

## Summary of Grant Application Changes

**Based on previous Board feedback, we have made the following changes to our original grant application:**

**Detailed Building/ Campus layout and design- Please see page 3 - Section A- General description and proposed or potential location** for narrative. We have also included the floorplan blueprints as Appendix N. As you can see from the floor plan, River View will be a secure campus within a larger building that contains a variety of social service programs. The staff at River View will be able to access the other programs for our students if appropriate.

**Changes to River View Board- Please see page 8- Section A- Governing Board-** We have included the background of our Claremont Learning Partnership's Board of Directors to demonstrate our experience creating experienced Boards with desirable member characteristics. We have included expanded Board descriptions in Appendix O. Also based on the review board's feedback, we have expanded the size and diversity of our desired River View Board members and defined the areas of expertise that we will seek out during our Board application process.

**Further explanation of Executive Director Leadership- Please see page 13.** We have included the Executive Director's resume as Appendix M. Claremont Learning Partnership's Executive Director is Cathy Pellerin. Cathy is one of the original founders of CLP. She has been in charge of overseeing CLP's strategic vision since 2017. Cathy collaborates with CLP's Board of Directors, implements strategic plans for the CLP's development, and manages relationships with stakeholders. Cathy has identified, recruited, trained and developed a talented team of employees who lead their programs and manage strategic business decisions.

**Explanation of Shared Resources- Please see page 13- Organizational Structure of CLP-** We have included a detailed description of how each CLP programs functions separately and how funding is secured to support facility fees and Executive Director salary. CLP's Treasurer assists with budget development and all financial oversight. CLP Board of Directors reviews and approves the financials monthly at regularly scheduled Board meetings. River View's Board of Trustees and Treasurer will offer the same support and oversight for all charter school financials.

**Changes to our Curriculum Delivery- Please see page 18.** After meeting with Ledyard Charter School and CSI, we have decided on using a virtual supported learning model of instruction at River View. This model will consist of using the online platform, Edmentum's state certified teachers to present all core curriculum along with two on-site state certified teachers to provide personal support and add project based, life skills activities to enhance Edmentum's curriculum. We have included the Edmentum course catalog in Appendix L. We spoke with five separate virtual platform companies and determined that Edmentum will be the best fit for our program. Edmentum will allow us the flexibility needed for our students to be successful. This model will allow us to utilize only two teachers and still maintain our low staff: student ratio. Using this model will also allow for much easier staff coverage in the case of a staff absence. In instances when there are teacher's absences, the Program Coordinator or the Executive Director can function as substitutes to maintain adequate supervision and support for the students.

**Scheduling Changes- Please see page 25- Section I- Daily/Weekly Schedule-** Based on conversations with Ledyard and CSI, we have modified our scheduling structure. We will be offering two sessions daily to better meet the needs of our unique population. Students will have to ability to attend one or both sessions based on their curriculum needs and the number of credits needed to graduate.

**Changes to our Staffing Structure- Please see page 28- Section C- Staffing Overview-** We have modified our staffing structure to best meet the needs of a small charter school. Using an online platform and a combination of virtual state certified instructors and on-site state certified instructors will give us the ability to individualize each student's curriculum needs without the necessity of having on-site certified, subject specific teacher for each subject offered. Our supported Learning Model will consist of the Edmentum online platform, Edmentum's state certified virtual teachers to present all core curriculum and two on-site state certified teachers. Using this model, our teachers will have the capacity to add community based and project-based curriculum to further meet the educational needs of each student.

**Changes to Staff Salary- Please see page 29- Section G- Personnel Compensation-** We modified our salary lines to reflect the current job market. Please see the salary outline and budget for more detail.

RIVER VIEW CHARTERED



PUBLIC SCHOOL

**River View Chartered Public School  
Application**

**169 Main Street**

**Claremont, NH 03743**

**603-558-2065**

**[cpellerin@clpnh.org](mailto:cpellerin@clpnh.org)**

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Claremont Learning Partnership  
169 Main Street  
Claremont, NH 03743  
603-287-7120 (office) 603-558-2065 (cell)



River View Chartered Public School Letter of Intent

8-19-2022

Dear Board of Education:

Please accept this letter of intent from the Claremont Learning Partnership. Claremont Learning Partnership (CLP) intends to open a charter school in September 2023. The name of our school will be River View Chartered Public School and it will serve grades 9-12. The contact person for River View Chartered Public School will be the Claremont Learning Partnership Executive Director, Cathy Pellerin. The address for CLP is 169 Main Street, Claremont, NH 03743. The office phone number is 603-287-7120 or the cell is 603-558-2065. The developers of the charter school include Cathy Pellerin, Terri Casey, Josh Mulloy, Jay Jason, Steve Mulloy, Lee Mulloy, and Heather Shepard with input from Shawna Tourney and Mandy Boulton.

Educational attainability is the mission of CLP and the lack of an educational environment for the disadvantaged youth in Claremont has been identified as a need in our community. CLP will meet that need with the addition of our charter school. Terri Casey is the truant officer for SAU 6. She works with high school students experiencing multiple barriers to accessing their education on a daily basis. Josh Mulloy is the head of technology for the Hanover School District.

Josh has a passion for helping students live up to their potential. Jay Jason is a long-time foster parent. Jay has devoted his life to assisting children to become competent adults. He sees the need for an inclusive educational facility in Claremont. Steve Mulloy works as a high school educator in Windsor, VT. He has a passion for working with at-risk youth and assisting them with creating life goals that will serve them as they enter adult hood. Steve is the creator of the capstone project for Windsor and is looking forward to assisting in creating real life experiences for the students of River View Charter School. Lee Mulloy works for Connected Families NH and formerly worked with DCYF, and IMPACT Academy. All of these roles have involved working with our area at-risk population. Lee has seen firsthand how the lack of alternative educational opportunities has had a negative impact on the families in Claremont and the surrounding towns. Heather Shepard has worked in an alternative school setting for the past 15 years. She is excited about bringing her knowledge to her hometown and building a program from the ground up.

She sees the potential that River View has in combining the various programs and supports CLP has to offer to teens. Shawna and Mandy were two lead teachers for SAU 6's former alternative high school program. They brought that experience including potential strategies and past learned experience to our discussions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Cathy Pellerin".

Cathy Pellerin- Executive Director  
Claremont Learning Partnership  
169 Main Street  
Claremont, NH 03743  
603-287-7120

**Section II: Application Cover Sheet and Technical Requirements**

Charter School Name: River View Chartered Public School  
 Sponsoring Organization: Claremont Learning Partnership  
 Contact Person: Cathy Pellerin  
 Mailing Address: 169 Main Street, Claremont, NH 03743  
 Phone numbers: (office) 603-287-7120 or (cell) 603-55-2065  
 Email address: [cpellerin@clpnh.org](mailto:cpellerin@clpnh.org)  
 Projected opening date: September 5, 2023

Proposed location: 169 Main Street, Claremont, NH 03743 Total projected student enrollment

| Year | Number of students | Grades  |
|------|--------------------|---|
| 2023 | 32                 | 5- 9 <sup>th</sup> graders<br>7- 10 <sup>th</sup> graders<br>10- 11 graders<br>10- 12 <sup>th</sup> graders |
| 2024 | 32                 | 5- 9 <sup>th</sup> graders<br>7- 10 <sup>th</sup> graders<br>10- 11 graders<br>10- 12 <sup>th</sup> graders |
| 2025 | 35                 | 5- 9 <sup>th</sup> graders<br>7- 10 <sup>th</sup> graders<br>10- 11 graders<br>10- 12 <sup>th</sup> graders |
| 2026 | 35                 | 5- 9 <sup>th</sup> graders<br>8- 10 <sup>th</sup> graders<br>11- 11 graders<br>11- 12 <sup>th</sup> graders |
| 2027 | 35                 | 5- 9 <sup>th</sup> graders<br>8- 10 <sup>th</sup> graders<br>11- 11 graders<br>11- 12 <sup>th</sup> graders |

We will not, at any time, have kindergartners present in our charter school.

## **Section III: Introduction**

### **A. General description and proposed or potential location:**

The River View Chartered Public School will provide an alternative educational experience, helping at-risk students achieve academic and social success while working towards their educational goals. We will inspire young people to be better than they thought possible, to value others as well as themselves, and to make decisions that will have a positive impact on the world around them. River View Chartered Public School students will be supported, guided, and encouraged to take responsibility for their education. River View Chartered Public School will target those students needing more guidance than traditional schools can provide. We will offer both academic support and emotional support/counseling. All of our students will benefit from smaller class sizes as well as increased access to on-site counselors and support groups.

River View Chartered Public School is located at 169 Main Street in Claremont, NH in a property owned by Claremont Learning Partnership. The space currently dedicated to River View Chartered Public School is 4,300 ft with a dedicated ADA-compliant ramp and entry. While River View's space is within a building that hosts a variety of other social service programs, River View will be accessed only through a secure, separate entrance. RVCPS will have a secure main entrance accessed directly from the parking lot. Anyone entering through the main entrance will need to be allowed entry by a staff member. The ADA entrance will also be a secured entrance and will utilize a camera buzz-in system to access entry. The current set up includes two classrooms, two offices, a common area, a kitchen/ multi-use space, and a dedicated pull-out space that will serve as the location for out of school services (please see Appendix N for floorplan blueprints). The perimeter of the building has security camera coverage. That coverage will be continued within River View. CLP intentionally chose the location of its charter school due to its proximity to the local homeless shelter, its proximity to the local high school and vocational high school, and its location in one of the low-income pockets in Claremont.

169 Main Street is also home to other social service programs accessible to our students:

- Oasis Teen Shelter and Support Center (a residential shelter)
- One-4-All Child Care Center (a referral based, licensed child care center)
- Oasis Teen Drop-in Center (laundry, food, tutoring)
- Thrive Youth Recovery Support Center (substance supports)
- Good Neighbor Clinic (health care support)
- Connected Families NH (wraparound support for families)
- Baby Steps (free clothing, toiletries, and food shelf for families)
- Counseling Associates (counseling support)

Staff at River View will be able to access the other programs in our building for our students, if appropriate, offering our students a true wrap around experience. Currently, 13% of Claremont residents are living in poverty, as opposed to 9% statewide according to a study done by Casey Family Programs in 2018 and 50% of the children in SAU 6 qualify for free and reduced school lunch, according to the NH Department of Education. According to 2019 Youth Behavior Risk Survey data for the Greater Sullivan region, 2.5% of teens went hungry because of lack of food.



**B. The name, address, telephone and fax numbers, and email address of a contact person.**

Cathy Pellerin  
169 Main Street, Claremont, NH 03743  
603-287-7120 (office) 603-558-2065 (cell)  
cpellerin@clpnh.org

**C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194- B:3, V. Ed 318.05{c}(4 )**

The River View Chartered Public School will be a program under the umbrella of the Claremont Learning Partnership, which is a 501C3 non-profit organization.

**D. Education Vision and Mission Statement**

Our mission is to provide an alternative educational experience, helping at-risk students achieve academic and social success while working towards their educational goals. Students will be supported, guided, and encouraged to take responsibility for their education.

The River View Chartered Public School (RVCPS) vision is to inspire young people to be better than they thought possible, to value others as well as themselves, and to make decisions that will have a positive impact on the world around them.

**E. A summary of the school's focus, including a description of the characteristics, methods and goals of the school. Ed 318.05{c}(9 )**

River View Chartered Public School will create an alternative educational experience for at-risk students in the Claremont area. RVCPS will individualize the educational experience for each student, creating a personalized learning plan and identifying community engagement opportunities. The goal of RVCPS is to graduate 90% of enrolled students and produce 100% of graduates that are informed and prepared to meet their future goals. River View students will have the opportunity to receive credit for activities outside of school, such as 4H; PE credit through dance classes or activities at the Claremont Savings Bank Community Center; adult education, hobbies/outside workshops, travel, etc.; recognizing and giving credit for legitimate learning that occurs outside of a classroom and opening more space in their schedule for increased ownership over their graduation path.

**F. Target population.**

RVCPS will target at-risk, disadvantaged, and homeless students in the Sullivan County Area. RVCPS will focus our attention on those students with unique needs who have been unsuccessful in a traditional classroom setting. As a NH public open enrollment school, any student from NH will be able to apply for matriculation.

