARY</b>		1	2	3	4
<b>SEPTEMBER</b>	X	7	8	9	10	(19 days)	7	8	9	10	11
(18 days)	13	14	15	16	17		14	15	16	17	18
	20	21	22	23	24		21	22	23	24	25
	27	28	29	30			X				
<b>OCTOBER</b>					1	<b>MARCH</b>		X	X	X	X
(20 days)	4	5	6	7	8	(18 days)	7	8	9	10	11
	X	12	13	14	15		14	15	16	17	18
	18	19	20	21	22		21	22	23	24	(25)
	25	26	27	28	29		28	29	30	31	
<b>NOVEMBER</b>	1	2	3	4	5	<b>APRIL</b>					1
(17 days)	8	9	10	X	12	(16 days)	4	5	6	7	8
	15	16	17	18	19		11	12	13	14	15
	[22]	(23)	X	X	X		18	19	20	21	22
	29	30					X	X	X	X	X
<b>DECEMBER</b>			1	2	3	<b>MAY</b>	2	3	4	5	6
(17 days)	6	7	8	9	10	(21 days)	9	10	11	12	13
	13	14	15	16	17		16	17	18	19	20
	20	21	22	23	X		23	24	25	26	27
	X	X	X	X	X		X	31			
<b>JANUARY</b>	3	4	5	6	7	<b>JUNE</b>			1	2	3
(20 days)	10	11	12	13	14	(14 days)	6	7	8	9	10
	X	18	19	20	21		13	14	15	16	17
	24	25	26	27	28		[20]	21	22	23	24
	31						27				

**September 7<sup>th</sup> - FIRST DAY OF SCHOOL**  
**June 20<sup>th</sup> - LAST DAY OF SCHOOL (half day)**

August 30\* .....No School – New Staff Orientation Day  
 August 31.....No School – In Service Staff  
 September 1 .....No School – In Service Staff/KRHS Jump Start Grade 9  
 September 2 .....No School – In Service Staff (KAC am – buildings pm)  
 KRMS & Elementary Open Houses  
 September 6 .....No School – Labor Day  
**September 7 .....First Day of School for Students**  
 October 11 .....No School – Indigenous Peoples' Day  
 November 11 .....No School – Veterans Day Observed  
 November 22 .....Early Release – Parent Teacher Conferences  
 November 23 .....No School – Parent Teacher Conferences  
 November 24-26 .....No School – Thanksgiving Recess  
 December 24-31 .....No School – Christmas Recess  
 January 17 .....No School – Martin Luther King Jr. Day  
 February 28-March 4 .....No School – Winter Recess  
 March 25 .....No School – In Service Staff  
 April 25-29 .....No School – Spring Recess  
 May 30 .....No School – Memorial Day  
 June 11 .....Tentative Graduation for KRHS  
 June 20 .....Last Day of School (half day for students – 12:00/1:00)

**PLEASE NOTE:**

**The School Board voted for one weather-related “no school” day at the Superintendent’s discretion. This day will be made up in June. Additional cancellations will be remote learning days.**

**IN-SERVICE and/or PARENT TEACHER CONFERENCES: 8/31, 9/1, 9/2, 11/22, 11/23, 3/25**

**Key:**

[ ] - Early Release for Students 12:00/1:00 pm

( ) No School for Students  
In Service and/or Parent Teacher Conferences

X – No School for Students or Staff

**Potential Make-Up Days for School Closings**

June 21-27

**Please note: School will proceed remotely on snow days and/or emergency days when the school buildings are closed.**  
**Board Approved: 01/11/2021, Revised: 02/17/21**

Owner	Goal	Time Line	Status
ICC Board	Vote to approve 5 year budget for NSA	27 January 21	Completed
ICC Board	Apply for NH Charter School Grant for start-up costs	22 July 21	Completed
ICC Board	Set up Committees and meet regularly	March 22	In Progress
ICC: Marketing Committee	Begin Marketing	May 22	In Progress
ICC Board	Complete and submit application for NH Public Charter North Star Academy	June 22	In progress
ICC Board	Receive approval for NH Public Charter North Star Academy	August 22	In progress
ICC Board	Re-apply for NH Charter School Grant for start-up costs	12 August 22	Pending
ICC Board	Find a suitable location for the school campus	August 23	In progress
ICC Board/ NSA Director	Begin Recruiting Administration and Teaching Staff	August 23	Pending
ICC: Building Committee	Begin Building OR upgrades and renovations	September 23	Pending
ICC Board/ NSA Director	Begin student recruitment efforts	February 24	Pending
NSA Director	Application Period for student enrollment begins	February 24	Pending
NSA Director	Curriculum Published	March 24	Pending
ICC Board/ NSA Director	Begin outreach to sending districts, LEAs, and community to forge partnerships	March 24	Pending
ICC Board/ NSA Director	Reach out to sending districts to coordinate IEP meetings to begin the process of providing support to eligible students	April 24 and ongoing	Pending
ICC Board	Hire School School Director	April 24	Pending
NSA Director	Hire School Administrative Staff	June 24	Pending
NSA Director	Hire School Faculty in Special Education Teachers	June 24	Pending
ICC Board/ NSA Director	Hire all Service Providers necessary for the full operation of the school	Ongoing	In Progress
ICC Board/ NSA Director	Opening Day of North Star Academy Charter School	28 August 2024	Pending
ICC Board/ NSA Director/Fundraising Committee	Start executing on 5 year Fundraising Plan (FY 2025-2028)	September 2024	Pending

## North Star Academy Budget Narrative

The budget proposed in this application is based on realistic enrollment and fundraising goals while remaining conservative in our estimation of expenditures. We understand that there may be circumstances beyond our control that may lead to shortfalls in either fundraising or enrollment. Our operating plan and budget have been developed with an understanding that specific components have higher priority than others. Should our fundraising or enrollment targets not be met, the School will identify and remove lower priority items within the operating budget so that we may provide the highest possible quality education within our revenue means.

### **Operating Cash Inflows**

North Star Academy's budget projections include revenue from the State of New Hampshire Charter School Per Pupil Aid 2022-2023 which is \$7,339 for grades K-12 with a 2% increase every two years. These are the figures available at the time of the submission of the application. These numbers will be updated annually pursuant to RSA 194-B: 11. The School will open in September 2024 with 90 students in Grades Kindergarten through Grade 4 and expanding by a grade each year as shown below:

	FY24	FY25	FY26	FY27	FY28
Kindergarten	30	45	45	45	45
Grade 1	15	30	45	45	45
Grade 2	15	30	30	45	45
Grade 3	15	30	30	30	45
Grade 4	15	30	30	30	30
Grade 5	0	15	30	30	30
Grade 6	0	0	15	30	30
Grade 7	0	0	0	15	30
Grade 8	0	0	0	0	15
Total Students	90	180	225	270	315

The projections also include tuition from school districts for special education services which will help cover the payroll costs for a Special Education Teacher and Paraprofessionals.

North Star Academy anticipates applying and receiving a Charter School Program Grant to help assist with the startup costs. The Start Up Costs are estimated at \$726,474 which will be reimbursed by the Grant. In the event North Star Academy is unable to obtain a Charter School Program Grant, then funds will be raised through a combination of donations and/or loans through a local bank or other lending source. Other sources of revenue include \$50,000 in Lease Aid based on the maximum aid available to Charter Schools in FY22, \$5,000 in Fundraising per year and solicitations for Donations.

For more information, see North Star Academy's detailed 5-year budget.

### **Operating Cash Outflows**

**Instructional Services (Instruction, Special Education, Other Instructional Programs and Guidance):** North Star Academy plans to hire instructional staff on or about July 1, 2024. During the months of July and August we plan to work with the staff to focus on school organization and opening, training in a

## North Star Academy Budget Narrative

variety of topics ranging from curriculum development and awareness, school policy & procedure, life safety issues such as lockdowns and bullying, sexual harassment etc. all leading up to a school opening in September of 2024. Our operating budget includes 6 teachers, 4 paraprofessional, and 1 substitute employee in Year 1. Starting salaries for all teachers are projected at \$40,000 per year with a 2% cost of living increase each year. Benefits are projected at \$750 per year for each full-time employee.

North Star Academy will hire a Special Education Teacher and Paraprofessional in Year 1 and increase the staffing within the Special Education Department as the school increases in size. The starting salary is \$50,000 for the Full-Time Teacher and \$25.00/Hour for the Paraprofessional which is reflective of the specialized knowledge required for these positions. The costs associated with Special Education will be recouped through Special Education invoices to each sending School District.

Other positions include a Guidance Counselor at \$40,000/year and contract services for P.E., Art, and Music at \$2,500 per month in Year 1.

North Star Academy has budgeted \$25,000 for new furniture but intends to seek out donations as much as possible. Other supplies include textbooks estimated at \$275 per student and general teaching supplies to get each classroom set up.

Individual compensation is estimated based upon current market conditions and may vary depending upon qualifications, credentials, experience etc. are. We believe that salaries and benefits are adequate to attract and retain quality personnel. Instruction for special classes and programs identified will be separately contracted on a per diem basis. Associated expenditures for these departments are based on Charter Schools of similar size and scale over a 5-year period with student population growth. For more information, see North Star Academy's detailed 5-year budget.

**Support Services (Health, Improvement of Instruction, Technology, Library, School Board, and Administration):** North Star Academy plans to have our School Director and Business Office Manager employed as of June 1, 2024. These positions will be focused on preparing the school for opening and such activities will include teacher and staff recruiting and contract negotiations, personnel benefits planning and negotiations, teacher training and development, equipment and supplies planning and acquisition, support staff hiring & recruitment. A Nurse will be hired to work for 25 hours each week at \$24/hour. In addition to the foregoing, all related benefits such as payroll taxes and workers compensation insurance have been included for the same period.

North Star Academy will provide a Chromebook (estimated cost of \$250 each for the computer and site license) for all students as well as an HP Laptop for each teacher, Aide and Administrator at a cost of \$1,000. The total cost estimate for this is \$35,500 in Year 1. Our Information Technology will be outsourced, and is anticipated to cost \$10,000 for the initial setup and then \$6,000 on an ongoing basis to maintain our IT Infrastructure. North Star Academy will install basic servers, data systems, software (e.g., School Messenger, Rediker Student information system etc.) and networks to insure the smooth and efficient operation of the school at an estimated cost of \$36,000. Additional contractors will be outsourced as needed including accounting, auditing, technology, and legal services. North Star



## North Star Academy Budget Narrative

Academy has estimated costs of \$15,000 during start up for advertising and general information services to inform prospective parents, students, and the community at large about the school.

For more information, see North Star Academy's detailed 5-year budget.

**Operation of Plant:** North Star Academy intends to lease or purchase a building suitable for the school's needs based on appropriate locations being available and those locations being financially viable. Our projections assume a \$2M building is mortgaged at 5% over 15 years. The five-year budget includes utilities, grounds maintenance, telephone services, and insurance based on consultation with other Charter Schools in NH. Finally, we are estimating the cost to bring the leased space into code requirements for use as a school. These costs include alterations for ADA, life safety, security and other similar code requirements that are specific to the operation of the space as a functioning school under NH law. Details will be provided as we get further into the facility assessment, planning and design phase of our work but are currently estimated to cost \$200,000.