**G. Measurable Goals and Objectives for school opening and a timeline for implementation.  
Ed318.05(c)(9)**

|                |   |
|----------------|---|
| August 2022    | Submit successful charter school start up grant application   |
| September 2022 | Submit successful charter school application  |
| September 2022 | Finalize contract with River View's Program Coordinator   |
| September 2022 | Finalize accountability plan  |
| October 2022   | Following a successful charter and grant application, CLP Board of Directors will elect a River View Chartered Public School Board of Trustees  |
| October 2022   | Meet with local school districts to inform them of our approved charter school status and begin in depth discussions of MOUs - this will be done by CLP's executive director and program coordinator. |

|               |  |
|---------------|--|
| October 2022  | Complete renovations of charter school location. Included in these renovations will be technology upgrades and security systems- CLP executive director will work directly with architectural team and gain input from the board and development team in terms of final layout and needs |
| November 2022 | Begin finalizing all forms and policies that will be used at River View.   |
| November 2022 | Begin work on webpage.   |
| January 2023  | Send all forms and policies to CLP's attorney for vetting  |
| January 2023  | Order marketing materials and put together student information and application packets   |
| February 2023 | Distribute marketing materials to local high schools and community partners. Begin the student recruiting process  |
| March 2023    | Order classroom furniture and supplies   |

|                             |   |
|-----------------------------|---|
| May 2023                    | Finalize contracts for Lead Teachers.                         |
| May 2023                    | Finalize MOUs with SAUs of sending schools                    |
| May 2023                    | Begin recruiting volunteers                                   |
| May 1, 2023- August 1, 2023 | Enrollment period   |
| May 2023                    | Begin the hiring process for charter school paraprofessional. |
| June 2023                   | Finalize teaching contracts                                   |
| June 2023                   | Classroom setup   |
| August 2023                 | Host an open house/informational session                      |

|             |  |
|-------------|--|
| August 2023 | Meet with families that are considering River View Chartered Public School for the fall and begin the rolling admissions process |
| August 2023 | Develop class schedules- will be determined by how many students in each grade and their educational needs                       |
| August 2023 | Inspections for certificate of occupancy- health, fire, and safe school inspections  |
| August 2023 | Set up federal Title programs  |

|                |  |
|----------------|--|
| August 2023    | Finalize short - and long-term curriculum and assessment planning                    |
| August 2023    | Finalize MOUs with local SAU of sending schools for the number of students attending |
| September 2023 | Open River View Chartered Public School  |

**H. Projected student enrollment for each of the first 5 years of operation. Ed 318.0S(c)(6)**

|      |    |  |
|------|----|--|
| 2023 | 32 | 5- 9 <sup>th</sup> Graders<br>7- 10 <sup>th</sup> Grader<br>10- 11 <sup>th</sup> Graders<br>10- 12 <sup>th</sup> Graders |
| 2024 | 32 | 5- 9 <sup>th</sup> Graders<br>7- 10 <sup>th</sup> Grader<br>10- 11 <sup>th</sup> Graders<br>10- 12 <sup>th</sup> Graders |
| 2025 | 35 | 5- 9 <sup>th</sup> Graders<br>8- 10 <sup>th</sup> Grader<br>11- 11 <sup>th</sup> Graders<br>11- 12 <sup>th</sup> Graders |
| 2026 | 35 | 5- 9 <sup>th</sup> Graders<br>8- 10 <sup>th</sup> Grader<br>11- 11 <sup>th</sup> Graders<br>11- 12 <sup>th</sup> Graders |
| 2027 | 35 | 5- 9 <sup>th</sup> Graders<br>8- 10 <sup>th</sup> Grader<br>11- 11 <sup>th</sup> Graders<br>11- 12 <sup>th</sup> Graders |

**I. Students to be served: grade/age levels, maximum number, other information about pupils to be served. RSA194-B:3; Ed 318.0(S)**

RVCPS will serve students in grades 9-12 who are roughly between the ages of 14-21. At this time, we anticipate capping our enrollment at 40 to maintain optimal class size and staff/student ratios that will be necessary for the success of most students. We will open with 32 students. After lengthy conversations with the Claremont School District’s superintendent, assistant superintendent, principal, guidance counselors, and McKinney Vento Liaison, there have been at least 67 students identified at SAU 6 that are at risk of dropping out. We hope to capture half of those students within the River View’s educational setting. If we have the necessary data to facilitate an increase in

enrollment, the Board of Trustees will be tasked with creating a feasibility plan.

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

RVCPS's primary difference from public schools in the area is its ability and capacity to individualize and develop a learning plan for each student enrolled and to develop a unique curriculum path to meet the goals within their plan. Each student will be treated with the utmost respect and staff will all be dedicated to the success of each and every student. River View Chartered Public School will offer a supported learning model of instruction combining both virtual teaching and an onsite teaching team. RVCPS is located in an underserved community and will focus efforts on educating disadvantaged, at-risk youth. This supported virtual learning model will aide in the successful graduation of River View's students. There are multiple service providers collocated in the same building that will have a positive impact on the entire student body. All of the basic needs of our students will be met on site including: clothing, food, childcare (if they are teen parents), shelter, mental health, peer youth recovery supports, and a medical health clinic. All of these services, working in concert with one another, will contribute to lifelong success for our students.

In the Sullivan County area, there are four districts:

Claremont School District,

Newport School District

Fall Mountain School District

Sunapee School District.

There are no other charter schools that we are aware of. In Sullivan County there are four private schools, including: Claremont Christian Academy, Newport Montessori School, Granite Hill School, Mount Royal Academy, and Estabrook Christian School.

**K. Any reasons why the prospective board of trustees believes RSA 194-B:3, XII relative to a shortening of deadlines may apply to this case. Ed 318.05(c)(10)**

We respectfully ask for an expedited decision regarding the RVCPS application to allow us to move forward with our plan and begin serving students by September 2023. SAU 6 does not currently have an alternative program serving high school students. There are students being failed by the only available educational system in the area. Having an alternative option will make a big difference in the lives of many of our at-risk students.

**Section IV: Governance**

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

The CLP Board of Directors will serve as the interim Board of Trustees during the startup phase. The CLP Board of Directors is currently made up of:

- Terri Casey- Claremont School District Truancy Officer with prior legal experience
- Kelly Mulloy- Connected Families NH Coordinator with prior non-profit management experience
- April Royce- Accountant, Jim Keady- business owner
- Josh Mulloy- IT Director Hanover School District
- Jay Jason- Member of Hope Foundation early childhood/ family relations committee
- Kerry Belknap-Morris- Director of Early Childhood programming at River Valley College

There will be a RVCPS Board of Trustees voted in by the CLP Board of Directors as soon as the charter school application has been accepted and startup funding secured. All Board applicants will be asked to fill out a Board application prior to the voting process to ensure we obtain a well-rounded Board.

During the first year of operation, the seven-member RVCPS Board of Trustees will consist of one CLP Board member, two current or previous school teachers, two RVCPS parents, and two community members with desirable Board qualities.

When electing all members, we will seek people who have skills and experience in the following areas: board membership, education administration, business management, financial management, fundraising, legal, and marketing.

The RVCPS Board of Trustees will meet and report to the CLP Executive Director on a monthly basis. This Governance body will adhere to democratic processes and principles at all times. Implementation of governance is characterized by collaboration, effective leadership, and accountability. All meetings will follow the philosophy set forth in Robert's Rules of Order. The Board of Trustees will govern within the parameters set forth by the bylaws.

The Leadership Council, made up of River View's teachers and Program Coordinator, will be responsible for presenting a monthly report to the Board of Trustees consisting of enrollment numbers, budget details, and any issues brought forth by students or families that need to be addressed by the Board.

A Parent Leadership Committee (PLC) will also be created during the first year of operation. The PLC's primary responsibilities will be fundraising for River View and planning special events. The PLC will report to the Leadership Council. The PLC will elect a spokesperson who may ask, or be asked, to present to the Board directly.

**B. Method by which trustees and their terms are determined. RSA194 -B:3,1/(c)**

The term limits are as follows:

**Startup phase:**

- CLP Board of Directors
- Length of term- until charter application is approved and startup funding secured

**First year of Charter Operation:**

- CLP Board member elected for three-year term
  - Current or previous educators: one for a 2-year term the other for a 3-year term
  - 2 parents: one elected for a 2-year term the other for a 3- year term
  - 2 community members at large: one elected for a 2-year term the other for a 3- year term
- Length of term:

After the first cycle all terms are 3 years. The offsetting of initial terms will prevent entire Board turnover in any given year.

The River View Board of Trustees will be responsible for guiding fiscal and legal matters and be accountable for the school and its operations. We will ensure that we recruit highly qualified Board Members with expertise and skills necessary to run a successful charter school. We will look specifically for these skills: legal, financial, non-profit, marketing, and business.

Trustees should show dedication to the RVCPS mission and vision and possess characteristics such as honesty; a friendly, responsive, and patient approach to community-building; personal integrity; a developed sense of values; a sense of humor; and a commitment to professional standards of confidentiality. We will look for trustees that have a willingness to prepare for and attend board and committee meetings and learn more about the issues pertaining to the school.

The Board will meet on a monthly basis throughout the year in open public meeting (in accordance with RSA 91 A-2, except for those meetings or proceedings designated as nonpublic sessions as defined in RSA 91-A:3, II). Board members will be expected to attend meetings regularly and will be subject to replacement if absences reach 50 percent or more of meetings in a six-month period. For purposes of conducting business, the Board will follow New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of Trustees physically present or participating through video or voice communication systems. Records and minutes of meetings will be kept in accordance with statutory guidelines. It is the responsibility of the Board to develop policies and put them in writing to serve as guidelines and goals for the successful and efficient functioning of RVCPS. The Board of Trustees will evaluate and update its policies annually and ensure compliance with RSA 194 B:5. If an express conflict occurs, compliance to NH state regulations will take precedence.

The Board's functions include:

- Overseeing that the school's program and operation are faithful to the terms of its charter, bylaws, policies, and mission statement.
- Adopting policies that further clarify and assist in maintaining the mission, vision, and educational program of River View Chartered Public School.
- Ensuring that the school's academic programs are successful.
- Evaluating and reviewing all academic programs annually. These evaluations are used to determine the effectiveness of the programs and provide direction for improvements.
- Ensuring that the school is financially solvent by planning and budgeting to meet the school's goals, approve an annual budget for the school and develop a long-range strategic growth plan.
- Ensuring proper accounting and reporting policies.
- Evaluating the charter school coordinator's performance annually.
- Creating, serving, and appointing people to necessary committees.

Orientation will be provided to all Trustees, and will include introduction to the school and curriculum, classroom visits, and copies of Board by-laws and Employee and Student-Parent Handbooks. Prior to opening, the RPCS Board of Trustees will develop policies, with input from our legal representative, regarding: budgeting, fund-raising and growth, record retention, promotion of school safety, reporting of suspected abuse or neglect, sexual harassment, pupil safety and violence prevention, limiting the use of child restraint practices, developmentally appropriate daily physical activity, and grievance and complaints process. These policies will be compiled in a binder and included as appropriate in the Student/Parent and Employee Handbook.

### **C. Board of Trustees By-Laws *Ed 318.09(e)(2)***

Please see our bylaws in Appendix A. Our bylaws have been voted on and accepted by the Claremont Learning Partnership Board of Directors and vetted by legal representation. We will review and modify the existing bylaws, if necessary. The CLP Board of Directors will be asked at the January meeting to approve an addendum to the bylaws stating the following: "If a public body maintains an Internet website or contracts with a third party to maintain an Internet website on its behalf, it shall either post its approved minutes in a consistent and reasonably accessible location on the website or post and maintain a notice on the website stating where the minutes may be reviewed and copies request ed." All meeting notices and minutes will be posted online for public viewing.