For more information, see North Star Academy's detailed 5-year budget.

**No North Star Academy Public Chartered School  
Charter School Application  
5 Year Budget**

	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
<b>OPERATING CASH INFLOWS</b>						
Enrollment Adequacy Aid	\$ -	\$ 660,510	\$ 1,347,480	\$ 1,684,350	\$ 2,061,720	\$ 2,405,340
Charter School Program Grant	\$ 694,842	\$ -	\$ 168,967	\$ 94,381	\$ -	\$ -
Special Education Tuition	\$ -	\$ 80,142	\$ 161,872	\$ 165,080	\$ 248,493	\$ 253,417
Contributions and Donations	\$ -	\$ 175,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Fundraising Revenue	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Lease Aid	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
Differential Aid	\$ -	\$ 6,963	\$ 13,927	\$ 17,408	\$ 20,890	\$ 24,372
<b>TOTAL CASH INFLOWS</b>	<b>\$ 694,842</b>	<b>\$ 977,615</b>	<b>\$ 1,757,246</b>	<b>\$ 2,026,219</b>	<b>\$ 2,396,103</b>	<b>\$ 2,748,129</b>

<b>OPERATING CASH OUTFLOWS</b>	<b>FY2022</b>	<b>FY2023</b>	<b>FY2024</b>	<b>FY2025</b>	<b>FY2025</b>
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<i>Instruction</i>						
Teachers Salary	\$ 48,000	\$ 240,000	\$ 532,800	\$ 638,496	\$ 746,784	\$ 881,718
Instructional Aide Salary	\$ -	\$ 90,440	\$ 182,688	\$ 322,000	\$ 328,436	\$ 335,002
Substitute Teacher Wages	\$ -	\$ 3,990	\$ 8,060	\$ 12,211	\$ 12,455	\$ 12,704
Instruction Workers Compensation	\$ 1,200	\$ 2,200	\$ 4,600	\$ 6,600	\$ 7,000	\$ 7,600
Instruction Benefits	\$ -	\$ 4,500	\$ 9,750	\$ 12,000	\$ 13,500	\$ 15,750
Payroll Taxes	\$ 3,672	\$ 25,584	\$ 55,351	\$ 74,412	\$ 83,207	\$ 94,051
Curriculum Development	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -	\$ -
Printing & Binding	\$ 2,000	\$ 3,000	\$ 6,000	\$ 7,500	\$ 9,000	\$ 10,500
General Teaching Supplies	\$ 3,000	\$ 3,000	\$ 6,000	\$ 7,500	\$ 9,000	\$ 10,500
Text Books and Program Materials	\$ 24,750	\$ 1,500	\$ 24,750	\$ 12,375	\$ 1,500	\$ 1,750
Educational Software Licenses	\$ -	\$ 1,000	\$ 2,000	\$ 2,500	\$ 3,000	\$ 3,500
New Furniture and Fixtures	\$ 25,000	\$ 2,000	\$ 4,000	\$ 5,000	\$ 6,000	\$ 7,000
<b>Total Instruction Operating Expenses</b>	<b>\$ 110,122</b>	<b>\$ 379,714</b>	<b>\$ 838,499</b>	<b>\$ 1,103,094</b>	<b>\$ 1,219,882</b>	<b>\$ 1,380,075</b>

<i>Special Education</i>						
Special Education Salaries	\$ -	\$ 73,750	\$ 148,975	\$ 151,955	\$ 228,744	\$ 233,318
Special Education Benefits	\$ -	\$ 750	\$ 1,500	\$ 1,500	\$ 2,250	\$ 2,250
Special Education Workers Compensation	\$ -	\$ 400	\$ 800	\$ 800	\$ 1,200	\$ 1,200
Special Education Payroll Taxes	\$ -	\$ 5,642	\$ 11,397	\$ 11,625	\$ 17,499	\$ 17,849
Special Education Teaching Supplies	\$ -	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
<b>Total Special Education Operating Expenses</b>	<b>\$ -</b>	<b>\$ 81,042</b>	<b>\$ 163,672</b>	<b>\$ 167,130</b>	<b>\$ 251,193</b>	<b>\$ 256,367</b>

<i>Other Instructional Program</i>						
Co-Curricular Contracted Services	\$ -	\$ 25,000	\$ 50,000	\$ 62,500	\$ 75,000	\$ 87,500
<b>Total Other Instructional Program Operating Exp.</b>	<b>\$ -</b>	<b>\$ 25,000</b>	<b>\$ 50,000</b>	<b>\$ 62,500</b>	<b>\$ 75,000</b>	<b>\$ 87,500</b>

<i>Guidance Services</i>						
Guidance Services Wages	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Guidance Services Benefits	\$ -	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750
Guidance Services Workers Compensation	\$ -	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
Guidance Services Payroll Taxes	\$ -	\$ 3,060	\$ 3,121	\$ 3,184	\$ 3,247	\$ 3,312

**ASSUMPTIONS OVERVIEW**

Based on FY23 Rates - 2% Inflation Adjustment every two Years  
Start Up Grants towards Start Up Costs  
100% Reimbursement of SPED Salaries, Wages, Payroll Taxes and Benefits

Estimated at \$50,000 per Year based on FY21 Max Aid awarded  
F&RL and ELL - Estimated that 3% of Student Population will qualify

Starting Salary \$40K with 2% Inflation Adjustment each year  
Starting Hourly Rate \$15/Hour  
Starting Hourly Rate \$15/Hour  
\$200/Employee per Year  
\$750/Salaried Employee/Year  
7.65% of Wages Paid for FICA  
Baseline growing consistent with student population growth  
Baseline growing consistent with student population growth  
Baseline growing consistent with student population growth  
Baseline growing consistent with student population growth  
Baseline growing consistent with student population growth  
Baseline growing consistent with student population growth

Starting Salary \$50K with 2% Inflation Adjustment each year  
\$750/Salaried Employee/Year  
\$200/Employee per Year  
7.65% of Wages Paid for FICA  
Baseline growing consistent with student population growth

\$2,500K/Mo for PE, Art, Music growing with student population

Starting Salary \$40K with 2% Inflation Adjustment each year  
\$750/Salaried Employee/Year  
\$200/Employee per Year  
7.65% of Wages Paid for FICA

**No North Star Academy Public Chartered School  
Charter School Application  
5 Year Budget**

	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
Guidance Supplies	\$ -	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
<i>Total Health Services Operating Expenses</i>	\$ -	\$ 44,510	\$ 45,871	\$ 47,000	\$ 48,145	\$ 49,309
<i>Health Services</i>						
Health Services Wages	\$ -	\$ 22,800	\$ 23,256	\$ 23,721	\$ 24,195	\$ 24,679
Health Services Workers Compensation	\$ -	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
Health Services Payroll Taxes	\$ -	\$ 1,744	\$ 1,779	\$ 1,815	\$ 1,851	\$ 1,888
Nurse Supplies	\$ 5,000	\$ 2,000	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
<i>Total Health Services Operating Expenses</i>	\$ 5,000	\$ 26,744	\$ 26,235	\$ 26,986	\$ 27,746	\$ 28,517
<i>Improvement of Instruction</i>						
Course Reimbursement	\$ 20,000	\$ 5,500	\$ 10,000	\$ 11,500	\$ 12,500	\$ 14,000
<i>Total Improvement of Instruction Operating Expenses</i>	\$ 20,000	\$ 5,500	\$ 10,000	\$ 11,500	\$ 12,500	\$ 14,000
<i>Technology Department</i>						
Computers	\$ 35,500	\$ -	\$ 28,500	\$ 18,250	\$ 12,250	\$ 11,250
Purchased IT Services	\$ 10,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Software	\$ 6,000	\$ 1,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
Tech Equipment	\$ 30,000	\$ 2,000	\$ 18,000	\$ 9,000	\$ -	\$ -
<i>Total Technology Operating Expenses</i>	\$ 81,500	\$ 9,000	\$ 59,500	\$ 40,250	\$ 25,250	\$ 24,250
<i>Library Department</i>						
General Supplies - Media	\$ 5,000	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
<i>Total Library Operating Expenses</i>	\$ 5,000	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
<i>Support Services - School Board</i>						
Local Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Legal Services	\$ 20,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Audit Services	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
<i>Total Support Services - School Board Operating Expenses</i>	\$ 35,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
<i>Support Services - School Administration</i>						
School Administration Salaries	\$ 148,834	\$ 140,000	\$ 185,600	\$ 201,212	\$ 186,836	\$ 190,573
School Administration - Benefits	\$ -	\$ 2,250	\$ 3,000	\$ 3,000	\$ 2,250	\$ 2,250
School Administration Workers Compensation	\$ -	\$ 600	\$ 800	\$ 800	\$ 600	\$ 600
School Administration - Payroll Taxes	\$ 11,386	\$ 10,710	\$ 14,198	\$ 15,393	\$ 14,293	\$ 14,579
Business Services	\$ 15,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
Contract Services	\$ 5,000	\$ 1,650	\$ 3,000	\$ 3,450	\$ 3,750	\$ 4,200
Postage Fees	\$ 10,000	\$ 300	\$ 600	\$ 750	\$ 900	\$ 1,050
Advertising	\$ 15,000	\$ 1,000	\$ 15,000	\$ 18,750	\$ 22,500	\$ 26,250
General Supplies	\$ 3,000	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
<i>Total School Administration Operating Expenses</i>	\$ 208,220	\$ 177,010	\$ 242,698	\$ 263,855	\$ 251,629	\$ 260,002

**ASSUMPTIONS OVERVIEW**

Baseline growing consistent with student population growth

Starting Hourly Rate \$15/Hour  
\$200/Employee per Year  
7.65% of Wages Paid for FICA  
Baseline growing consistent with student population growth

\$500/Year for each Salaried Employee

\$250 Chromebooks for each Student & \$1,000/Salaried Employee  
Outsourced IT Services  
School Administrative Software/Data Management  
Assume \$2,000 at Start Up for Equipment

Baseline growing consistent with student population growth

Assume Zero - Exemption as 501C3  
Baseline growing consistent with student population growth  
3 Year Contract with Auditing Firm

2% Inflation Adjustment each year  
\$750/Salaried Employee/Year  
\$200/Employee per Year  
7.65% of Wages Paid for FICA  
Outsourced Accounting & Payroll Services  
Employee HSA Accounts & 401K Accounts Administration  
Baseline growing consistent with student population growth  
Baseline growing consistent with student population growth

*Operation of Plant*

**No North Star Academy Public Chartered School  
Charter School Application  
5 Year Budget**

	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
Utilities	\$ -	\$ 12,000	\$ 18,000	\$ 24,000	\$ 30,000	\$ 34,000
Cleaning Services	\$ -	\$ 12,000	\$ 14,000	\$ 17,500	\$ 21,000	\$ 24,500
Trash Disposal Services	\$ -	\$ 3,300	\$ 6,600	\$ 8,250	\$ 9,900	\$ 11,550
Repairs & Maintenance	\$ -	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Principal Mortgage Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Liability Insurance	\$ -	\$ 8,000	\$ 8,480	\$ 8,989	\$ 9,528	\$ 10,100
Telephone Service	\$ 20,000	\$ 5,000	\$ 10,000	\$ 12,500	\$ 15,000	\$ 17,500
Building and Ground Supplies	\$ 10,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
<i>Total Operating of Plant Operating Expenses</i>	<i>\$ 30,000</i>	<i>\$ 56,300</i>	<i>\$ 73,080</i>	<i>\$ 87,239</i>	<i>\$ 101,428</i>	<i>\$ 113,650</i>
Debt Service						
Mortgage Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Total Debt Service Operating Expenses</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>
Capital Expenditures						
Capital Expenditures	\$ 200,000					
<i>Total Capital Expenditures</i>	<i>\$ 200,000</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>
TOTAL CASH OUTFLOWS	\$ 694,842	\$ 830,320	\$ 1,535,555	\$ 1,835,804	\$ 2,039,273	\$ 2,240,420
ESTIMATED ANNUAL SURPLUS/(DEFICIT)	\$ -	\$ 147,295	\$ 221,691	\$ 190,415	\$ 356,830	\$ 507,709

**ASSUMPTIONS OVERVIEW**

Alarm/Security Monitoring, Heat, Electricity, Internet  
 Baseline growing consistent with student population growth  
 Baseline growing consistent with student population growth  
 Snow Plowing, Lawn Mowing, Water Testing, Misc. Repairs  
 15 Year Mortgage on \$2M Building at 2% Interest  
 Baseline growing consistent with student population growth  
 Baseline growing consistent with student population growth

15 Year Mortgage on \$2M Building at 5% Interest

**North Star Academy Public Chartered School  
Charter School Application  
5 Year Operating Revenue Budget**

OPERATING CASH INFLOWS	RATIONALE		Start Up	Year 1	Year 2	Year 3	Year 4	Year 5
			Phase	FY2024	FY2025	FY2026	FY2027	FY2028
Enrollment Adequacy Aid	Represents funds received from NH Department of Education. Anticipate 2% Tuition Inflation every 2 Years.		\$ -	\$ 660,510	\$ 1,347,480	\$ 1,684,350	\$ 2,061,720	\$ 2,405,340
		FY24		FY25	FY26	FY27	FY28	
	Kindergarten	30		45	45	45	45	
	Grade 1	15		30	45	45	45	
	Grade 2	15		30	30	45	45	
	Grade 3	15		30	30	30	45	
	Grade 4	15		30	30	30	30	
	Grade 5	0		15	30	30	30	
	Grade 6	0		0	15	30	30	
	Grade 7	0		0	0	15	30	
	Grade 8	0		0	0	0	15	
	Total Students	90		180	225	270	315	
	State Aid per Student	\$ 7,339	\$ 7,486	\$ 7,486	\$ 7,636	\$ 7,636		
	Total	\$ 660,510	\$ 1,347,480	\$ 1,684,350	\$ 2,061,720	\$ 2,405,340		
	Student Growth (%)		100%	25%	20%	17%		
	Student Growth (Students)		90	45	45	45		
Charter School Program Grant	Start Up Grant Funds used towards occupancy costs, 3 months salaries, minor renovations to meet health/safety standards, curriculum, equipment, software licenses.		\$ 694,842	\$ -	\$ 168,967	\$ 94,381	\$ -	\$ -
Special Education Tuition	100% Reimbursement of SPED Salaries, Wages, Payroll Taxes and Benefits		\$ -	\$ 80,142	\$ 161,872	\$ 165,080	\$ 248,493	\$ 253,417
Contributions and Donations	Goal to raise \$10,000 in Donations		\$ -	\$ 175,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Fundraising Revenue	Represents funds raised by fundraising committee.		\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Lease Aid	Estimated at \$50,000 per Year based on FY21 Max Aid awarded to NH Charter Schools		\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
Differential Aid	Free & Reduced Lunch & English Language Learner - Estimated that 3% of Student Population will qualify		\$ -	\$ 6,963	\$ 13,927	\$ 17,408	\$ 20,890	\$ 24,372
<b>TOTAL OPERATING REVENUE</b>			<b>\$ 694,842</b>	<b>\$ 977,615</b>	<b>\$ 1,757,246</b>	<b>\$ 2,026,219</b>	<b>\$ 2,396,103</b>	<b>\$ 2,748,129</b>
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**North Star Academy Public Chartered School  
Charter School Application  
5 Year Operating Expense Budget**

OPERATING EXPENSES	RATIONALE	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
<i>Instruction</i>							
Teachers Salary	Refer to supplemental tab "Schedule 1 Salary Expense"	\$ 48,000	\$ 240,000	\$ 532,800	\$ 638,496	\$ 746,784	\$ 881,718
Instructional Aide Salary	Refer to supplemental tab "Schedule 2 Hourly Wage Expense"	\$ -	\$ 90,440	\$ 182,688	\$ 322,000	\$ 328,436	\$ 335,002
Substitute Teacher Wages	Refer to supplemental tab "Schedule 2 Hourly Wage Expense"	\$ -	\$ 3,990	\$ 8,060	\$ 12,211	\$ 12,455	\$ 12,704
Instruction Benefits	Assume \$750/Year for Salaried Employees	\$ -	\$ 4,500	\$ 9,750	\$ 12,000	\$ 13,500	\$ 15,750
Instruction Workers Compensation	Assume \$200/Employee per Year	\$ 1,200	\$ 2,200	\$ 4,600	\$ 6,600	\$ 7,000	\$ 7,600
Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA and NH Employment	\$ 3,672	\$ 25,584	\$ 55,351	\$ 74,412	\$ 83,207	\$ 94,051
Curriculum Development	Potential to use Hillsdale Curriculum at no cost	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -	\$ -
Printing & Binding	Copier Machine Lease - Baseline estimated at \$3K/Year growing consistent with student population growth	\$ 2,000	\$ 3,000	\$ 6,000	\$ 7,500	\$ 9,000	\$ 10,500
General Teaching Supplies	Baseline estimated at \$3K/Year growing consistent with student population growth	\$ 3,000	\$ 3,000	\$ 6,000	\$ 7,500	\$ 9,000	\$ 10,500
Text Books and Program Materials	Assume \$275/Student for initial program materials	\$ 24,750	\$ 1,500	\$ 24,750	\$ 12,375	\$ 1,500	\$ 1,750
Educational Software Licenses	Baseline estimated at \$1K/Year growing consistent with student population growth	\$ -	\$ 1,000	\$ 2,000	\$ 2,500	\$ 3,000	\$ 3,500
New Furniture and Fixtures	Baseline estimated at \$2K/Year growing consistent with classroom growth. Use Donations as much as possible.	\$ 25,000	\$ 2,000	\$ 4,000	\$ 5,000	\$ 6,000	\$ 7,000
<b>Total Instruction Operating Expenses</b>		<b>\$ 110,122</b>	<b>\$ 379,714</b>	<b>\$ 838,499</b>	<b>\$ 1,103,094</b>	<b>\$ 1,219,882</b>	<b>\$ 1,380,075</b>
<i>Special Education</i>							
Special Education Salaries	Refer to supplemental tab "Schedule 1 Salary Expense"	\$ -	\$ 73,750	\$ 148,975	\$ 151,955	\$ 228,744	\$ 233,318
Special Education Benefits	Assume \$750/Year for Salaried Employees	\$ -	\$ 750	\$ 1,500	\$ 1,500	\$ 2,250	\$ 2,250
Special Education Workers Compensation	Assume \$200/Employee per Year	\$ -	\$ 400	\$ 800	\$ 800	\$ 1,200	\$ 1,200
Special Education Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA and NH Employment	\$ -	\$ 5,642	\$ 11,397	\$ 11,625	\$ 17,499	\$ 17,849
Special Education Teaching Supplies	Baseline estimated at \$500/Year growing consistent with student population growth	\$ -	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
<b>Total Special Education Operating Expenses</b>		<b>\$ -</b>	<b>\$ 81,042</b>	<b>\$ 163,672</b>	<b>\$ 167,130</b>	<b>\$ 251,193</b>	<b>\$ 256,367</b>
<i>Other Instructional Program</i>							
Co-Curricular Contracted Services	Contract for P.E., Art, & Music. Assume \$2,500/Month growing consistent with student population growth.	\$ -	\$ 25,000	\$ 50,000	\$ 62,500	\$ 75,000	\$ 87,500
<b>Total Other Instructional Program Operating Expenses</b>		<b>\$ -</b>	<b>\$ 25,000</b>	<b>\$ 50,000</b>	<b>\$ 62,500</b>	<b>\$ 75,000</b>	<b>\$ 87,500</b>
<i>Guidance Services</i>							
Guidance Services Wages	Refer to supplemental tab "Schedule 1 Salary Expense"	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Guidance Services Benefits	Assume \$750/Year for Salaried Employees	\$ -	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750
Guidance Services Workers Compensation	Assume \$200/Employee per Year	\$ -	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200

**North Star Academy Public Chartered School  
Charter School Application  
5 Year Operating Expense Budget**

OPERATING EXPENSES	RATIONALE	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
Guidance Services Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA and NH Employment	\$ -	\$ 3,060	\$ 3,121	\$ 3,184	\$ 3,247	\$ 3,312
Guidance Supplies	Baseline estimated at \$500/Year growing consistent with student population growth	\$ -	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
<i>Total Health Services Operating Expenses</i>		\$ -	\$ 44,510	\$ 45,871	\$ 47,000	\$ 48,145	\$ 49,309
<i>Health Services</i>							
Health Services Wages	Refer to supplemental tab "Schedule 2 Hourly Wage Expense"	\$ -	\$ 22,800	\$ 23,256	\$ 23,721	\$ 24,195	\$ 24,679
Health Services Workers Compensation	Assume \$200/Employee per Year	\$ -	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
Health Services Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA and NH Employment	\$ -	\$ 1,744	\$ 1,779	\$ 1,815	\$ 1,851	\$ 1,888
Nurse Supplies	Baseline estimated at \$1K/Year growing consistent with student population growth	\$ 5,000	\$ 2,000	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
<i>Total Health Services Operating Expenses</i>		\$ 5,000	\$ 26,744	\$ 26,235	\$ 26,986	\$ 27,746	\$ 28,517
<i>Improvement of Instruction</i>							
Course Reimbursement	\$500/Year Stipend for Salaried Employees	\$ 20,000	\$ 5,500	\$ 10,000	\$ 11,500	\$ 12,500	\$ 14,000
<i>Total Improvement of Instruction Operating Expenses</i>		\$ 20,000	\$ 5,500	\$ 10,000	\$ 11,500	\$ 12,500	\$ 14,000
<i>Technology Department</i>							
Computers	\$250 Chromebooks (\$215/Chromebook plus \$35 Site License) for each Student & \$1,000 HP Laptop Salaried Employee, SPED, N	\$ 35,500	\$ -	\$ 28,500	\$ 18,250	\$ 12,250	\$ 11,250
Purchased IT Services	Outsourced IT Services	\$ 10,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Software	School Administrative Software/Data Management	\$ 6,000	\$ 1,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
Tech Equipment	Assume \$30,000 at Start Up for Equipment/SmartBoards	\$ 30,000	\$ 2,000	\$ 18,000.00	\$ 9,000.00	\$ -	\$ -
<i>Total Technology Operating Expenses</i>		\$ 81,500	\$ 9,000	\$ 59,500	\$ 40,250	\$ 25,250	\$ 24,250
<i>Library Department</i>							
General Supplies - Media	Baseline estimated at \$500/Year growing consistent with student population growth. Use Donations.	\$ 5,000	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
<i>Total Library Operating Expenses</i>		\$ 5,000	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
<i>Support Services - School Board</i>							
Local Property Taxes	Assume Zero - Exemption as 501C3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Legal Services	Baseline estimated at \$10K/Year growing consistent with student population growth.	\$ 20,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Audit Services	3 Year Contract with Auditing Firm	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
<i>Total Support Services - School Board Operating Expenses</i>		\$ 35,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
<i>Support Services - School Administration</i>							
School Administration Salaries	Refer to supplemental tab "Schedule 1 Salary Expense"	\$ 148,834	\$ 140,000	\$ 185,600	\$ 201,212	\$ 186,836	\$ 190,573