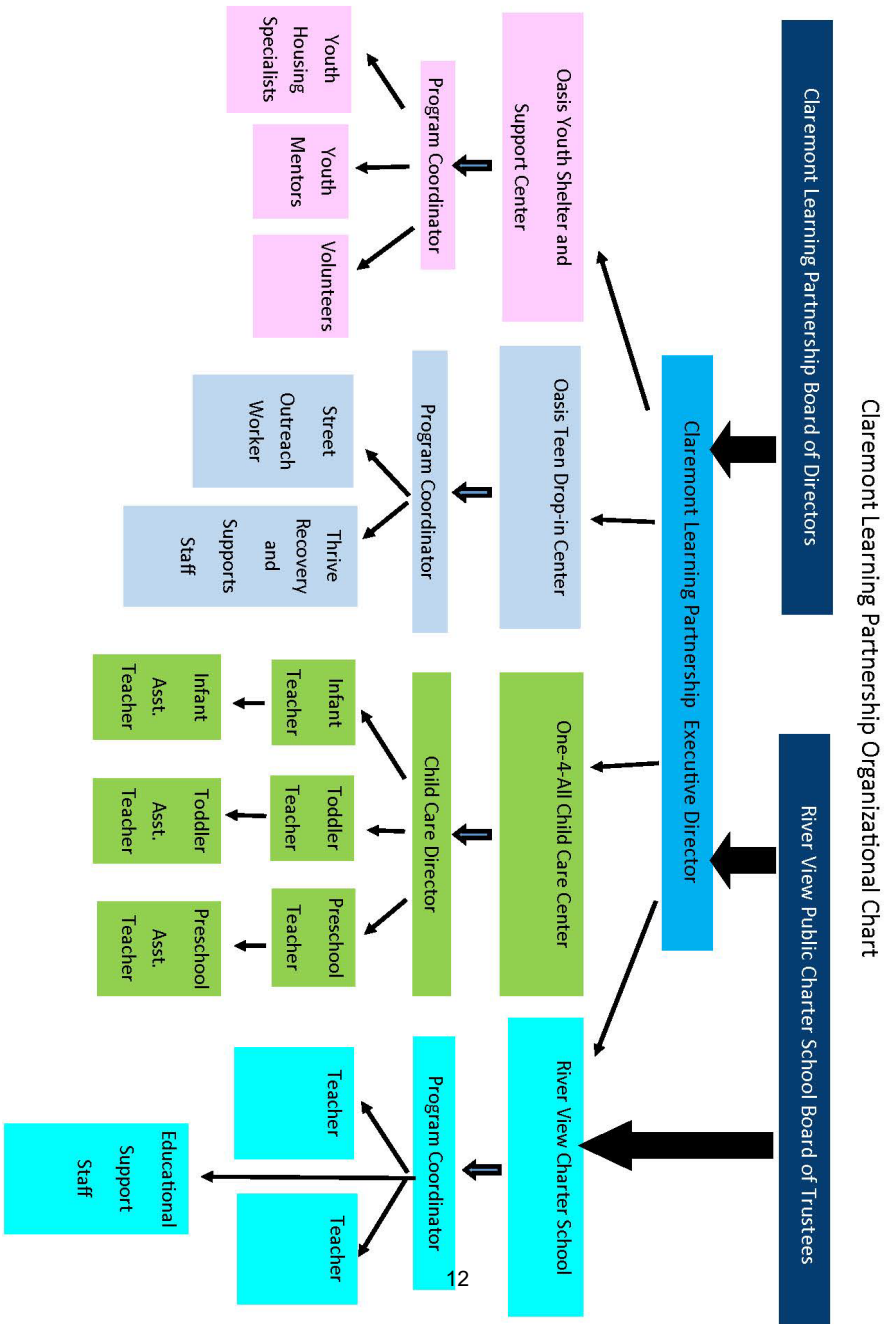
In accordance with RSA 91-A:2, 11, RVCPS will follow the following mandates:  
Except in an emergency or when there is a meeting of a legislative committee, a notice of the time and place of each such meeting, including a nonpublic session, shall be posted in 2 appropriate places one of which may be the public body's Internet website, if such exists, or shall be printed in a newspaper of general circulation in the city or town at least 24 hours, excluding Sundays and legal holidays, prior to such meetings.

#### **Posting Meeting Minutes Publicly**

II b.-b. (a) If a public body maintains an Internet website or contracts with a third party to maintain an Internet website on its behalf, it shall either post its approved minutes in a consistent and reasonably accessible location on the website or post and maintain a notice on the website stating where the minutes may be reviewed and copies requested.



**Organizational Structure and Growth Plan (Include Organizational Chart) RSA194-B:3, II{b**



During the start-up phase, CLP' s Board of Directors will guide all programs under the CLP umbrella and act as council for the Executive Director (ED). The Executive Director directly oversees the day - to-day tasks associated with all programs. (Please see the ED's resume in Appendix M). The programs under the CLP umbrella are: Oasis, a youth homeless shelter and support center; Oasis Teen Drop-in Center/ THRIVE Youth Recovery and Supports, a youth drop-in center with an incorporated peer recovery program; One-4-All Child Care Center, a referral- based child care center; and River View Chartered Public School. Each individual program has a program director responsible for the program and staff oversight of their respective programs.

The Executive Director is in charge of overseeing CLP's strategic vision and leading decisions to drive growth. Her duties include collaborating with CLP's leadership team, implementing strategic plans for CLP's development, and managing relationships with stakeholders. She collaborates with the Board of Directors to identify, create and implement strategic plans to actualize business objectives. She has a proven history of identifying, recruiting, training and developing a talented team of employees who lead their programs and manage strategic functions. She has experience writing grants, grant reporting, fiscal management, human resource activities, community partner collaborations, and program director oversight.

Within each program, the program coordinators/directors are responsible for the day-to-day tasks involved in running their specific program. The program coordinators/directors work within a set budget to ensure that their programs run smoothly and report out to the ED on a weekly basis. The program coordinators/directors set the schedules for their staff, sit in on the hiring committees for their staff, and do the direct, boots on the ground work with clients. The RVCPS Board of Trustees will offer guidance and act as council to both the CLP Executive Director and the RVCPS Program Coordinator. The teachers will have the responsibility of overseeing RVCPS as a whole and all charter school staff. If our program grows in size, additional staff will be added to support the growth.

The organizational structure of CLP is as follows:

- The programs under the CLP umbrella are managed as separate programs. They all have their own dedicated Program Directors / Coordinators and they have dedicated staff within their program.
- The programs have budgets dedicated to their program based on the funding obtained to support the programs.
- The programs have separate accounts at Claremont Savings Bank to assist with keeping finances clean and organized.
- The programs under the CLP umbrella pay into the ED salary line based on time and effort spent within each program. Based on the separation of duties, each program pays .25 FTE into the ED salaryline.
- All programs located in the building pay rent based on the square footage of their programs. The combined rents pay all facility costs such as electricity, heat, water, lawn care, building repairs, snow removal, etc.
- CLP offers free internet access to all tenants along with VOIP phone service. Each program is required to pay a \$10 phone line fee monthly. We are anticipating that River View will need its

own dedicated dumpster and cell phone. The details are outlined in the budget.

#### **E. Fundraising Plan Ed318.09(e)(II)**

While we have not included fundraising in our budget, we acknowledge that fundraising is a large part of CLP's mission. The fundraising plan for River View Chartered Public School will first consist of appointing a fundraising committee. The fundraising committee will be led by the Program Coordinator and will look to both the Board of Trustees and also to the PLC to brainstorm opportunities and assist in fundraising efforts.

Fundraising will consist of individual fundraising events, mail campaigns, and seeking corporate giving and partnership development, along with any other potential fundraising ideas. Grant writing will be the responsibility of the CLP Executive Director along with CLP's grant writer. RVPCPS anticipates raising approximately \$10,000 annually. Fundraising efforts will assist with school sustainability. Please see our fundraising plan in Appendix B.

Over the past three years, CLP has raised over \$20,000 annually. Based on those numbers, we feel comfortable with our fundraising goal.

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

River View Chartered Public School is committed to providing the best possible working conditions for its employees and best educational environment for students and families. Part of this commitment is encouraging an open and honest atmosphere in which any conflict, complaint, suggestion, or question receives a timely response. RVCPS strives to ensure fair and honest treatment of all employees, students and families. All school community members are expected to treat each other with mutual respect and are encouraged to offer positive and constructive criticism. The local education agency (LEA) shall not be involved with internal RVCPS disputes unless specifically requested or it is legally required. If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the conflict resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint in a reasonable, business-like manner, or for using the conflict resolution procedures. If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, and they do not feel that this can be resolved through informal measures, they are encouraged to make use of the following steps:

- 1- Employees present conflict in written form to the River View Program Coordinator or CLP Executive Director after the incident occurs.
- 2- If that person is unavailable or the employee believes it would be inappropriate to go the River View Program Coordinator or the CLP Executive Director, the employee may present the conflict to the Chair of the Board of Trustees.
- 3- The River View Program Coordinator, CLP Executive Director, or Board Chair responds to the conflict during the initial discussion or after consulting with others,

when necessary, and documents discussion.

4- Any grievance or complaint that is not resolved by the above steps shall be brought before a subcommittee of the Board for hearing. This subcommittee will make recommendations to the full Board for action regarding the grievances and/or complaints brought forth. The above process also applies to any parent or student. In situations involving the River View Program Coordinator or other employee, the parent or student is encouraged to first bring their complaint to the staff person in question. If they feel the issue is not resolved or it is not appropriate to bring to that person, the parent or student shall bring the concern in writing to the River View Program Coordinator or CLP Executive Director or the Board, as outlined above. In the case of grievances and/or complaints against the Board that cannot be resolved through the informal conflict resolution process, a neutral third-party mediator shall be engaged and will guide the parties in a voluntary and non-binding mediation session designed to facilitate resolution of the dispute. The cost of such mediation shall be split between the parties. If applicable, each party shall bear its own attorney fees which result from the dispute resolution process.

Not every conflict can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual conflicts can members of the River View community develop confidence in each other. This confidence is important to the operation of an efficient and harmonious work environment. In the case of disputes between the LEA and River View, an attempt will always be made to resolve them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process, unless legally required to do otherwise. In the event of a dispute between River View and the LEA, the involved parties agree to frame the issue in a written format to be submitted to the superintendent of the LEA and River View's Program Coordinator.

The director and superintendent shall meet informally and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the superintendent and director and attempt to resolve the dispute within fifteen (15) business days from the dispute statement. If this joint meeting fails to resolve the dispute, the superintendent and director will identify a neutral third-party mediator to engage the Parties in a voluntary and non-binding mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the superintendent and director. Mediation shall be held within thirty (30) business days of receipt of the dispute statement. The costs of mediation shall be split between the LEA and River View if applicable.

## **Section V: Education Plan**

**A. Curriculum and Instruction that meets or exceeds state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness. RSA194-B:3, II(f) ; Ed 318.09 (e)(4):**

**B. Current research for selecting curriculum Ed 318.09 (e) (4) A/B. Curriculum and Research Overview:**

**Subject: Mathematics**

**Curriculum:** Illustrative Mathematics

**Alignment:** The Illustrative Mathematics Curriculum is fully aligned with the New Hampshire College and Career Readiness Standards

**Research:** Illustrative Mathematics (IM) is a problem-based curriculum designed to address content and practice standards to foster learning for all. Students are encouraged to take an active role to see what they can figure out before having things explained to them or being told what to do. According to ED Reports.org, Illustrated Mathematics receives high marks in all three of their gateway metrics: Focus & Coherence with a score of 18 out of 18, Rigor & Mathematical Practices with a score of 16 out of 16, and Usability with a score of 27 out of 27. A study by the Massachusetts Department of Education showed that the IM curriculum successfully met the expectations for content standards and organization, grade-appropriate practices, accessibility for students, and usability for teachers of which it was one of only two math curricula to meet that benchmark.

**Subject: English**

**Curriculum:** Developing Core Literacies Program

**Alignment:** The Developing Core Literacies curriculum is in full alignment with the New Hampshire State Standards.

**Research:** The Developing Core Literacies Program is a student-centered, instructor-empowering, adaptable literacy curriculum that builds the critical literacy skills and knowledge essential for success in college, careers, and civic life. According to ED Reports.org, the Developing Core Literacies Program successfully meets the expectations across all three of their gateway metrics: Text Quality with a score of 29 out of 32, Building Knowledge with a score of 28 out of 32, and Usability with a score of 31 out of 34. These scores occur across their 9th through 12 grade curricula. Many individual Core Literacy Proficiencies Units have been evaluated by Achieve's EQuIP Review Process using the EQuIP rubric. All OE units reviewed through this process have been determined to be an exemplary curriculum. Many individual Core Literacy Proficiencies Units have been evaluated by Washington State for their Online Digital Learning Library. All OE Units reviewed through this process were determined to be among the most rigorous and useful available material.

**Subject: Science**

**Curriculum:** Discoverv Program: Techbook

**Alignment:** Discovery Education is almost totally aligned with the Next Generation Science Standards which are very closely aligned with the NH Common Core Standards.

**Research:** Discovery Education connects students to their inner curiosity by placing them at the center of each three-dimensional learning experience as they lead exhilarating investigations to uncover the mysteries of the universe. Hands-on and virtual investigations, STEM activities, and a variety of science resources for teachers bring the excitement of science to life. Studies have shown that schools that have adopted the Discovery Education platform have noted a greater rise in STEAM active participation, increased rates of student success on standardized science testing, and overall graduation rates. Research has also been noted on the causal effect it has had with positive integration into other core content areas (i.e., math, English, etc.) due to the structure of the materials

**Subject: Social Studies**

**Curriculum:** National Council For the Social Studies

**Alignment:** National Council for the Social Studies is largely centered around the C3 framework

which itself is totally aligned with the NH Common Core Standards

**Research:** National Council for the Social Studies curriculum standards have been widely and successfully used as a framework for teachers, schools, districts, states, and other nations as a tool for curriculum alignment and development. It aims to provide a framework for teaching, learning, and assessment in social studies that includes a sharper articulation of curriculum objectives, and reflects greater consistency across the different sections of the document. It incorporates current research and suggestions for improvement from many experienced practitioners. The NCSS allows students to learn the content through the inquiry process. Through engagement in primary source analysis and other related documents, students enter the world of social studies content through the inquiry.

**Subject: Health and Physical Science**

**Curriculum:** SHAPE America

**Alignment:** The SHAPE America curriculum for Health and Physical Education is aligned with the NH State Standards.

**Research:** The SHAPE America physical and health education curriculum serves the purpose of standardizing the curriculum in a school district across schools and ensuring equitable education for all students. It also results in improved staff quality and increased consistency in instruction. The SHAPE America curriculum for health and physical education has been shown to increase students' level of physical activity, knowledge of their physical and mental health, and greater commitment to these aspects as adults.

**Subject: Art Education**

**Curriculum:** FLEX Curriculum

**Alignment:** The Flex Curriculum is fully aligned with the NH Art Education K-12 standards.

**Research:** FLEX Curriculum helps art teachers discover, design, and deliver high-quality standards-aligned curriculum materials to their students. Inside of FLEX, lessons are organized into Collections based on themes that apply directly to contemporary K-12 learning environments. Collections come complete with supplementary resources, assessments, and videos. The FLEX curriculum is constructed in a way that the material is easily customizable to meet the needs of students and teachers while still aligning with all of the necessary state standards.

**Subject: Technology Education**

**Curriculum:** CTSA

**Alignment:** The CTSA Framework is in full alignment with NH State Standards as it is the same framework that is used by the State of NH.

**Research:** The CTSA Framework will introduce the fundamental concepts of computer science to all students. It also encourages schools to offer additional secondary-level computer science courses that will allow interested students to study facets of computer science in more depth and prepare them for entry into the workforce or college. It increases the availability of rigorous computer science for all students, especially those who are members of underrepresented groups.

The RVCPS curriculum is centered around the New Hampshire College and Career Ready Standards and follows the expectations in a similar manner that the NH College and Career

Ready Standards do, which includes three components; knowledge, skills and work study practices. Students need background knowledge in a variety of subjects in order to efficiently and productively engage in academic and career products of learning and work. The skills students are required to demonstrate are written as learning goals for a variety of content areas and are based on the research work of experts in their respective fields.

The work study practices of the NH CCRS include such attributes as creativity, collaboration, communication, critical thinking, persistence, tenacity, regulating behavior and emotions, approaches to learning and other expressions of what are sometimes called "habits of mind." We acknowledge that the NH CCRS are well developed and nationally recognized as the standard of Learning. These standards will be co-administered within River View by virtual state certified Edmentum teachers and on-site NH certified teachers utilizing Edmentum's course catalog. Edmentum is aligned with the NH CCRS.

River View will be utilizing Edmentum's virtual instructors for all core class instruction as well as some electives. The curriculum can be found within the course catalog in Appendix L. Courseware is taught by state certified teachers and is a competency-based program which will make the transition from our local high schools seamless. Edmentum Courseware's curriculum is centered around the New Hampshire College and Career Ready Standards.

The research base behind Edmentum Courseware, Edmentum's standards-aligned digital curricula and virtual learning platform, is designed to be flexible, dynamic, and personalized to meet the unique needs of each learner. It is built on a foundation of research-based design principles and implementation, including mastery learning, active and engaged learning, deliberate practice, explicit instruction, scaffolding, and metacognitive strategies to assist students with understanding how their brains work and how they learn best.

This supported learning model of teaching will allow us the flexibility to have each student working asynchronously on their individual education plan goals without having to provide teaching staff specifically certified for each individual subject. For each course, students will complete a pretest to assess their depth of knowledge. This will determine which competencies they have mastered to date and which ones they have left to complete. Using a blend of multimedia and text, students will then complete the remainder of the competencies needed to complete any given course.

River View's approach will be to provide a variety of ways to learn and to learn by doing. Courseware is customizable. Our on-site certified teachers can easily add, remove, and rearrange content to best meet the individual needs of each student. They will also have the capacity to create small and large group projects within a student's coursework. Courseware uses a combination of automatic grading and instructor-grading. Courseware's virtual instructors will assess lower-level depth of knowledge activities. River View teachers will assess higher level depth of knowledge skills for written and project-based learning activities. River View's certified teachers will grade all short answers, written quizzes and written tests using a rubric for grading provided in the Edmentum's curriculum.

River View will supplement Edmentum's curriculum with VLAC for community and project-based learning activities. Using a combination of these two programs will allow the opportunity to offer supplemental career readiness classes that will keep our students engaged in learning and provide

them with the platform necessary as they navigate into adulthood. Life skills classes will also be offered in the form of cooking, sewing, basic budgeting, resume building, and the potential for others if the need becomes apparent. RVCPS will have certified teachers accessible during all learning hours. This supported learning model of instruction will be a collaborative model that will be student led, but will be a true collaborative between the students, on site teachers and Edmentum Courseware's virtual instructors. This model of learning can easily be supported utilizing a small staff of three. In instances when there are staff absences, the Program Coordinator or the Executive Director can function as substitutes to maintain adequate support and supervision of the students.

Prior to RVCPS opening, school faculty will meet with each student and conduct an academic audit and review for each newly matriculating student. This process will be repeated at the beginning of every school year or when admitting a new student. With the students, staff will examine academic records, state test, other assessment results, grade reports, attendance records, and all other necessary documentation. Staff will also examine writing samples, oral reading fluency, and math assessments to gather information on the current standing of each student. The student's knowledge, lives, interests, previous successes, and challenges will also be surveyed to help faculty get a better sense of understanding around where our students are in all facets.

Staff will use this information when working with students and their families to develop an individualized learning plan for each student that reflects their academic and skill development goals in each of the RVCPS core academic areas. This will be a collaborative effort between the students, family, and school faculty. At all times, RVCPS students will be working towards a specific academic goal within each of their core subjects in an effort to ensure continuous progress. There will also be consistent monitoring and communication to ensure that students and families are actively engaged in their academic success.

### **RVCPS Core Components:**

The academic program at River View Chartered Public School will be centered around these concepts:

#### **1. Individualized Learning Plan:**

Each student will work with their advisor to develop their own Individualized Learning Plan (ILP) which will shape the course of their academic career at RVCPS. Plans will be centered around both their short- and long-term goals and will focus on identification of strategies and goals aimed at utilizing their individual strengths and improving areas of weakness. Each ILP will be structured to continuously examine a student's level of mastery within their core courses and will also be heavily influenced by the student's individual interests and aspirations so that it serves as the foundation for their independent learning work as they progress.

#### **2. Life Readiness Program:**

The Life Readiness Program (LRP) will serve as the vessel through which RVCPS students have the opportunity to explore their community through lenses they create for



themselves, in alignment with their personal and professional goals. The hallmarks of the LRP will be the outside-of-the-building opportunities that a student may choose to explore that may include (but are not limited to) internships, apprenticeships, job shadowing, service learning, and ELO's. Students will identify and cultivate relationships with mentors and community partners in an effort to facilitate their growth and in preparation for life after graduation.

### **Learning Metrics:**

At RVCPS, there will be a myriad of learning metrics aimed at giving valuable insight into the academic success of each student. Within each course, teachers will use a rubric for grading provided in the Edmentum's curriculum and also be responsible for using the developing comprehensive rubrics in relation to any additional content that they are covering. These rubrics will be structured around the competencies that students must demonstrate within each area of content. For any project based or community-based learning projects, teachers will be expected to build formative and summative assessments that will track students' ability to show competency within their learning. There will also be a reflective aspect as students will be given many opportunities to demonstrate their knowledge and express their understanding in a manner most comfortable for them.

### **C. Statement that the school will have available information about its curriculum and policies to all persons, and parents and students considering enrollment:**

In accordance with RSA194-B:2, II; Ed 318.07(b)(6), River View Chartered Public School will have information about its curriculum and policies available to all persons, parents, and students considering enrollment on our website and also included in our enrollment packets.

### **D. Measurable Academic Learning Goals and Objectives and timeline for accountability**

Please see attached Accountability Plan in Appendix C

### **E. Performance Standards**

#### **Students will:**

- Read and compute fluently and insightfully;
- Express themselves creatively, clearly, and persuasively;
- Observe, organize, and construct meaning from a body of knowledge (written, performance, or interpretational);
- Use a myriad of learning styles;
- Recognize and deliberate different perspectives;
- Be encouraged to learn and discover throughout their lives;
- Generate work product characterized by informed quality and hard work;

- Assess personal success based on effort and constructive habits;
- Employ cooperation to achieve goals;
- Recognize and appreciate originality and efficiency
- Esteem the process, as well as, the product
- Be able to access their community for supports;
- Seek careers that benefit themselves and engage their hearts and minds; and
- Take pride in their identity and trust their own abilities

**River View Faculty will:**

- Create an environment that is student first, student-centered planning and student- centered learning;
- Discover meaning in every experience, endeavor, act, and challenging experience;
- Build and maintain relationships, which are crucial in the development of every person;
- Harness their personal strengths to make a positive impact;
- Practice tolerance and acceptance, empowering ourselves and our communities to understand each other;
- Teach as we learn, striving to enhance our community;
- Provide a quality education that meets the needs of the individual student, while helping them attain a standard New Hampshire High School Diploma; and
- Assure all students have a plan for life after high school.

**F: Achievement Tests to be used to measure academic and goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics. RSA 194-8: 83, II(h)**

In accordance with RSA 193-C, RVCPS will administer New Hampshire's current statewide standardized testing which include College Board School SAT Day for English Language Arts and Mathematics and the New Hampshire Statewide Assessment System (SAS) for science. RVCPS will also work to offer the PSAT for all students in each academic year. Further, RVCPS will evaluate its students using a variety of methods including projects, exhibitions, and oral presentations in each of the content areas.