**North Star Academy Public Chartered School  
Charter School Application  
5 Year Operating Expense Budget**

OPERATING EXPENSES	RATIONALE	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
School Administration - Benefits	Assume \$750/Year for Salaried Employees	\$ -	\$ 2,250	\$ 3,000	\$ 3,000	\$ 2,250	\$ 2,250
School Administration Workers Compensation	Assume \$200/Employee per Year	\$ -	\$ 600	\$ 800	\$ 800	\$ 600	\$ 600
School Administration - Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA and NH Employment	\$ 11,386	\$ 10,710	\$ 14,198	\$ 15,393	\$ 14,293	\$ 14,579
Business Services	Outsourced Accounting Services - includes Payroll Processing, Bill Payment Processing, Electronic Timesheet Management	\$ 15,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
Contract Services	Administration of Employee HSA Accounts & 401K Accounts - Assume \$150/Salary Employee/Year	\$ 5,000	\$ 1,650	\$ 3,000	\$ 3,450	\$ 3,750	\$ 4,200
Postage Fees	Baseline estimated at \$300/Year growing consistent with student population growth.	\$ 10,000	\$ 300	\$ 600	\$ 750	\$ 900	\$ 1,050
Advertising	Baseline estimated at \$1k/Year growing consistent with student population growth.	\$ 15,000	\$ 1,000	\$ 15,000	\$ 18,750	\$ 22,500	\$ 26,250
General Supplies	Baseline estimated at \$2.5k/Year.	\$ 3,000	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
<i>Total School Administration Operating Expenses</i>		\$ 208,220	\$ 177,010	\$ 242,698	\$ 263,855	\$ 251,629	\$ 260,002
<i>Operation of Plant</i>							
Utilities	Alarm/Security Monitoring, Heat, Electricity, Internet estimated at \$12K/Year	\$ -	\$ 12,000	\$ 18,000	\$ 24,000	\$ 30,000	\$ 34,000
Cleaning Services	Baseline estimated at \$12,000/Year growing consistent with classroom growth.	\$ -	\$ 12,000	\$ 14,000	\$ 17,500	\$ 21,000	\$ 24,500
Trash Disposal Services	Baseline estimated at \$275/Month growing consistent with classroom growth.	\$ -	\$ 3,300	\$ 6,600	\$ 8,250	\$ 9,900	\$ 11,550
Repairs & Maintenance	Snow Plowing, Lawn Mowing, Water Testing, Misc. Repairs estimated at \$12K/Year	\$ -	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Principal Mortgage Payment	15 Year Mortgage on \$2M at 3% Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Liability Insurance	Baseline estimated at \$8K/Year with 6% increase per year for inflation and change in employees/students	\$ -	\$ 8,000	\$ 8,480	\$ 8,989	\$ 9,528	\$ 10,100
Telephone Service	Baseline estimated at \$5,000/Year growing consistent with classroom growth.	\$ 20,000	\$ 5,000	\$ 10,000	\$ 12,500	\$ 15,000	\$ 17,500
Building and Ground Supplies	Baseline estimated at \$4k/Year.	\$ 10,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
<i>Total Operating of Plant Operating Expenses</i>		\$ 30,000	\$ 56,300	\$ 73,080	\$ 87,239	\$ 101,428	\$ 113,650
<i>Debt Service</i>							
Mortgage Interest Expense	Refer to supplemental tab "Schedule 3 Loan Calculator"	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Total Debt Service Operating Expenses</i>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Capital Expenses</i>							
Capital Expenditures	Capital Expenditures necessary to meet School Code Requirements	\$ 200,000					
<i>Total Capital Expenditures</i>		\$ 200,000	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL OPERATING EXPENSES</b>		\$ 694,842	\$ 830,320	\$ 1,535,555	\$ 1,835,804	\$ 2,039,273	\$ 2,240,420
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -



**North Star Academy Public Chartered School  
Charter School Application  
5 Year Salary Expense Budget**

TITLE	DEPARTMENT	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
Kindergarten Teacher	Instruction	\$ 8,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Kindergarten Teacher	Instruction	\$ 8,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Kindergarten Teacher	Instruction	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448
1st Grade Teacher	Instruction	\$ 8,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
1st Grade Teacher	Instruction	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448
1st Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616
2nd Grade Teacher	Instruction	\$ 8,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
2nd Grade Teacher	Instruction	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448
2nd Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,800
3rd Grade Teacher	Instruction	\$ 8,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
3rd Grade Teacher	Instruction	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448
3rd Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000
4th Grade Teacher	Instruction	\$ 8,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
4th Grade Teacher	Instruction	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448
5th Grade Teacher	Instruction	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448
5th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616
6th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616
6th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,800
7th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,800
7th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000
8th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000
Expansion Teacher Start Up	Instruction			\$ 48,000.00	\$ 24,000.00		
Guidance Counselor	Support Services	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Business Office Manager	School Administration	\$ 36,667	\$ 40,000	\$ 45,000	\$ 50,000	\$ 55,000	\$ 56,100
Director	School Administration	\$ 64,167	\$ 70,000	\$ 80,000	\$ 90,000	\$ 100,000	\$ 102,000
Start Up Phase Director	School Administration	\$ 48,000	\$ -	\$ -	\$ -	\$ -	\$ -
Expansion Coordinator	School Administration	\$ -	\$ -	\$ 30,000	\$ 30,000	\$ -	\$ -
Special Education Teacher	Special Education	\$ -	\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,121
Special Education Teacher	Special Education	\$ -	\$ -	\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060
Special Education Teacher	Special Education	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ 51,000
School Event Coordinator	School Administration	\$ -	\$ 30,000	\$ 30,600	\$ 31,212	\$ 31,836	\$ 32,473
<b>Total Salary Employees</b>		\$ 196,834	\$ 470,000	\$ 860,200	\$ 984,344	\$ 1,131,148	\$ 1,273,769
<b>Salaries by Department:</b>							
<b>Instruction</b>		\$ 48,000	\$ 240,000	\$ 532,800	\$ 638,496	\$ 746,784	\$ 881,718
<b>Special Education</b>		\$ -	\$ 50,000	\$ 101,000	\$ 103,020	\$ 155,080	\$ 158,181
<b>Support Services</b>		\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
<b>School Administration</b>		\$ 148,834	\$ 140,000	\$ 185,600	\$ 201,212	\$ 186,836	\$ 190,573
<b>Total by Department:</b>		\$ 196,834	\$ 470,000	\$ 860,200	\$ 984,344	\$ 1,131,148	\$ 1,273,769
		(0)	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total # of Classrooms</b>		6	6	12	15	18	21
<b>Growth in # Classrooms</b>				100%	25%	20%	17%
<b># of Salaried Employees by Department</b>							
<b>Instruction</b>		6	6	13	16	18	21
<b>Special Education</b>		0	1	2	2	3	3

**North Star Academy Public Chartered School  
Charter School Application  
5 Year Salary Expense Budget**

TITLE	DEPARTMENT	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
Support Services		0	1	1	1	1	1
School Administration		0	3	4	4	3	3
<b>Total # of Salaried Employees by Department</b>		<b>6</b>	<b>11</b>	<b>20</b>	<b>23</b>	<b>25</b>	<b>28</b>
<b>Increase in Salaried Employees</b>			<b>5</b>	<b>9</b>	<b>3</b>	<b>2</b>	<b>3</b>

**Assumptions:**

Cost of Living Adjustment = 2% per Year

**North Star Academy Public Chartered School  
Charter School Application  
5 Year Hourly Wage Expense Budget**

TITLE	DEPARTMENT	Base Hourly Rate	Weekly Hours	Weeks/Year	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
Full Time Instructional Aide 1	Instructional Aide	\$ 17.00	35	38	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993	\$ 24,473
Full Time Instructional Aide 2	Instructional Aide	\$ 17.00	35	38	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993	\$ 24,473
Full Time Instructional Aide 3	Instructional Aide	\$ 17.00	35	38	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993	\$ 24,473
Full Time Instructional Aide 4	Instructional Aide	\$ 17.00	35	38	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993	\$ 24,473
Full Time Instructional Aide 5	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993
Full Time Instructional Aide 6	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993
Full Time Instructional Aide 7	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993
Full Time Instructional Aide 8	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993
Full Time Instructional Aide 9	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523
Full Time Instructional Aide 10	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523
Full Time Instructional Aide 11	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523
Full Time Instructional Aide 12	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523
Full Time Instructional Aide 13	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523
Full Time Instructional Aide 14	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523
Paraprofessional 1	Special Education	\$ 25.00	25	38	\$ -	\$ 23,750	\$ 24,225	\$ 24,710	\$ 25,204	\$ 25,708
Paraprofessional 2	Special Education	\$ 25.00	25	38	\$ -	\$ -	\$ 23,750	\$ 24,225	\$ 24,710	\$ 25,204
Paraprofessional 3	Special Education	\$ 25.00	25	38	\$ -	\$ -	\$ -	\$ -	\$ 23,750	\$ 24,225
Substitute Teacher 1	Temporary Employee	\$ 15.00	7	38	\$ -	\$ 3,990	\$ 4,070	\$ 4,151	\$ 4,234	\$ 4,319
Substitute Teacher 2	Temporary Employee	\$ 15.00	7	38	\$ -	\$ -	\$ 3,990	\$ 4,070	\$ 4,151	\$ 4,234
Substitute Teacher 3	Temporary Employee	\$ 15.00	7	38	\$ -	\$ -	\$ -	\$ 3,990	\$ 4,070	\$ 4,151
Nurse	Health Services	\$ 24.00	25	38	\$ -	\$ 22,800	\$ 23,256	\$ 23,721	\$ 24,195	\$ 24,679
<b>Total Hourly Wages</b>					\$ -	\$ 140,980	\$ 261,979	\$ 406,867	\$ 438,750	\$ 447,522
<b>Hourly Wages by Department</b>										
<b>Instructional Aide</b>					\$ -	\$ 90,440	\$ 182,688	\$ 322,000	\$ 328,436	\$ 335,002
<b>Special Education</b>					\$ -	\$ 23,750	\$ 47,975	\$ 48,935	\$ 73,664	\$ 75,137
<b>Temporary Employee</b>					\$ -	\$ 3,990	\$ 8,060	\$ 12,211	\$ 12,455	\$ 12,704
<b>Health Services</b>					\$ -	\$ 22,800	\$ 23,256	\$ 23,721	\$ 24,195	\$ 24,679
<b>Total</b>					\$ -	\$ 140,980	\$ 261,979	\$ 406,867	\$ 438,750	\$ 447,522
					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Number of Salaried Employees by Department</b>										
<b>Instructional Aide</b>					\$ -	4	8	14	14	14
<b>Special Education</b>					\$ -	1	2	2	3	3
<b>Temporary Employee</b>					\$ -	1	2	3	3	3
<b>Health Services</b>					\$ -	1	1	1	1	1
<b>Total</b>					\$ -	7	13	20	21	21
<b>Increase in Employees</b>					\$ -		6	7	1	-