**G. For schools offering High School grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils:**

**Graduation Requirements**

Students will need to complete the following requirements in order to graduate and receive an RVCPS diploma

| Courses        | Credits |
|----------------|---------|
| English        | 4       |
| Social Studies | 3       |

|                                 |    |
|---------------------------------|----|
| Mathematics                     | 3  |
| Science                         | 2  |
| Physical Education              | 1  |
| Technology Education            | .5 |
| Art Education                   | .5 |
| Health Education                | 1  |
| Electives                       | 5  |
| Minimum Credits for Graduation: | 20 |

**GRADUATION PLAN**

**STUDENT NAME:**

**NH SASID#:**

**DATE UPDATED:**

**English (4 Credits Required)**

| <b>Course Name</b>           | <b>Year</b> | <b>School</b> | <b>Grade</b> | <b>Credit</b> |
|------------------------------|-------------|---------------|--------------|---------------|
| <b>English 9 (1 Credit)</b>  |             |               |              |               |
| <b>English 10 (1 Credit)</b> |             |               |              |               |
| <b>English 11 (1 Credit)</b> |             |               |              |               |
| <b>English 12 (1 Credit)</b> |             |               |              |               |

**TOTAL: /4.00**

**Social Studies (3 Credits Required)**

| Course Name              | Year | School | Grade | Credit |
|--------------------------|------|--------|-------|--------|
| World History (1 Credit) |      |        |       |        |
| US History (1 Credit)    |      |        |       |        |
| Civics (.5 Credit)       |      |        |       |        |
| Economics (.5 Credit)    |      |        |       |        |

**TOTAL: /3.00**

**Mathematics (3 Credits Required)**

| Course Name              | Year | School | Grade | Credit |
|--------------------------|------|--------|-------|--------|
| Math Concepts (1 Credit) |      |        |       |        |
| Algebra 1 (1 Credit)     |      |        |       |        |
| Consumer Math (1 Credit) |      |        |       |        |

**TOTAL: /3.00**

**Science (2 Credits Required)**

| Course Name | Year | School | Grade | Credit |
|-------------|------|--------|-------|--------|
|-------------|------|--------|-------|--------|

|                             |  |  |  |  |
|-----------------------------|--|--|--|--|
| Physical Science (1 Credit) |  |  |  |  |
| Biology (1 Credit)          |  |  |  |  |

**TOTAL: /2.00**

**Miscellaneous Required Credits (3 Credits Required)**

| Course Name          | Year | School | Grade | Credit |
|----------------------|------|--------|-------|--------|
| Tech Ed (.5 Credits) |      |        |       |        |
| PE (1 Credit)        |      |        |       |        |
| Health {1 Credit)    |      |        |       |        |
| Art (.5 Credit)      |      |        |       |        |

**TOTAL: / 3.00**

**Electives (5 Credits Required)**

| Course Name | Year | School | Grade | Credit |
|-------------|------|--------|-------|--------|
|             |      |        |       |        |
|             |      |        |       |        |
|             |      |        |       |        |
|             |      |        |       |        |
|             |      |        |       |        |
|             |      |        |       |        |

**TOTAL: /5.00**

**Total Credits Earned:**

| After Year 1 | After Year 2 | After Year 3 | After Year 4 |
|--------------|--------------|--------------|--------------|
|              |              |              |              |

**H. Student Performance Data Management System**

River View Chartered Public School will use the Grade Link grading platform for all student grade reporting and data management Lesson Planning, Gradebooks, Standards and Report Cards all work together seamlessly within the Grade Link platform. Grade Link offers unlimited personalized support via phone and email, automatic grade monitoring that alert parents or students when they waiver, and report cards that are customizable for River View. To help keep parents/ families involved, Grade Link offers robust calendars, class web pages, school websites, mobile apps, group email, SMS/text and voice alerts, and automatic grade and attendance monitoring, to name a few.

**I. Daily/ weekly schedule**

River View Chartered Public School Daily Schedule

- Prep-                      7:30-8:00 am
- A Block                    8:00 -11:00 am
- B Block                    11:30 -2:30 pm

**River View Chartered Public School Weekly Schedule**

|                |              |
|----------------|--------------|
| 7:30- 8:00 am  | Teacher Prep |
| 8:00-11:00 am  | A Block      |
| 11:30- 2:30 pm | B Block      |

Academic Time: 2 Blocks x 180 Min Each = 360 Minutes Per Day

360 Minutes Per Day x 176 Days= 63,360 Minutes Per Year or 1,056 Hours Per Year meeting the 990 hours of instruction requirement in NH for middle and high schools.

## **J. Supplemental Programming**

River View Chartered Public School will attempt to offer as much supplemental programming as possible. We will seek a broad variety of support to bring to our students in-house as well as supports we can introduce our students to in the community. Initial supplemental program offerings including academic support before and after school, targeted tutoring as necessary, and other similar programming.

As an extension of the Life Readiness Program, a focal point of our school curriculum, students will be able to explore mentorships, job shadows, internships, and other job and career related experiences. We will actively network and develop community connections for our students and encourage them to participate in LRP activities not just within the academic day but also within their personal time.

In addition to sending students out into the community for career related experiences, we will also strive to bring other community opportunities into our building and will help students connect with other co-located service providers. We are planning to bring mental health professionals in to work with students on-site. We are also developing a program, in conjunction with Dartmouth-Hitchcock Medical Center, to bring other health and life related supports into our school on a regular basis.

During the initial preparation for opening RVCPS, will be cataloging and reaching out to the many businesses, organizations, and other resources in our community to develop partnerships that will supplement the RVCPS curriculum.

## **Section VI: School Operations Plans**

### **A. Admissions procedures:**

River View Chartered Public School will employ methods for admission that shall not be designed, intended or used to discriminate or violate individual civil rights in any manner prohibited by law. Ed 318.07(b)(1) a : RVPC will conduct community outreach and awareness campaigns through social media and a physical presence at community events to provide information about RVCPS and to ensure that all area youths know they have "an equal opportunity to attend the charter school". River View Chartered Public School will not discriminate in recruiting. We will reach out broadly to the community, including to English language learners, students with disabilities, and disadvantaged youth.

All recruitment and enrollment practices are designed to promote inclusion of all by eliminating any barriers to enrollment for educationally disadvantaged students, including youth in foster care or DCYF custody and unaccompanied homeless youth. RVCPS will prioritize pregnant/ parenting teens within the SAU 6 district, residents of the Oasis Teen Shelter, foster youth, and other unaccompanied homeless youth. Life circumstances will be discussed during the application process and applicants fitting these categories will be offered priority enrollment. RVCPS information will be disseminated widely to community partners that cater to the disadvantaged youth in the area including, but not limited to, DCYF, the Claremont School District, Newport School District, and the Sunapee School District.

- 1) The enrollment period for RVCPS will be May 1- August 1. Students must complete an application and submit it by August 1 each year.
- 2) Applications may be completed in paper form or online.
- 3) Applications will be reviewed by River View’s Program Coordinator and at least one member of the Board of Trustees.
- 4) If, at the application deadline date, the number of open slots available is less than the number of qualified applications received, we will conduct a lottery by August 10 of each year.

All qualified applicants will be notified and open slots will be filled, beginning with grade 12 and continuing sequentially to lower grades. The hierarchy for admission priority will be assigned as follows:

- 1) Priority, in this order, will be given to siblings of current RVCPS students, children of current members of River View Chartered Public School’s Board of Trustees, and children of current CLP staff.
- 2) If a student is admitted during the annual admissions lottery, any qualified younger siblings will be automatically granted admission if space in their grade level is available. If there are more sibling qualified applicants than there are available open spaces, the siblings shall be subject to a separate lottery process. Siblings not awarded admission shall be placed at the head of the waiting list, according to their lottery position.
- 3) Given our proximity to the Vermont border, students from Vermont may apply, but students residing in New Hampshire shall receive priority admission. Students not granted admission through steps 1-3 shall be placed on a wait list and will be offered admission in that order, as space becomes available.

Please see our recruitment plan in Appendix D

**B. School calendar and the number and duration of days pupils are to be served. RSA1 94-B:3,II(s)**

**RiverView Charter School**  
**2022-2023**  
**Academic Year Calendar**

| July 22 |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| Su      | M  | Tu | W  | Th | F  | Sa |
|         |    |    |    |    | 1  | 2  |
| 3       | 4  | 5  | 6  | 7  | 8  | 9  |
| 10      | 11 | 12 | 13 | 14 | 15 | 16 |
| 17      | 18 | 19 | 20 | 21 | 22 | 23 |
| 24      | 25 | 26 | 27 | 28 | 29 | 30 |
| 31      |    |    |    |    |    |    |

| August 22 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | Sa |
|           | 1  | 2  | 3  | 4  | 5  | 6  |
| 7         | 8  | 9  | 10 | 11 | 12 | 13 |
| 14        | 15 | 16 | 17 | 18 | 19 | 20 |
| 21        | 22 | 23 | 24 | 25 | 26 | 27 |
| 28        | 29 | 30 | 31 |    |    |    |

| September 22 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | Sa |
|              |    |    |    | 1  | 2  | 3  |
| 4            | 5  | 6  | 7  | 8  | 9  | 10 |
| 11           | 12 | 13 | 14 | 15 | 16 | 17 |
| 18           | 19 | 20 | 21 | 22 | 23 | 24 |
| 25           | 26 | 27 | 28 | 29 | 30 |    |

| October 22 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | Sa |
|            |    |    |    |    |    | 1  |
| 2          | 3  | 4  | 5  | 6  | 7  | 8  |
| 9          | 10 | 11 | 12 | 13 | 14 | 15 |
| 16         | 17 | 18 | 19 | 20 | 21 | 22 |
| 23         | 24 | 25 | 26 | 27 | 28 | 29 |
| 30         | 31 |    |    |    |    |    |

| November 22 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | M  | Tu | W  | Th | F  | Sa |
|             |    |    | 1  | 2  | 3  | 4  |
| 5           | 6  | 7  | 8  | 9  | 10 | 11 |
| 12          | 13 | 14 | 15 | 16 | 17 | 18 |
| 19          | 20 | 21 | 22 | 23 | 24 | 25 |
| 26          | 27 | 28 | 29 | 30 |    |    |

| December 22 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | M  | Tu | W  | Th | F  | Sa |
|             |    |    |    | 1  | 2  | 3  |
| 4           | 5  | 6  | 7  | 8  | 9  | 10 |
| 11          | 12 | 13 | 14 | 15 | 16 | 17 |
| 18          | 19 | 20 | 21 | 22 | 23 | 24 |
| 25          | 26 | 27 | 28 | 29 | 30 | 31 |

| January 23 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | Sa |
| 1          | 2  | 3  | 4  | 5  | 6  | 7  |
| 8          | 9  | 10 | 11 | 12 | 13 | 14 |
| 15         | 16 | 17 | 18 | 19 | 20 | 21 |
| 22         | 23 | 24 | 25 | 26 | 27 | 28 |

| February 23 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | M  | Tu | W  | Th | F  | Sa |
|             |    |    | 1  | 2  | 3  | 4  |
| 5           | 6  | 7  | 8  | 9  | 10 | 11 |
| 12          | 13 | 14 | 15 | 16 | 17 | 18 |
| 19          | 20 | 21 | 22 | 23 | 24 | 25 |

| March 23 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | Sa |
|          |    |    | 1  | 2  | 3  | 4  |
| 5        | 6  | 7  | 8  | 9  | 10 | 11 |
| 12       | 13 | 14 | 15 | 16 | 17 | 18 |
| 19       | 20 | 21 | 22 | 23 | 24 | 25 |

| April 23 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | Sa |
|          |    |    |    |    |    | 1  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |

| Events            |                            |
|-------------------|----------------------------|
| Aug 22            | Teacher’s first day        |
| Sept 6            | First day of classes       |
| Oct 10            | No School- Columbus Day    |
| Nov 4             | End of first quarter       |
| Nov 7             | No School- P/T conferences |
| Nov 8             | No School- Election Day    |
| Nov 11            | No School- Veteran’s Day   |
| Nov 23-25         | No School- Thanksgiving    |
| Dec 23-30         | No School- Holiday Break   |
| Jan 16            | No School- MLK Day         |
| Jan 20            | End of 2nd Quarter         |
| Feb 10            | No School- PD Day          |
| Feb 27- March 3   | Winter Break               |
| March 7           | No School- PD Day          |
| April 7           | End of 3rd Quarter         |
| April 24-28       | Spring Break               |
| May 29            | No School- Memorial Day    |
| June 16           | Last Day for Students      |
| June 19           | Last Day for Teachers      |
| July 10- August 4 | Summer School              |



RVCPS ' s calendar will generally follow the calendars and hours of SAU 6. Care will be taken to ensure that required attendance hours of 990 are met or exceeded and we will comply with current state law by providing more than the number of days and hours required. Each year, the school calendar will be submitted to the Department of Education for approval.

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

RVCPS is committed to recruiting and retaining highly qualified faculty and staff members. In addition to meeting all state requirements for public charter schools in relationship to required certifications and criminal background checks, as well as all state and federal employment laws, RVCPS seeks to employ a diverse group of individuals who have strong backgrounds in trauma-sensitive strategies, certifications from educational programs and experiences, and commitment to the mission/vision of River View Chartered Public School. Due to its small size, RVCPS will not employ a nurse. Please see our Medical Emergencies Annex in Appendix P.

**Qualifications for the Program Coordinator include:**

- A dedicated dynamic leader who is passionate about the school's mission
- Knowledgeable about trauma-informed practices.
- 3-5 years administrative assistant experience.
- Ability to assist with writing and tracking a budget
- Exceptional organizational and multitasking skills.
- Highly effective communication and interpersonal skills.
- Proficiency in MS Office and other computer skills such as managing websites and social media presence, and with educational management software.

**Qualifications for Teacher include:**

- A dedicated dynamic leader who is passionate about the school's mission and knowledgeable about trauma-informed practices.
- 3-5 years classroom teaching experience (preferred)
- A Bachelors Degree (Education or related field preferred)
- A record of success in community building.
- Highly effective communication, coaching, organizational and interpersonal skills.

**Qualifications for Educational Support Staff include:**

- Dedicated and enthusiastic educators who are passionate about the school's mission.
- Highly collaborative and team-oriented style.
- Highly effective communication and interpersonal skills

**D. Employee job description/ responsibilities:**

Please find complete job descriptions in Appendix E

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

River View Chartered Public School will employ two full time teachers and one Program Coordinator. If funding allows, RVCPS will also employ an educational support staff person. The average student/ instructor ratio will be 1 instructor to 12 students for the first five years or 1 instructor to 9 students if a support staff person is hired.

**F. A description of how the school shall conduct school employee and volunteer background investigations (criminal records check) in accordance with RSA 189:12-a ED 318.07 (3)**

In accordance with RSA 189:13-a. ED 318 .07(3), Claremont Police Department will conduct all criminal records checks for staff and volunteers. Criminal records checks will be completed and the results returned to RVCPS prior to the person's start date. Potential employees will be responsible for paying for any costs associated with their background check.

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

The teachers and Program Coordinator of RVCPS will be full-time employees and will be paid a salary on a weekly basis. All other non-salaried personnel, whether full-time or part -time, will be paid an hourly rate based on negotiated terms and will be paid on a weekly basis. Please See attached budget.

Part-time employees will be paid an hourly wage that is consistent with their field of service.

- Program Coordinator Starting Salary: \$60,000 (may be adjusted up depending on education and experience).
- Teacher Salary: average \$45,000 (may be adjusted up based on education and experience).
- Academic Support Staff Starting Salary: \$17.00 per hour (if funding is secured)

Personal Leave/Sick Leave: Full-time staff will receive a maximum of five (5) paid sick days per year. This sick time provides for full salary and benefits for absences due to personal illness or injury that prevent the employee from working. Full-time staff shall accrue sick leave at the rate of five (5) days per school year. Employees may accrue up to a maximum of 30 days of sick leave. All employees shall inform the Program Coordinator of an anticipated absence as soon as possible and such leave (other than for unexpected circumstances) must be pre-approved by

the Program Coordinator. The Program Coordinator may require an employee to verify the reason for any absence over three days. Full-time staff will be paid at their regular rate of salary for the three scheduled school vacations, and all holidays. All full-time employees will earn three (3) days of flex time annually. Use of flex time can only be used in daily increments.

RVCPS will pay employees for up to five (5) days if they're called to serve on a jury. Employees are expected to notify the director as soon as possible after receiving a summons. If selected to serve on a jury, employees may be asked to provide evidence of service in order to qualify for this benefit. If dismissed from jury duty halfway through the day or sooner, we ask that employees return to work for the rest of the day. If required to serve on a jury for more than five (5) days, employees may use their flex time or take unpaid personal leave, if needed. There will be at least two staff on site at all times. School staff may be assisted by volunteers, parents, interns, college students, paraprofessionals, and apprentices. At least 50% of the teachers will be New Hampshire certified or will have at least 3 years of teaching experience, in accordance with New Hampshire charter school statute (RSA 194-B:14, IV).

## **H. Administrative Performance Evaluation**

Prior to RVCPS launch, an evaluation rubric will be created for each position, detailing responsibilities and performance objectives. The RVCPS Board of Trustees will evaluate the Executive Director's performance, as it relates to River View, annually to improve administrative functioning and to ensure that the school is fulfilling its mission and complying with all provisions of its charter. Members of the Board, staff and Parent Council members will be asked to provide input in the Executive Director's evaluation process. Emphasis will be on identifying strengths, areas of improvement and annual goals. At the time of the evaluation, each employee will complete a self-evaluation using the rubrics specific to their position, which will be compiled with the evaluations completed by staff (and those collected from the board and other review committee members). A representative of the Board will conduct an in-person evaluation with the Executive Director and the Executive Director will conduct an in-person evaluation with each staff member to discuss performance and establish key performance indicators, which may be reviewed quarterly. A written evaluation will be completed and placed in each employee's personnel file annually. If an employee is found to be not meeting their required performance standards, recommendations for improvement will be made and a 1-month follow-up evaluation scheduled.

## **I. Program Coordinator and Teacher Performance Evaluation**

Program Coordinator and RVCPS Teacher's performance evaluations will cover curriculum planning, student assessment, lesson delivery, classroom management, and faculty collaboration in addition to employing a system of peer review for evaluating instruction performance that will ensure high quality, along instruction with an evaluation by the Executive Director. At a minimum, evaluations will be required annually. The evaluation rubric for use in Teacher and Program Coordinator reviews will include the Planning, Presentation, and Professionalism.

## **J. Professional Development**

All teachers are required to pursue professional development, at a frequency determined by the

Program Coordinator and outlined in a professional development master plan in consultation with the NH Department of Education. Teachers may meet this requirement through attending workshops, conferences, or courses related to their subject specialty, curricular innovations, or social/cultural issues affecting adolescents.

All full-time salaried employees, including administrative staff, receive two (2) paid days per year to pursue professional development of their choosing, in addition to school wide, on-site professional development days, which will correspond with PD days on the Claremont School District's calendar.

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

RVCPS's vision is to inspire young people to be better than they thought possible, to value others as well as themselves, and to make decisions that will have a positive impact on the world around them. As part of making this vision a reality, River View Chartered Public School expects students to learn, to take responsibility for their education, and to be accountable for their behavior. RVCPS will be proactive in the area of behavior management, which will improve a student's chance of success and engagement within the school setting. We will proactively promote positive behaviors by including a combination of a behavior rubric, restitution, and school attachment practices. By having a behavior rubric in place and posted throughout the school, students will be reminded of what is expected of them and what the consequences are if those expectations are not met.

With restitution, students will be empowered to fix their mistakes, after discussing potential resolution options with the Program Coordinator, and will return to the classroom strengthened. The process encourages students to reflect on their behavior and create a plan to correct their mistake. School attachment is the extent to which students feel part of the school community. The entire RVCPS staff will make every effort to ensure that each student feels respected, valued, and supported. Discipline will focus on assisting students to develop self-control, social responsibility, discerning judgment, and consideration for others. The RVCPS Student Handbook includes expectations for behavior as well as potential disciplinary actions for not meeting those expectations. Parents and students will be required to read and sign a form stating that they have read and agree to follow the behavior expectations.

Disciplinary actions can include the following:

**Removal from a classroom:** Students may be removed from a classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school rules or policies, or otherwise impedes the educational purpose of the class. In most cases, the offending student will be directed to the coordinator's office.

**Restitution** may be assigned at the discretion of the Program Coordinator and a student may be required to complete work projects at the school under the direction of a faculty member.

**Out-of-School suspension:** The Program Coordinator is authorized to assign out-of-school suspensions for a specific period of time for gross misconduct, for neglect, or for refusal to conform to school rules and policies. The offending student will not be permitted to attend school during the period of suspension.

## Process for Out-of-School Suspension

The power of suspension is authorized as follows:

Pursuant to Ed 317.04(a)(1), the Program Coordinator is authorized to suspend a student for up to 10 school days for gross misconduct or for neglect or refusal to conform to school policies or rules.

The Program Coordinator is authorized to continue the suspension of a pupil for a period in excess of 10 days, with the approval of the Chair of the Board of Trustees. Prior to this extended, or "long-term" suspension, the Program Coordinator will hold an informal hearing on the matter. Pursuant to Ed 317.04(a)(2), "long-term suspensions" may be issued for an act of theft, destruction or violence as defined by **NH RSA 193-D**, or for possession of a pellet paintball gun or BB gun or rifle under **NH RSA 193:13, II**.

Any suspension in excess of 10 school days is appealable to the Board of Trustees, provided the Program Coordinator receives the appeal in writing within 10 days after the issuance of the suspension. Any suspension in excess of 10 school days shall remain in effect while any appeal is pending.

### Grounds for Suspension:

A student may be subject to suspension when it is determined that, while on or within view of the school or a school-sponsored activity, they:

- caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
- possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, prescription medication not prescribed to that individual, alcoholic beverage, or intoxicant of any kind.
- committed or attempted to commit robbery or extortion.
- caused or attempted to cause damage to school or private property.
- stole or attempted to steal school or private property.
- possessed or used tobacco or any products containing tobacco or nicotine, including but not limited to cigars, cigarettes, miniature cigars, vape pens, clove cigarettes, smokeless tobacco, snuff, chew, packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
- committed an obscene act or engaged in habitual profanity or vulgarity.
- knowingly received stolen school or private property.
- unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- disrupted school activities or otherwise willfully defied the valid authority of the Executive Director, Program Coordinator, teachers, or other school personnel engaged in the performance of their duties.
- possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the student had

obtained written permission to possess the item from CLP Executive Director.

- committed or attempted to commit a sexual assault, or committed a sexual battery.
- harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- engaged in or attempted to engage in hazing of another. For the purposes of this subdivision,
- "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
  - aided or abetted the infliction or attempted infliction of physical injury to another person made terrorist threats\*\*\* against school officials and/or school property.

\*\*\*Note: Pursuant to TITLE LXII CRIMINAL CODE CHAPTER 651-F, making a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. \*\*\*

A student may also be subject to suspension when it is determined that:

- He/she, while on or within view of the campus or at a school sponsored activity: committed sexual harassment. caused, attempted to cause, threatened to cause, or participated in an act of hate.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward pupil or school personnel.

Expulsion will be imposed by the Program Coordinator upon the commission of an egregious violation of school rules and policies, including the following:

- Possession of illegal drugs or alcohol on school grounds
- Possession of a firearm or other weapon
- Aggression and/or anger directed at a school faculty or staff member, or a peer.

A student faced with expulsion will receive notice from the Program Coordinator and may appeal that decision to the Board of Trustees.

#### **L. Age-appropriate procedures for disciplinary matters, including suspension and expulsion.**

Disciplinary procedures: Minor infractions will be dealt with, as necessary, by teachers or the Program Coordinator. Repeat infractions, or actions of a more serious nature, will result in a meeting to determine consequences. This meeting will include the student, a parent or guardian,

the Exec. Director, and the Program Coordinator. Ongoing difficulties between students will result in individual meetings as well as peer mediation, in accordance with the developmental capabilities of the students. A student who is frequently and repeatedly unable to meet school conduct expectations may be asked to leave the school. Suspension and expulsion guidelines: Certain behaviors, such as bullying, harassment, and other violent behavior toward students or faculty; possession and/or use of illegal substances; and other criminally disruptive activity or major offenses. Students will be given the River View Chartered Public School Student-Parent Handbook, which fully explains the actions that could lead to suspension or expulsion. Students will be required to sign a copy of the code of conduct, which will be kept on file for future reference. A student may be suspended or expelled from a chartered public school based on criteria determined by the Board of Trustees, consistent with the advice of the Director and teachers, and in conformance with RSA 193:13. Please see the RVCPS Student-Parent Handbook in Appendix F for more details on the disciplinary process. In all disciplinary matters, Federal and State mandated provisions will be followed.