**Assumptions:**  
Cost of Living Adjustment = 2% per Year

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# NORTH STAR ACADEMY

CHARTERED PUBLIC SCHOOL

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## BYLAWS

*Approved on December 23, 2021  
By the The Institute for Classical Culture  
the Sponsor of North Star Academy*



1 ARTICLE I

2

3

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NAME, PURPOSES, LOCATION

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4

5

1) Name: The name of the corporation shall be North Star Academy.

6

2) Purpose: North Star Academy (the “Corporation”) shall remain a voluntary corporation  
7 duly organized and existing under the laws of the State of New Hampshire for the purpose  
8 of operating a public charter school.

7

8

9

3) Location: Carroll County, New Hampshire

1 ARTICLE II

2  
3 TAX EXEMPT STATUS & CORPORATE AUTHORITY  
4

---

5 1) Corporate Authority: In furtherance of the purposes set forth in Article 1 herein and the  
6 Articles of Agreement of the Corporation, the Corporation shall have and exercise all  
7 the powers conferred by the laws of New Hampshire upon corporations formed under the  
8 voluntary corporation law of New Hampshire; it may do any or all things set forth herein  
9 to the same extent as natural persons might or could do them; it may do any and all other  
10 acts, matters and things necessary or incidental or convenient to these purposes which are  
11 not contrary to New Hampshire law; provided, however, that all activities and actions set  
12 forth in this Section shall be carried out strictly in furtherance of the corporate purposes  
13 recited in these bylaws, and within the limitations applicable to public chartered schools  
14 set forth in RSA 194-A.

15  
16 2) Tax-exempt Status: North Star Academy is organized for education and charitable pur-  
17 poses, to be exempt from federal taxation under Section 501(c)(3) of the Internal Revenue  
18 Code, or the corresponding section of any future federal tax code. Notwithstanding any-  
19 thing to the contrary in these bylaws, all activities and actions of the Corporation shall  
20 be limited and restricted by the following provisions:

21 a) No part of the net earnings of the Corporation shall inure to the benefit of, or be  
22 distributed to, its members, officers or other private persons.

23  
24 b) No material part of the activities of the Corporation shall include carrying on of  
25 propaganda, or otherwise attempting to influence legislation; and, the Corporation  
26 shall not participate in, or intervene in any political campaign on the behalf of any  
27 candidate for public office. However, this does not preclude the Corporation from  
28 permitting bona fide political candidates from speaking at the school as a part of the  
29 history or civic curriculum.

30  
31 c) In extending its services to persons using facilities of the Corporation and in all of  
32 its activities, the Corporation shall not engage in any activity constituting discrimi-  
33 nation or harassment in violation of State or Federal Civil Rights Laws.

1 ARTICLE III

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2 BOARD OF TRUSTEES

---

4

5 1) Authority: The Board of Trustees for North Star Academy derives its authority from RSA  
6 194-B (Chartered Public Schools); RSA 292 (Voluntary Corporations and Associations);  
7 and the North Star Academy School Charter. The Board shall have general supervisory  
8 control and authority over the operations of North Star Academy. The Board shall act in  
9 matters of governance, mission, and policy, while it shall delegate day-to-day operations  
10 and other matters to the school’s Director, subject to oversight by the Board.

11  
12 All power and legal authority of the Board lies in its action as a group in entirety. All  
13 decisions made by the Board will be determined by majority vote. The Board shall con-  
14 duct its official business in public, except where permitted to act in non-public session  
15 pursuant to RSA 91-A.

16  
17 In specific instances, the Board may vote to grant a specific Board member the authority  
18 to act on a decision for the entire Board. In all other instances, an individual Board  
19 member has no power or authority to act independently.

20  
21 2) Board Composition: The Board shall have at least five (5) and no more than nine (9) vot-  
22 ing members who are not of the same immediate family or related by blood or marriage.  
23 No employee of the corporation shall hold the position of chair or presiding officer of the  
24 Board. Beginning within three (3) months of when the Corporation first enrolls students,  
25 the Board shall include no fewer than two (2) parents of pupils attending the chartered  
26 public school. No greater than one (1) Board member may simultaneously serve as a  
27 member of any other school board.

28  
29 In addition to the members set forth above, the Board shall have three non-voting mem-  
30 bers. The school’s Director, a faculty representative as appointed by the Board following  
31 nomination(s) from the school’s faculty from time to time, preferably prior to the annual  
32 organizational meeting, and a student representative as appointed by the Board following  
33 nomination(s) from the school’s Director ideally prior to the start of any school year, but  
34 in any circumstance, no later than thirty (30) days following the beginning of each school  
35 year. The Board may nominate and appoint replacement faculty representatives or stu-  
36 dent representatives at any time, as needed in order to fill any vacancy in those positions.

37  
38 3) Mandatory Reporting: The Board will report to its local school board if, and as required  
39 by law.

40  
41 4) Conflict of Interest: The North Star Academy Conflict of Interest Statement is attached  
42 hereto and incorporated by reference.

43  
44 The purpose of the attached Conflict of Interest Statement is to protect the Board and

1 the Corporation when contemplating a transaction or agreement that could benefit the  
2 private interests of any one member of the Board. This statement is intended to sup-  
3 plement, but not replace, any applicable state and federal laws governing nonprofit and  
4 charitable organizations.  
5

6 5) Statement of Nondiscrimination: North Star Academy strives to provide a positive learn-  
7 ing environment for all its students, and equal opportunity to its employees. To that end,  
8 North Star Academy does not discriminate on the basis of gender, race, color, national  
9 origin, religion, disability, familial status, parental status, gender identity, or sexual ori-  
10 entation in its employment policies, enrollment policies, and educational programs.  
11

12 6) Board Membership: The sponsoring entity for North Star Academy, the Institute for Clas-  
13 sical Culture, Inc., shall select the initial Trustees. Subsequently, the Board shall conduct  
14 an annual organizational meeting at which new members shall be elected by a vote of the  
15 sitting Board. The Board may create a recruitment committee to recruit candidates and  
16 to present candidates to the Board for election. The Board shall select Board Members  
17 based on personal and professional background, and a commitment to the school's mis-  
18 sion, support, and sustainability.  
19

20 The Board shall maintain at all times a board of at least five (5) members, but not  
21 more than nine (9) voting members, and in addition can establish ex officio Board mem-  
22 bers and/or advisors who shall hold non-voting seats on the Board of Trustees. Ex-officio  
23 members of the Board shall not participate in non-public sessions of the Board, unless  
24 invited to do so by the Chairperson of the Board of Trustees.  
25

26 The Board will make, to the extent possible, nominations for new board members from a  
27 diverse range of New Hampshire localities. Nominees will, to the greatest extent possible,  
28 represent varied socioeconomic backgrounds, races, colors, religions, national origins, and  
29 sexual orientations to ensure diversity on the board.

30 7) Length of Terms: It is important that Board member terms are staggered in order to ben-  
31 efit from the experience of veteran members while also welcoming fresh perspectives that  
32 new members may offer. Board Member terms shall represent a diversity of stakeholders  
33 not to exceed the following term guidelines:

34 \* Up to two (2) members representing the professional/business community (external  
35 members) shall have two year terms;

36  
37 \* Up to five (5) founders or major contributors to the school shall have three year  
38 terms; and

39  
40 \* Up to two (2) parents of current school pupils shall have one year terms, with a  
41 two-term limit.  
42

43 Unless appointed to fill a vacancy as an interim member, all terms are calculated  
44 from the close of the annual organizational meeting in which the member was elected  
45 and shall continue until the close of the annual organizational meeting in the year in  
46 which the respective member's term expires.  
47

48 Ex officio Board member appointments will be perpetual unless removed by a ma-  
49 jority vote of the Board. Except as set forth herein, no term limits for any of the  
50 Board will be imposed.

51 8) Orientation: The Corporation shall conduct an orientation for new members of the Board.  
52 The purpose of orientation is to provide new Board members with information and under-



1 standing of the Board's governance philosophy; the roles, responsibilities and limitations  
2 of individual members; the function of the Board as a whole; the mission and charter of  
3 the school; and, the status of the School's finances. Where practicable a new member will  
4 be provided the following orientation materials before his or her first Board Meeting:

- 5 \* The North Star Academy Charter;
- 6 \* The Bylaws;
- 7 \* Board policies and procedures;
- 8 \* Roles and responsibilities of the Board and its officers, including Code of Ethics and  
9 Conduct (see Art. III, § 11);
- 10 \* Descriptions of school administration and staff responsibilities;
- 11 \* School policies and procedures;
- 12 \* Budget and insurance provisions;
- 13 \* Calendar of Fundraising and School events;
- 14 \* A roster of the members of the Board and of all board committees, with contact  
15 information;
- 16 \* Conflict of Interest Statement; and
- 17 \* Staff and student handbooks.

18 9) Election of New Members: In the event that a Board member resigns or is removed before  
19 a term has expired and before the annual organizational meeting has occurred, a vote by  
20 the full remaining Board may fill the vacant Board seat, subject to the aforementioned  
21 qualifications. In the event that a member resigns before a term has expired or to fill a  
22 member seat at the end of a term of service, appointment will proceed as follows:

- 23 \* The Board shall be responsible for recruiting new board members. The Board may  
24 create a subcommittee for the purpose of recruiting candidates and presenting can-  
25 didates to the Board;
- 26
- 27 \* The Board may post Advertisement of the Board seat via school newsletter, website,  
28 and other public media options;
- 29
- 30 \* Potential candidates will be asked to complete an application form noting their per-  
31 sonal and professional experience and their interest in North Star Academy; and
- 32
- 33 \* The Board will vote to appoint new members.

34 10) Resignation: If a member resigns for any reason at any time, whenever possible, they will  
35 submit a statement of intent to the Chair at least forty-five (45) days prior to the end  
36 of service to ensure the Board is able to identify a qualified candidate to fill the vacancy.  
37 The Board is not required to vote upon the acceptance of a Board Member's resignation.  
38

39 11) Code of Ethics and Conduct: The Corporation shall have a code of ethics and conduct for  
40 the Board of Trustees. As a condition precedent to service on the Board of Trustees, each  
41 Board Member shall receive, read, and sign the Code of Ethics and Conduct indicating  
42 his/her agreement to abide by the Code of Ethics and Conduct. Failure to sign or adhere  
43 to the Code of Ethics and Conduct shall be cause for removal of an elected Board Member.  
44

45 12) Removal: Board Members may be removed only for cause, and upon the vote of two-  
46 thirds (2/3) of the disinterested Board Members. Motions or petitions to remove Board  
47 Members shall only be made by other Board Members. Prior to the vote to remove a  
48 Board Member, the Board Member to be removed shall be afforded notice of the asserted  
49 cause for removal, and shall be afforded an opportunity to respond to the asserted cause  
50 in writing, and orally before the Board.

1 ARTICLE IV

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2 MEETINGS

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3

4

5 1) Meetings: Regular meetings of the Board will occur not less than ten (10) times per year,  
6 on a consistent day, time, and place. Special Meetings of the Board shall occur at the  
7 call of the Chair, provided notice of the time and place of the meeting shall comply with  
8 this section. The Board and the Corporation will adhere to RSA 91-A pertaining to open  
9 meetings. Parents of the charter school and the general public have the right to attend  
10 general Board meetings and inspect minutes, and are encouraged to do so.

11  
12 Notice of time and place for meetings will be posted in two (2) appropriate places (i.e.,  
13 school web site, social media sites, and/or school main office) at least twenty-four (24)  
14 hours (excluding Sundays and Holidays) prior to the meeting.

15  
16 Within the limits of RSA 91-A, Members shall be permitted to attend meetings by virtual  
17 means including but not limited to: video and teleconference. In doing so, a member shall  
18 be considered in attendance and may vote accordingly.

19  
20 A Member's presence at a meeting shall constitute a waiver of any objection to the suffi-  
21 ciency of notice of the meeting.

22  
23 2) Agenda: A planned agenda shall be developed by the Chair of the Board of Trustees, and  
24 shall be distributed with the notice of the meeting. Requests for reordering or revising  
25 the agenda should be directed to the Chair and shall be considered at the beginning of  
26 the meeting and approved by the Chair.

27  
28 The agenda will be published via the school website. The Chair or their designee will  
29 distribute the agenda with supporting materials to all members twenty four (24) hours  
30 prior to the meeting. This document distribution shall be made via email.

31  
32 Anyone wishing to address the Board with an issue not on the agenda pertaining to the  
33 Corporation must make a written request to the Director at least five (5) working days  
34 prior to the scheduled monthly meeting. Requests must pertain to matters of governance,  
35 mission, budget, or policy. The Board shall not entertain discussion of human resources,  
36 specific students, general complaints, or any matter properly treated as confidential or  
37 non-public pursuant to RSA 91-A. The Director in consultation with the Board Chair  
38 shall determine whether the requested item shall be added to the agenda.

39  
40 3) Quorum: Fifty-one percent (51%) of the voting members of the Board present at a legally  
41 declared meeting shall constitute a quorum for the transaction of the business of the Cor-  
42 poration. As noted in Section 1 above, virtual or remote presence is permitted, provided  
43 that a quorum of the Board is physically present at the Meeting. A quorum, once estab-  
44 lished, is not lost as a result of the departure or recusal of a Board Member.

1  
2 4) Voting: If the question is not debatable, or debate on the matter has closed, the Chair  
3 shall pose a question to the Board asking for a motion to vote on the matter. Another  
4 member shall make a motion. A different member shall second the motion. The vote shall  
5 be taken by asking, first, for a show of hands and a verbal “aye” for all in favor, then,  
6 for a show of hands and a verbal “no” for all opposed, followed by a show of hands and  
7 verbal “abstain” for any abstentions. The Chair shall count and verbally announce the  
8 tally. The Secretary shall keep a written record of each motion and vote, and it shall be  
9 recorded in the meeting minutes. A vote may be made by a member participating via  
10 virtual means. Once a vote has been recorded, the matter shall be considered closed.  
11

12 5) Annual Organizational Meeting: The first regularly scheduled meeting after May 1st of  
13 each year shall be the annual organizational meeting in which new Board Members and  
14 officers are elected. The meeting will be presided over by the current Chair. Elected  
15 Board members shall take office at the conclusion of the annual Organizational Meeting.  
16

17 6) Special Meetings: Occasionally, the business of the Board cannot be completed at a regular  
18 monthly meeting or new business must be addressed prior to the next scheduled meeting.  
19 In these cases, a special meeting is required. The Chair can call a special meeting. The  
20 Secretary will inform all members of the meeting and notice of the meeting will be made  
21 public as consistent with New Hampshire law.  
22

23 7) Non-public Session: The Board shall have the right to sit in non-public session, closed  
24 to the public and media, within the scope of RSA 91-A:3, II. A motion to vote to enter  
25 a non-public session must include a specific exemption from RSA 91-A:3, II. The Board  
26 must vote to enter a non-public session. All discussion and any decision made during a  
27 non-public session will be confined to the matters set out in the motion. Minutes will be  
28 kept and the record of all actions will be made available for public inspection pursuant  
29 to RSA 91-A:3, III unless a vote of the members present determines that divulgence of  
30 the information would be harmful pursuant to the statute. Members and any persons  
31 attending a non-public session are duty-bound to non-disclosure of any discussion held.  
32

33 In the event the Board intends to undertake a disciplinary matter in non-public session,  
34 all parties will be notified at least seven (7) days prior to a meeting of the intent to discuss  
35 in non-public session matters of which they are involved. This includes discussions related  
36 to the disciplinary action of a school administrator or a teacher.  
37

38 8) Pupil Disciplinary Appeals: The Board shall establish reasonable appeal procedures for  
39 parents seeking to appeal a decision of discipline consisting of a suspension or greater  
40 consequence, made by the school administration regarding their child. The Board may  
41 adopt an appeal form, which will be easily accessible by parents.

1 ARTICLE V

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2 BOARD OFFICERS

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3

4

- 5 1) Officers: The initial officers of the Corporation shall consist of a Chair, Vice-Chair, Sec-  
6 retary, and Treasurer. The terms of all officers shall be for one (1) year beginning at the  
7 close of an annual organizational meeting and ending at the close of the following year's  
8 annual organizational meeting.
- 9
- 10 2) Election: At the annual organizational meeting, Officers shall be nominated and elected  
11 by vote of the incoming Board Members.
- 12
- 13 3) Vacancies: Should a Board office become vacant for any reason at any time, the Board  
14 Members will elect a successor to fill the unexpired term. Vacancy and election must be  
15 announced in the agenda prior to the meeting.
- 16
- 17 4) Duties: The Officers' duties are as follows:
- 18 \* Chair:  
19 The Chair shall provide leadership to the Board and preside at all meetings. The  
20 Chair's interpretation of The Rules of Order, including exceptions from the rules  
21 shall be final. The Chair shall exercise any and all other powers and duties assigned  
22 by these Bylaws or by the Board.
- 23
- 24 \* Vice-Chair:  
25 The Vice-Chair shall have the powers and duties of the Chair in their absence or  
26 for the duration of any disability impacting the Chair's ability to serve in their role,  
27 and any other powers and duties assigned by the Board. In addition, the Vice-Chair  
28 shall be responsible for facilitating the orientation of new Board members.
- 29
- 30 \* Secretary:  
31 The Secretary shall keep a true record of each Board meeting, shall, with the assis-  
32 tance of the Director, make any required reports to the State of New Hampshire, and  
33 carry out duties as required by law.
- 34
- 35 \* Treasurer:  
36 The Treasurer shall be responsible for the finances of the Corporation, and shall  
37 meet monthly with the school Director to review the school's finances. The treasurer  
38 shall undertake any and all other powers and duties as outlined in these bylaws, and  
39 applicable New Hampshire statutes related to non-profit corporations.

1 ARTICLE VI

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2 COMMITTEES

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3

4

- 5 1) Committees: The Board will develop committees as it deems necessary to pursue specific  
6 topics and report back to the Board for action. Initial committees will include: executive,  
7 Board recruitment, strategic planning and mission, fundraising and business development,  
8 curriculum development, personnel and human resources, building and grounds, parent  
9 advisory, governance and policy, educational program development, finance, and others  
10 as needed. The Board may authorize one or more of its members to serve on a Board  
11 committee, however, committee membership is not restricted solely to members of the  
12 Board of Trustees. The Board Chair shall appoint a chair for each committee, and there-  
13 after, the committee chair shall determine membership of the Committee, provided that  
14 any Board Member(s) may elect to participate in the Committee. Committee members  
15 shall receive and sign the Code of Ethics and Conduct in the same manner that Board  
16 Members do. Committee members may be removed for cause by vote of the Board of  
17 Trustees. All committees shall have only such authority as is delegated by the Board  
18 of Trustees. No opinion, decision, or commitment on behalf of the Board can be made  
19 without Board authorization.

1 ARTICLE VII

2 

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3 FISCAL POLICIES AND INDEMNIFICATION

4 

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- 5 1) Fiscal Year: The fiscal year shall be from July 1st to June 30th.
- 6
- 7 2) Contracts: The Chair, or other Board Member when authority is granted by vote of the
- 8 Board, shall execute significant contracts on behalf of the Corporation. The Director may
- 9 execute routine agreements that are consistent with the budget adopted by the Board.
- 10
- 11 3) Checks/Drafts: The school Director shall sign all checks on behalf of the Corporation,
- 12 with Treasurer and Chair oversight, pursuant to the school’s finance policy.
- 13
- 14 4) Corporate Books: There shall be kept in the school administration office correct and ac-
- 15 curate books of account of all activities and transactions of the Corporation.
- 16
- 17 5) Indemnification: Each present and future Board Member and officer, whether or not then
- 18 in office, shall be indemnified by the Corporation against expenses actually and reasonably
- 19 incurred by or imposed upon them (including, but without being limited to, settlements,
- 20 judgments, costs and counsel fees) in connection with the defense of any administrative,
- 21 civil or criminal action, suit or proceeding in which they are made a party by reason of
- 22 being or having been a member or officer of the Corporation, except in relation to matters
- 23 as to which they shall be actually adjudged in such action, suit or proceeding to be liable
- 24 for gross negligence or misconduct in the performance of duty. Such indemnification shall
- 25 not be deemed exclusive of any other rights to which such Board member or officer may
- 26 be entitled, under any other Bylaw, agreement, or as matter of law or otherwise.
- 27
- 28 6) Insurance: The Corporation shall obtain and maintain in force a policy or policies of
- 29 insurance covering general liability, cyber security, errors and omissions, directors and
- 30 officers, worker’s compensation, and any other insurance required by law, and/or deemed
- 31 appropriate by the Board of Trustees. Such policies shall be in an amount that is at least
- 32 the usual and customary coverage in the industry.