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

RVCPS will be located in Claremont, NH--part of SAU 6. Students attending RVCPS have access to district transportation only if they reside in the district in which the charter school is located. RVCPS will comply with charter law provisions that govern student transportation under Section 194-B:2, which states : " Attendance at a charter school for the purposes of transportation shall not constitute assignment under the provisions of RSA 1 89:6 and RSA 1 89:8. Pupils who reside in the school district in which the open enrollment or charter school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for in RSA 189:6 and RSA 189:8 and that transportation is provided to pupils at ten ding other public schools within that district. However, any added costs for such transportation services shall be borne by the charter school. For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's residential district. No transportation will be provided by a sending school district or receiving charter school for students whose residence is other than where the school program is located. River View will offer to help students outside SAU 6 coordinate transportation, through networking with surrounding school districts, including area, forming carpool or ride- share groups, encouraging biking and walking, and other avenues of transportation.

**N. Student, Staff Handbooks**

Please see RVCPS Student-Parent Handbook and the RVCPS Staff Handbook in Appendix F and G, respectively. Both documents will be reviewed, edited, and vetted by our legal counsel prior to enrollment and hiring.

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**O. Student information System**

River View Chartered Public School will use the Grade Link grading platform as our Student

Information System. All student grade reporting and data management- Lesson Planning, Gradebooks, Standards and Report Cards- will be tracked within the Grade Link platform. Grade Link offers unlimited personalized support via phone and email, automatic grade monitoring that alert parents or students when they waiver, and report cards that are customizable for River View. To help keeps parents/ families involved, Grade Link offers robust calendars, class web pages, school websites, mobile apps, group email, SMS/text and voice alerts, and automatic grade and attendance monitoring, to name a few.

## **Section VII: Meeting Student Needs**

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

**Under New Hampshire's charter school statute: RSA 19 4-B: 11, 111, the local school district continues to be responsible for special education decision-making for any identified student who seeks attendance at a charter school. Decision-making for special education services needed and student placement stays with the local school district.**

**Local school district responsibility is current law for students placed in private schools or other public schools. Thus, these guidelines represent no change from current decision-making placement and services procedures.**

**RSA 194-8: 11, 111 states that all options available to the parent and the local education agency are retained. Regarding special education, options now available to parents and the local district include:**

**The parent accepting or rejecting the district -proposed education plan in full or in part.**

**The local education agency provides some services to the child outside the assigned district school or outside the typical school hours.**

**An education plan of short duration or one that allows for a trial period in a program.**

**Either the parent or the schools initiating the resolution of disagreements about the district's recommended program through the Department of Education.**

**The charter school will recommend a transition period for special students to assure that the placement decision is appropriate and successful.**

### **Coordination with a Pupil's School District:**

RVCPS will respect the role and responsibility of the local school district. In coordination with the student's local education agency, school personnel will:

- Respect the LEA's statutory authority for handling special education decision-making.
- RVCPS ' s Director will act as the charter school liaison to collaborate with the local education agency on individual student matters.

### **Special Education Process**

**In 1994, Section Ed 1102 .11 defined "educational decision-making process" in RSA 18 6-C: 14, II (b) as the "identification, evaluation, and placement, as well as the hearing,**



mediation, and appeal procedures." Under ED 1106.01 in the 2002 rules revised, the special education process is defined as:

Referral Evaluation

Determine eligibility

Development of an IEP

(individualized education plan)

Placement

Current School District's Special Education Responsibility

Definitions under July 2002 revised Department of Education Rules for Special Education explain current district responsibility:

Ed 1102.31 "Local Education Agency " (LEA) means the local school district "as defined in 34 CPR 300.18, and includes "school district" as defined in RSA 1 98:38, II. (CPR refers to federal special education law).

Ed 1102.32 "Local School Board" means the elected governing body of the LEA which is responsible for providing elementary and secondary education to all children who reside in the district.

Local Education Agency Responsibility Responsibilities for the Local Education Agency are:

**CHILD FIND: State compliance code ED 1103 .01 states the district will comply with federal code 34 CPR 300.125, relative to child find procedures. The local district is required to identify, evaluate, and classify all student determined to be students with educational disabilities who are under 22 years of age. "The LEA shall develop a written child find system which assures all potential children with disabilities residing within its jurisdiction are referred to the IEP team."**

**Ed 1103.02 LOCAL EDUCATION AGENCY CHILD FIND: The local education agency annually shall contact representatives' private schools within its jurisdiction to advise them of the local education agency 's responsibility to identify and evaluate all students who are suspected of or known to be children with a disability and who are enrolled in such schools, and referrals from schools shall be forwarded to the IEP team for further evaluation.**

In accordance with RSA 1 94-B:8, I, RVCPS shall not discriminate against any child with a disability, as defined in RSA 186-C. RVCPS will collaborate with LEAs from each sending district and the parents and/or legal guardians of special needs students to identify and implement practices to meet their needs. RVCPS complies with all federal and state special education laws and rules applicable to a New Hampshire charter school. Under New Hampshire's charter school statute, RSA 1 94-8: 11, III (a) " the funding and educational decision-making process for children with disabilities attending a chartered public school shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district." RVCPS recognizes the critical role of the LEA in successful implementation and administration of IEPs. River View's Program Coordinator will be the Special Education Liaison, who will collaborate with LEAs from sending school districts on matters pertaining to individual students' needs.

Specifically, the liaison will:

- Notify and collaborate with the LEA when an individual student may require referral for services or accommodations.
- Communicate with the sending district, parents and/or legal guardians, service agencies, faculty and other members of a students' potential IEP team to ensure consistent implementation of IEP services.
- Review IEPs from the LEA with all teachers and staff involved in its implementation and support to ensure full compliance with IEPs and student success.
- Maintain contact lists for all service providers related to IEPs.
- Provide concerns and/or recommendations to the LEA liaison about IEP implementation. Attend meetings with the LEA, parents, faculty and staff to review the IEP and/or educational status of students.

Meetings with Ben Nester, Special Ed Coordinator; and David Chocoran, out of district case manager for SAU 6; are ongoing to discuss how RVCPS can best work together to support students in the SAU 6 district and ensure that the appropriate services will be provided in compliance with state and federal requirements for special education. 318.09(e)(8) The sending district has agreed to provide any services required within the IEP either onsite or at Stevens High School.

In accordance with RS A19 4-B: II(c), RVCPS will cooperate with the child's resident district in the provision of the child's special education and related services.

At all times, River View will cooperate and coordinate with the LEA. If, at the IEP meeting, the IEP team, which will include a member from RVCPS, determines that, to ensure the provision of a free and appropriate public education in accordance with the child's IEP, the child's special education and related services shall be provided using any or all of the methods listed below, starting with the least restrictive environment, we will respond in the following ways:

- (1) The resident district may send staff to the chartered public school - we will welcome outside staff into RVCPS and provide space and materials for optimal services to take place.
- (2) The resident district may contract with a service provider to provide the services at the chartered public school- we will welcome contracted service providers into RVCPS and provide space and materials for optimal services to take place.
- (3) The resident district may provide the services at the resident district school- RVCPS will collaborate with the LEA regarding time and transportation.
- (4) The resident district may provide the services at the service provider's location- RVCPS will collaborate with the LEA regarding time and transportation to the service provider's location.
- (5) The resident district may contract with a chartered public school to provide the services- RVCPS will determine if this is a feasible option for service delivery. If it is determined to be a viable option, a contract will then be negotiated.
- (6) If the child requires transportation to and/or from the chartered public school before, after, or during the school day in order to receive special education and related services as provided in the IEP, the child's resident district shall provide transportation for the child. - RVCPS will work with the sending school to determine how both agencies can best collaborate to ensure that the student's IEP needs are being met.

**B. Other educationally disabled and economically disadvantaged. At risk includes:**

RVCPS has contacted the Title 1 coordinator for SAU6, the Homeless Liaison for SAU 6, as well as mental health professionals to ensure that we have access to the resources necessary to successfully educate our Educationally Disadvantaged; English Language Learners (ELL); Neglected or Delinquent,

Homeless Students; and Migrant and Refugee populations. Plans will be solidified prior to student enrollment.

**C. Additional Academic support and credit recovery: strategies for improving student achievement and closing achievement gaps:**

RVCPS will utilize summer school, VLACS, and community learning opportunities as a means to improve student achievement and close achievement gaps. We expect that we some enrolling students will require credit recovery support to achieve graduation status. Every effort will be made to individualize each student's educational plan to allow for various methods of credit recovery.

**D. Federal Title Programs**

RVCPS will endeavor to secure funding through Federal Title programs at every opportunity to support the education of our students and maximize leverage of State funding toward improvement of student education. Eligibility for specific Title programs will be identified based on staff and student demographics/ needs.

**Section VIII: Financial Management**

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

RVCPS will follow all Generally Accepted Accounting Procedures and accounting guidelines for NH public schools. The CLP Board of Directors has established fiscal oversight and control procedures led by the Treasurer who is a Certified Public Accountant. These established procedures will ensure that RVCPS's finances are managed with discipline, integrity, and transparency. Key aspects of RVCPS's financial health will be reviewed at each monthly CLP Board meeting. At least two members of the RVCPS Board of Trustees will be given check writing authority.

The CLP Executive Director, CLP Board Treasurer, and River View Chartered Public School's Program Coordinator are given a discretionary spending limit, set by the RVCPS's Board of Trustees, for incidental purchasing and the CLP Executive Director and RVCPS Treasurer have the authority to endorse regular River View payroll expenses. For expenses over \$5,000, two signatures are required on checks. Each individual with check writing authority will be covered by a Fidelity Bond, in accordance with the New Hampshire Department of Revenue Administration guidelines.

Claremont Learning Partnership complies with all reporting requirements (RSA 194- B: 10-V), including producing an annual report, authorizing an annual financial audit and report, conducting a program audit, and participating in the annual school budget process. The annual financial audit will be conducted by an independent auditor (CPA) hired by the CLP Board. The Treasurer, or a committee assigned to the task, may recommend a specific CPA, but the final choice of a CPA will be chosen by a majority of the RVCPS Board. The audit will be completed no later than three months after the close of the fiscal year, which is December 30 of each year. The annual report will be provided to the State Board of Education, local school board, and any person who requests, it as

required by law.

In compliance with i4see (Initiative for School Empowerment and Excellence) reporting, River View Chartered Public School will provide the New Hampshire Department of Education with four (4) quarterly financial reports each year and they will also be available to the public. It is expected that these reports will be reviewed during the first-year program audit and at our year 5 renewal. We will also, in our opening year, 2023, provide the NH DOE with a progress report by December 1. Thereafter, progress reports will be sent by August 31 of each year. A first-year program audit will be conducted by the Department of Education at the end of the first year, 2024. Monthly Board meeting minutes will be submitted to the charter school office each month or posted online with the link sent to the charter school office.

## **B. Annual budget**

Please see our five-year budget.

## **C. Budget narrative**

Please see our budget narrative in Appendix H.

## **Section IX: School Culture**

### **A. School environment**

River View Chartered Public School will employ staff with experience serving disadvantaged teens and an understanding of the unique challenges they face. All staff will be encouraged to work closely with any students that have disabilities to better understand their learning styles and will be expected to create curriculum, within accepted standards, that is innovative, engaging, and meaningful. These steps, along with creating an atmosphere of respect and acceptance among all students, will create a culturally inclusive environment. We recognize that cultural inclusivity, equity, diversity and social justice are essential to the healthy functioning of RVCPS and are, therefore embedded in the curriculum and the social life of the community. The culturally inclusive environment at River View will offer a safe place where people of all cultural orientations can freely express who they are and their own opinions and points of view.

### **B. Established and maintenance of school culture**

RVCPS school culture is established through the profound respect that teachers and staff have for each human being as a unique individual. Teachers and staff are committed to help students find a sense of social safety, allowing for authentic self-expression while also recognizing their role as a part of a larger community. The emphasis on healthy human relationships among teachers, staff, students and parents is reflected in the respectful and collaborative approach to every aspect of the school. RVCPS culture will be maintained by the practices and traditions that will be embedded in the curriculum and into the school expectations. Posters will be

displayed in the hallways and in the classrooms encouraging the students and reminding them of the school's expectations. Morning meeting will be held daily to add to the sense of community and belonging.