1 ARTICLE VIII

2 \_\_\_\_\_  
3 AMENDMENTS  
4 \_\_\_\_\_

- 5 1) Amendment: These Bylaws may be amended by a majority vote of Board Members present  
6 at any properly called and noticed meeting of the Board Members, in which a quorum is  
7 present. A copy of the proposed amendment(s) shall be provided to each Board Member  
8 at least thirty (30) days prior to the meeting.

These Bylaws were approved and adopted by the Incorporators on ( ).

\_\_\_\_\_  
( )

\_\_\_\_\_  
( )

\_\_\_\_\_  
( )

\_\_\_\_\_  
( )



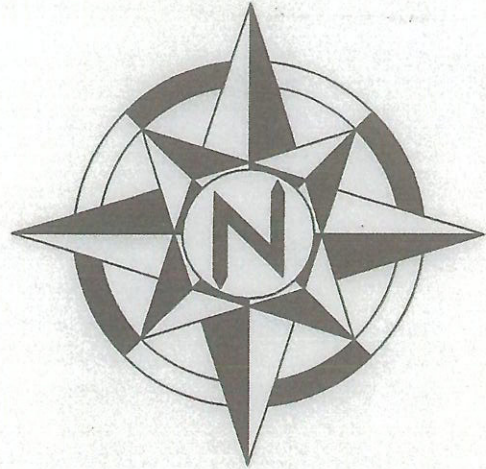
*Letter Of Support For*

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NORTH STAR ACADEMY  
CHARTERED PUBLIC SCHOOL

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*Anticipated Opening Date: September 2022*



*To Whom It May Concern At:*

NH DEPARTMENT OF EDUCATION  
Board of Education  
101 Pleasant Street  
Concord, NH 03301-3860  
(603) 271-3494  
info@doe.nh.gov

*Dear NH DOE,*

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Michael D. Breen  
(signature)

Michael D. Breen  
(print name)

42 Marvix Road  
(address)

Moultonborough, NH 03254  
(town)

603-253-9114  
(phone number)

dr.breen@roadrunner.com  
(e-mail)



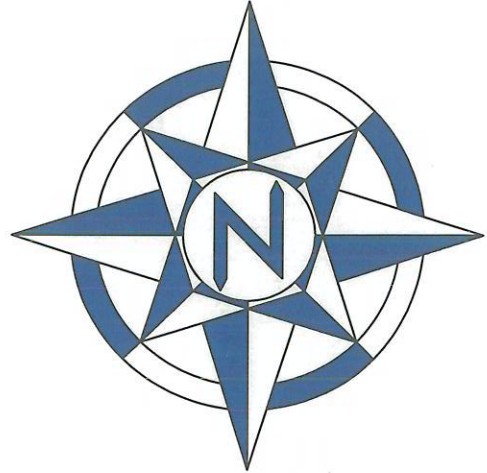
*Letter Of Support For*

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**NORTH STAR ACADEMY**  
**CHARTERED PUBLIC SCHOOL**

---

*Anticipated Opening Date: September 2022*



*To Whom It May Concern At:*

NH DEPARTMENT OF EDUCATION  
Board of Education  
101 Pleasant Street  
Concord, NH 03301-3860  
(603) 271-3494  
info@doe.nh.gov

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Brian D Bartlett  
(signature)

BRIAN D BARTLETT  
(print name)

125 ROUND POND RD  
(address)

FREEDOM NH  
(town)

207-671-9043  
(phone number)

*Letter Of Support For*

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BBC

*(signature)*

BRENDA McNEYPENNY

*(print name)*

30 YOUNGS Hill Rd

*(address)*

FREEDOM NH 03836

*(town)*

603 986 1206

*(phone number)*

*Letter Of Support For*

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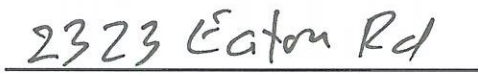
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(signature)

  
(print name)

  
(address)

  
(town)

  
(phone number)

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Blaine Nelson  
(signature)

Blaine Nelson  
(print name)

55 Lyric Lane # 45  
(address)

Center Conway  
(town)

512-470-8756  
(phone number)



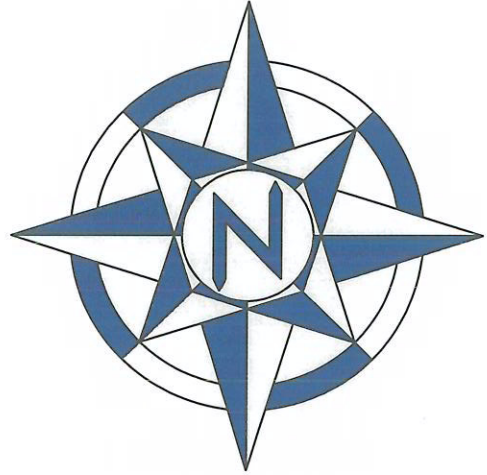
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*Frank Bauer*

*(signature)*

*Frank Bauer*

*(print name)*

*55 Lyric Ln # 45*

*(address)*

*Center Conway*

*(town)*

*512-809-3651*

*(phone number)*

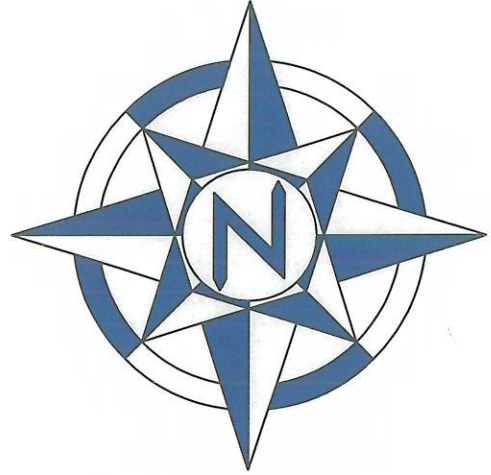
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*Ch Cea*

*(signature)*

*Christine Cardelli*

*(print name)*

*PO Box 209*

*(address)*

*Turkeyboro, NH 03816*

*(town)*

*603. 515. 6008*

*(phone number)*

*Letter Of Support For*

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*Glenn Cordelli*

*(signature)*

*Glenn Cordelli*

*(print name)*

*P.O. Box 209*

*(address)*

*Wolfeboro, NH 03816*

*(town)*

*603-515-0008*

*(phone number)*

*Letter Of Support For*

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Regina Schmidt  
(signature)

Regina Schmidt  
(print name)

431 East Shore Dr.  
(address)

Silver Lake NH 03895  
(town)

321-626-5318  
(phone number)



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*Sharon Wilson*

*(signature)*

SHARON WILSON

*(print name)*

*1211 East Shore Dr.*

*(address)*

*Silver Lake, N.H. 03875*

*(town)*

*305-804-8244*

*(phone number)*

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*Francis A. Davis*

*(signature)*

*FRANCIS A. DAVIS*

*(print name)*

*469 EAST SHORE DR*

*(address)*

*SILVER LAKE*

*(town)*

*603-367-1147*

*(phone number)*

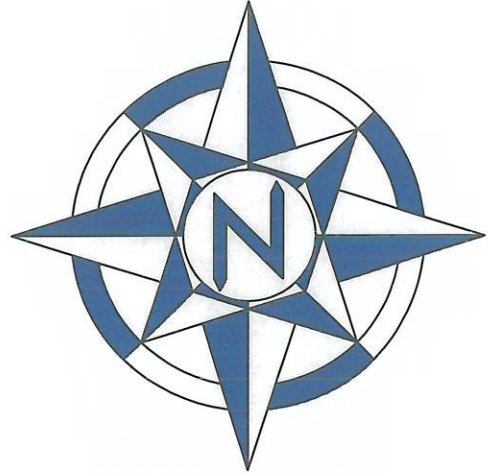
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*E.R. Washburn*

*(signature)*

*ERNEST R. WASHBURN*

*(print name)*

*431 EAST SHORE DRIVE*

*(address)*

*SILVER LAKE*

*(town)*

*(321) 720-3003*

*(phone number)*

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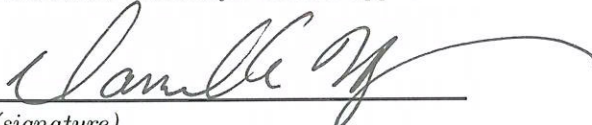


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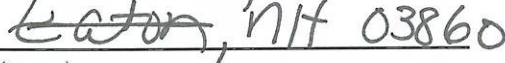
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*(signature)*

  
*(print name)*

  
*(address)*  
  
  
*(town)*

  
*(phone number)*

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(signature)

George E. Clausen  
(print name)

12 Ash Rd.  
(address)

Freedom, N.H.  
(town)

603-960-4695  
(phone number)

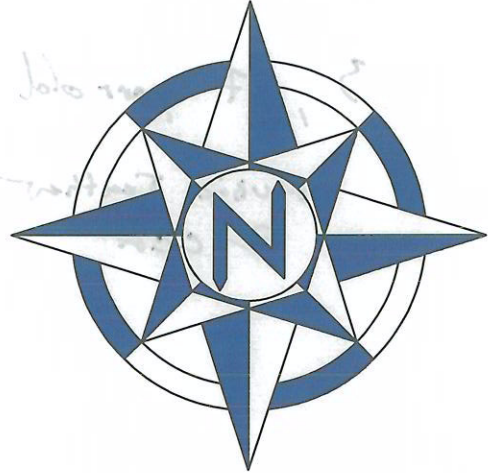
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*Leah Morrow*  
(signature)

*Leah Morrow*  
(print name)

*27 Townhouse Rd.*  
(address)

*Effingham NH*  
(town)

*603 651-1690*  
(phone number)

*Letter Of Support For*

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(signature)

STATE Rep

RALPH G. Boehm  
(print name)

6 Gibson Pk.  
(address)

Litchfield NH  
(town)

603-860-6309  
(phone number)

RGBoehm@comcast.net  
(e-mail)



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*Patricia Hetticher*

*(signature)*

*Patricia Hetticher*

*(print name)*

*445 Brown Ave Apt. 4*

*(address)*

*Manchester NH*

*(town)*

*(603) 978-0880*

*(phone number)*

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(signature)

GREGORY HILL NORTHFIELD - STATE REP  
(print name)

1 Knowles Farm Rd  
(address)

Northfield  
(town)

617 590-4027  
(phone number)

greg.hillnh@gmail.com.  
(e-mail)

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Joseph D. Kenney  
(signature)

NH. Executive Councilor

Joseph D. Kenney  
(print name)

309 Main St.  
(address)

Union  
(town)

603-473-2569  
(phone number)

kenney@nh.gov  
(e-mail)

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(signature)

Rick Ladd, chair House Education Committee  
(print name)

P.O. Box 67  
(address)

Haverhill  
(town)

603-989-3268  
(phone number)

rick.ladd@leg.state.nh.us  
(e-mail)



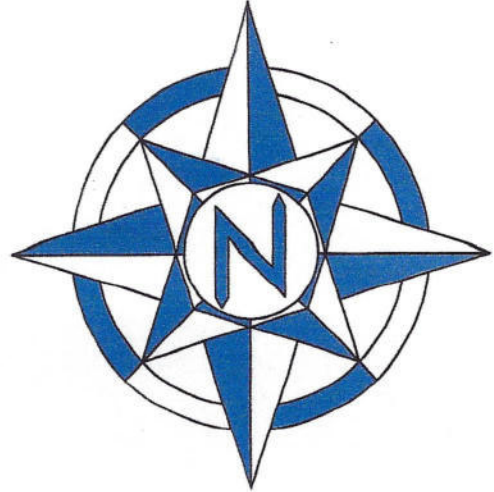
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*Sara B. Lapointe*

*(signature)*

*SARA B. LAPOINTE*

*(print name)*

*73 A ATKINSON ST.*

*(address)*

*DOVER, NH*

*(town)*

*603-234-4227*

*(phone number)*

*Letter Of Support For*

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Cynthia A. Lefebvre  
(signature)

CYNTHIA A LEFEBVRE  
(print name)

PO BOX 749  
(address)

Intervale  
(town)

603 356-7296  
(phone number)

c.a.lefebvre@att.net  
(e-mail)

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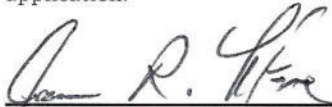


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*(signature)*

James R. Lefebvre  
*(print name)*

PO Box 749  
*(address)*

Intervale  
*(town)*

603-356-7296  
*(phone number)*

lefebvrej@att.net  
*(e-mail)*

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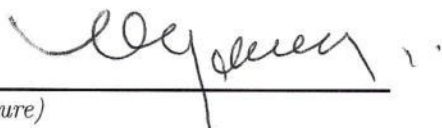


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(signature)

Elizabeth M. Long

(print name)

One Brampton Rd

(address)

Brampton Rd

(town)

603 477 4444

(phone number)

longsm1@gnar.t.com

(e-mail)



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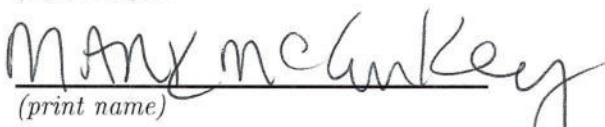
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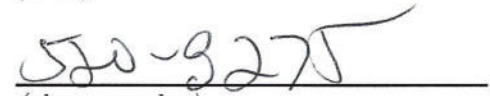
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(signature)

  
(print name)

  
(address)

  
(town)

  
(phone number)

  
(e-mail)



*Letter Of Support For*

---

**NORTH STAR ACADEMY**  
**CHARTERED PUBLIC SCHOOL**

---

*Anticipated Opening Date: September 2022*



*To Whom It May Concern At:*

NH DEPARTMENT OF EDUCATION  
Board of Education  
101 Pleasant Street  
Concord, NH 03301-3860  
(603) 271-3494  
info@doe.nh.gov

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A handwritten signature in black ink, appearing to read 'Christina Smith', written over a horizontal line.

*(signature)*

*Christina Smith*

*(print name)*

*59 Elm St*

*(address)*

*Ossipee*

*(town)*

*603657 1137*

*(phone number)*

*cbsmith1011@yahoo.com*

*(e-mail)*

Letter Of Support For

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**NORTH STAR ACADEMY**  
CHARTERED PUBLIC SCHOOL

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Anticipated Opening Date: September 2022

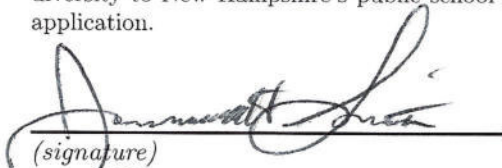


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(signature)

Smith Jonathan  
(print name)

59 Elm St  
(address)

Ossipee  
(town)

603 651 1137  
(phone number)

l.bery271@yahoo.com  
(e-mail)

*Letter Of Support For*

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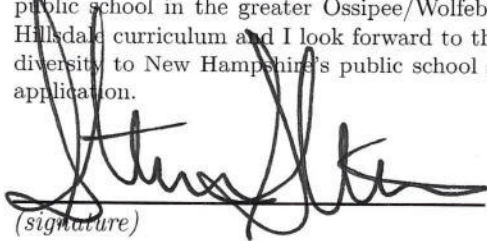


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*(signature)*

Steven H. Steinel  
*(print name)*

48 Maple Mansel  
*(address)*

Center Conway  
*(town)*

603-986-0652  
*(phone number)*

Steven@mwwgop.org  
*(e-mail)*

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*(signature)*

*Fenton Green*  
*President*

*(print name)*

*Green Construction*  
*170 Washington St.*

*(address)*

*Rochester*

*(town)*

*603-297-6551*

*(phone number)*



*Letter Of Support For*

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A handwritten signature in black ink, appearing to read 'David Green', written over a horizontal line.

*(signature)*

*David Green*

*(print name)*

*155 Chesley Hill Rd.*

*(address)*

*Rochester NH*

*(town)*

*603 817 9354*

*(phone number)*

*Letter Of Support For*

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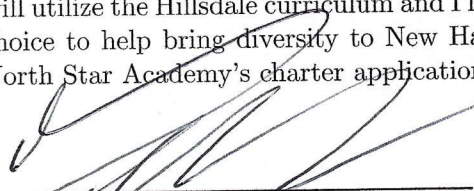


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\_\_\_\_\_  
(signature)

Fenton Groen  
(print name)

75 Chapman Dr  
(address)

Rochester  
(town)

603-817-9957  
(phone number)

*This letter was collected by the Institute for Classical Culture, the sponsor for North Star Academy Chartered Public School. This letter is not a public letter and all personal information is confidential, pursuant to New Hampshire privacy laws.*

*Letter Of Support For*

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*Craig D. Claus*

*(signature)*

*Craig D. Claus*

*(print name)*

*39 South Main St, #133*

*(address)*

*Rochester NH 03867*

*(town)*

*603 875-9744*

*(phone number)*

*clauscs@fastmail.com*

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*Caleb*  
(signature)

Caleb Paquette  
(print name)

27 Otter Brook Circle  
(address)

Rochester  
(town)

603-285-8899  
(phone number)



*Letter Of Support For*

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\_\_\_\_\_  
(signature)

Marion J. Claus  
\_\_\_\_\_  
(print name)

39 S. Main St. #133  
\_\_\_\_\_  
(address)

Rochester, NH 03867  
\_\_\_\_\_  
(town)

603 875-4744  
\_\_\_\_\_  
(phone number)

mclaus@fastmail.com

*Letter Of Support For*

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Emma Jane Claws  
(signature)

Emma Claws  
(print name)

39 South Main St. #133  
(address)

Rochester, NH 03867  
(town)

(603) 875-4744  
(phone number)

emma006@myfastmail.com  
(email)  
©ICC  
iccnh.org

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*Cody*

---

*(signature)*

*Cody Claws*

---

*(print name)*

*39 South Main street #133*

---

*(address)*

*Rochester, NH 03867*

---

*(town)*

*603 875-4744 no texts*

---

*(phone number)*

**List the district, charter and non-public (private) schools currently operating in the general area**

<b>List the district, charter and non-public (private) schools currently operating in the general area</b>		
<b>Closest Public Charter Schools to NSA proposed Enrollment Zone (within 50 min drive)</b>	<b>Address</b>	
Robert Frost Public Charter School	110 Main St., Conway 03818	
Seacoast Charter School	171 Watson Rd., Dover 03820	
<b>Public Schools</b>	<b>Address</b>	
Lakeside Academy	6 Center St., Wolfeboro 03894	
Kingswood Regional HS	396 S. Main St., Wolfeboro 03894	
Kingswood Regional Middle School	404 S. Main St., Wolfeboro 03894	
Crescent Lake School	75 McManus Rd., Wolfeboro 03894	
Carpenter Elementary School	49 Union St., Wolfeboro 03894	
Ossipee Central School	68 Main St., Center Ossipee 03814	
Paul Elementary School	60 Taylor Way, Sanbornville 03872	
Tuftonboro Central School	205 Middle Rd., Tuftonboro 03816	
Prospect Mountain High School	242 Suncook Valley Rd., Alton 03809	
Alton Central Elementary School	4q School St., Alton 03809	
<b>Non Public Schools</b>	<b>Address</b>	
Brewster Academy	80 Academy Dr., Wolfeboro 03894	
Cornerstone Christian Academy	129 NH-28, Ossipee 03864	

Short-Term	Event	Date	Goal	Memberships	Training Provided By
\$23,500	Christmas Tree Sales	Nov-Dec	\$7,000	5	Jim Miller
	Restaurant Giving Nights	June-Aug	\$3,000	7	Renee Miller
	Wreath Decorating	Nov-Dec	\$1,000	3	Carolyn Yule
	Savers Clothing Drive	Ongoing	\$2,000	2	Carolyn Yule
	Giving Tuesday	November	\$2,500	2	Renee Miller & Carolyn Yule
	NH Gives	June 2024	\$5,000	5	Renee Miller & Carolyn Yule
	Amazon Smiles	Ongoing	\$500	n/a	Front Office
	PTO Online Auction	Oct & May	\$2,000	4	Jim Miller
	Christmas Cards	Oct-Dec	\$500	4	Carolyn Yule

Medium-Term	Event		Goal	Memberships	
\$135,000	Spring Gala	April	\$20,000	15	Carolyn Yule
	Golf Tournament	Aug/Sept	\$15,000	15	Jim Miller/ Carolyn Yule/ Renee Miller
	General Donations (Matching)	Ongoing (quarterly drive)	\$49,000	10	Jim Miller/Dan Yule
	Pledge Drive	2 times yearly	\$21,000	5	Jim Miller/Dan Yule
	Stock Drive	Ongoing (quarterly drive)	\$10,000	5	Jim Miller/Dan Yule
	Scholarship Drive	Ongoing (quarterly drive)		25	Jim Miller/Dan Yule

Long-Term	Event		Goal	Memberships	
\$62,500	ICC Membership Dues	Ongoing	\$5,000	n/a	Dan Yule
	Outreach Events	4 Events: Oct, Dec, Feb, May	\$7,500	15	Dan & Carolyn Yule
	Endowment	Ongoing	\$50,000	n/a	Jim Miller

\$200,500	118	<b>TOTAL ANNUAL Funds Raised GOAL</b>
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