## **Section X: Stakeholder Engagement**

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

River View Chartered Public School recognizes that parents are an integral part of the education model. Research has shown that students whose parents are involved in their education have generally shown far greater success than those who have little parent support. RVCPS's goal is to encourage and support parents as they join with us in educating their child. We will strive to create an environment where parents are valued as collaborative partners and school community members and feel comfortable in their roles as such. We will seek to have our parents and students understand that we are all working together for the best possible education for every student. Parents/families will have the opportunity to provide feedback through school surveys and parent staff conferences. At River View, there will be an open-door policy for meeting with administration.

RVCPS will request that parents/legal guardians will commit to the following:

- Assure that their child is in attendance every day.
- Ensure their child has a time/place to complete homework or to let us know if they will require assistance in securing such a place.
- Attend any school events, including performances, science fairs, open houses, etc.
- Read email, review the school website, read notes sent home, and review student documentation throughout the course of the school year.

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

One of RVCPS's most important goals is to integrate itself deeply into the community and engage in the resources that the greater Claremont community has to offer. During the planning phases, we have worked to build and foster partnerships within the community so that the connections are established once the students arrive on the opening day. Our RVCPS plans have been discussed at Sullivan County's community partner meetings. The RVCPS Startup Committee discusses RVCPS's mission, vision, and the need for it often.

We anticipate that:

- Community partnerships will exist that offer students hands on experiences in a variety of fields.
- Community partnerships will enable organizations to come onto the RVCPS campus for the purpose of acting as a resource or teaching a skill.
- Partners will engage in fundraising efforts and provide financial support for RVCPS.
- Partners will assist in the growth and stability of RVCPS.

The RVCPS Director will engage directly with potential community partners and discuss potential

roles for each.

RVCPS is currently engaging with the following community partners:

- The City of Claremont;
- Claremont School District
- River Valley Community College;
- Sugar River Valley Regional Technical Center;
- Claremont Savings Bank Community Center;
- Greater Claremont Chamber of Commerce;
- Claremont Police Department;
- Valley Regional Healthcare;
- Dartmouth Hitchcock Medical Center;
- Keady Family Practice;
- Co Baby Steps Family Assistance;
- Red River;
- Claremont Soup Kitchen; and
- TLC Family Resource Center.
- Connected Families NH

Future outreach will include the following potential community partners:

- Claremont Savings Bank;
- Turning Points Network;
- Community Alliance of Human Services;
- Southwestern Community Services;
- Arrowhead Recreation Club;
- Edward Jones;
- Pathways of the River Valley;
- Sullivan County Humane Society;
- NH Bureau of Vocational Rehabilitation;
- Full Circle Farm; and
- R.E. Hinkley
- West Claremont Center for Music and the Arts

Upon approval of the school charter, one of the first steps RVCPS will take is to reach out to prospective community partners to gauge if and how they will be involved with us. The program coordinator will discuss RVCPS goals and philosophies behind the program we are creating with each potential partner, in an effort to create long-lasting partnerships. The early conversations will center around organizations that we hope will support the school in its mission. As the beginning of the school year approaches, and after successfully enrolling our first incoming students, we will open conversations with other area organizations to create partnerships centering around individual student needs (internships, job shadows, etc.).

### **C. LEA Partnerships**

Meetings with the Claremont School District are ongoing in order to build and maintain a strong, collaborative relationship. The President of the Claremont Learning Partnership Board of Directors is the truancy officer for the Claremont School District and will be a powerful liaison between the District and RVCPS. The Claremont School District Resource Officer is assisting CLP with the development of a comprehensive emergency preparedness plan for all of the programs under its umbrella, including RVCPS. Stacy Hammerland, the homeless liaison for the Newport School District, has toured the space and ongoing meetings continue to foster a similar strong relationship. Strong LEA partnerships will be beneficial for both the students and staff of RVCPS as they will allow for interagency conversations and collaborations as well as seamless referrals from LEAs for students that they feel may excel in a smaller, more individualized setting.

Establishing connections with the guidance counselors and administrators from sending LEAs will allow them to more fully understand our program and explain options to students struggling in the traditional high school setting. Strong LEA relationships will also be beneficial when transferring students with IEPs from the traditional high school setting to RVCPS.

## **Section XI: Facilities**

### **A. Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school. ED318.0S(c)(9)**

River View Chartered Public School is located at 169 Main Street in Claremont, NH; a property owned by the Claremont Learning Partnership. The space currently dedicated to RVCPS is a 4,300 ft space with a dedicated ADA compliant ramp and entry. There is room to expand within the building over the next three years, if necessary. Claremont has a unique demographic makeup, with almost 20% of residents falling at or below the poverty guidelines. This statistic makes it necessary to offer other services to RVCPS students such as life skills classes, health care, substance misuse and mental health supports, food, clothing, and toiletries. With our focus on disadvantaged youth, it will be important for RVCPS to be inclusive when making enrollment decisions and to establish an inclusive environment from the start.

### **B. Description of school requirements**

In Section Ed 321.10 of NH Educational Code, it states that the Standards for Educational Space in a general-purpose classroom in high schools shall contain a minimum of 800 square feet, including storage, or 32 square feet per student, whichever is greater. RVCPS' s 4,300 square foot space, is more than adequate in terms of square foot age.

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

RVCPS will include two classrooms, one common area, one kitchen/ multiuse space, two offices, and one outside services room. RVCPS is located a block away from one of Claremont's public parks and

a mile away from two other parks. These parks will offer ample opportunity for students to participate in a variety of outdoor activities including basketball, baseball, tennis, soccer, football, jogging, and hiking. RVCPS is working with a certified physical education teacher who will design and oversee a health and PE program for River View students that meets the state standards for PE and Health. RVCPS is also working with a certified art teacher who will design and oversee an art program for River View students that meets the state standards for Art.

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

Claremont Learning Partnership owns the property that will house RVCPS. Please see the Deed in Appendix I.

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

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

An Emergency Operations Plan will be completed, with the assistance of the Claremont Police Department, the SAU 6 school resource officer, and Dean Jore from the HSEM School Emergency Readiness Program prior, to the RVCPS opening day. We will provide a Statement of Assurance affirming that this plan will be completed and submitted to the NH Homeland Security and Emergency Management portal prior to school opening.

#### **B. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to:**

- **Fire safety**
- **Heating, ventilating, and air conditioning (HVAC)**
- **Plumbing**
- **Electrical**
- **Food Service**
- **ADA (Americans with Disabilities Act) RSA 194-B:8, II; ED 318.07{b}(4)**

RVCPS shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to:

- Fire safety
- Heating, ventilating, and air conditioning (HVAC)
- Plumbing
- Electrical
- Food Service
- ADA (Americans with Disabilities Act)



RVCPS has completed a preliminary fire and safety inspection with the city of Claremont's fire code enforcement officer and the city's safety code enforcement officer. They have identified a variety of issues that will need to be corrected prior to the issuance of our certificate of occupancy as a charter school. The Executive Director and the facilities manager have worked with local contractors to establish a budget and feasible timeline to ensure that all identified concerns have been addressed and inspected prior to the opening day of school.

### **Section XIII: Communication Plan**

#### **A. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school. *RSA194-B:3, II (w)***

To ensure all eligible district residents have the equal opportunity to apply to RVCPS, we will initiate a public relations effort. Information will be sent through the Claremont and Newport School Districts to all students who will be entering the ninth grade in the fall of 2023. RVCPS information will also be distributed at other schools in surrounding communities. We will submit press releases to area newspapers and post on all of our social media platforms, as well as through community partner sites. Information packets will be available at the Oasis Teen Drop-in Center and at the SAU offices.

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

In order to share successful programs and practices with other charter schools and local public schools in the state, we will designate several members of the RVCPS Board of Trustees and school community to work alongside the Program Coordinator to lead the efforts to identify and disseminate best practices. This group will share the strengths and weaknesses of our program and will identify those practices that have been most successful at our school. The Committee will work to establish relationships with other public schools, including those with similar best practices and those who might be most interested in and could benefit most from our practices. The committee will establish clear objectives for information dissemination and will establish success metrics. Examples of dissemination efforts may include, but are not limited to, presentations at local, state and national charter school conferences and NH charter school meetings.

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

River View Chartered Public School will regularly communicate with school stakeholders through an emailed monthly newsletter, which will provide updates on the application and enrollment process, general information about River View, and any events that may be of interest to River View families or the community at large. Information will also be available on our website and Facebook page. Classroom teachers will send regular email communications to update parents on specific class lessons and events. Parents will be able to access student progress reports, grades, and homework assignments through Grade Link the student information system we expect to use. For information such as school closures for snow days, families will be contacted by email, and the notification will

be posted on the RVCPS Facebook page and the WMUR school closures list.

#### **Section XIV: Assurances, Provisions, Policies**

##### **A, A global hold-harmless clause that states:**

**A charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the charter school, and their schools boards , officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses and expenses, including but not limited to reasonable attorney's fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests, and invitees, or pupils. RSA19 4- B:3, 1/(x)**

River View Chartered Public School, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the Claremont School District, the Newport School District, any other school district which sends its students to RVCPS, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns , (the "indemnified parties" ) from any and all claims, demands, actions and causes of action , whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupil s. RSA194-B:3, II(x)

##### **B. Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. RSA194- B:3, 1/(y)**

If any provision of the charter agreement is determined to be unenforceable or invalid for any reason, the remainder of the charter agreement shall remain in effect unless it is otherwise terminated by one or both of the parties, in accordance with the terms contained herein.

##### **C, Statement of assurances related to nondiscrimination according to relevant state and federal laws.193- B:3, 1/(m)**

In accordance with RSA 193-B:3,ii(m), River View Chartered Public School will not discriminate on the basis of race, color, gender, gender identity, or gender expression, national or ethnic origin, age, religion , creed, disability, veteran's status, sex, sexual orientation, socioeconomic or marital status, genetic information , pregnancy and pregnancy related medical conditions in the selection of students or staff, access to its educational programs and activities, with respect to employment terms and conditions or in the administration of the school or in any other way that is prohibited by law.

##### **D. Provision for providing continuing evidence of adequate insurance coverage. RSA194-B:3,1/(t)**

Pursuant to RSA 1 94-B:l, River View Chartered Public School will be a public school afforded the same

protections as all other public schools under RSA 507(b), which provides for limited general liability for the charter school and its agents.

- CLP's Executive Director will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for River View Chartered Public School, worker's compensation, Board Errors and Omissions, and faculty liability coverage.
- The insurances will be in place by the time the initial Board of Trustees begins to perform its duties.
- Insurance coverage will be maintained throughout the life of RVCPS.

**E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name. RSA194-B:3,1/(u)**

During the startup and development period, RVCPS may require specialists in certain fields to evaluate and/or perform certain tasks. At this time, no paid consultants have been identified, but RVCPS recognizes that there may be the need to hire consultants. RVCPS currently consults with professionals in various fields, on an ad hoc basis, during our planning and development phase. We continue to seek persons with specific backgrounds who may assist us with this development process. We have been working with volunteer consultants in the following areas:

- Local Code Enforcement and the Claremont Fire Department;
- Administrators and educators in local school districts;
- John Higgin, Executive Director at Ledyard Charter School;
- Denise Anderson, Esq., regarding all legal questions and document development;
- April Royce, CPA and CLP Board Treasurer, regarding the RVCPS budget and fiscal controls; and
- Erica Pritchett, Graphic Artist, regarding marketing material.

**F. A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option. ED 318.07(b){2}; RSA 194-8:5, V; RSA 194-8:8,VII**

In the event that there are RVCPS students who wish to participate in athletic or other extracurricular activities offered at other schools within SAU 6, RVCPS will contract with the host school to provide that opportunity to those students. Transportation to and from athletic or other extracurricular activities will be the responsibility of the parents and/or guardian of the participating student. RVCPS will negotiate a contract with the host district for transportation to meet the requirements of Ed. 318.08(j)(2).

RVCPS will either employ directly or contract for maintenance and custodial services and will decline to contract with SAU 6 for these services.

All services shall be defined by written contract in advance of any service being provided. All contractors shall provide proof of appropriate professional liability insurance.

**G. Statements that the school will develop, prior to opening, policies regarding the following:**

- **Records retention;**
- **Promoting school safety including:**
- **Reporting of suspected abuse or neglect;**
- **Sexual harassment,**
- **Pupil safety and violence prevention;**
- **Limiting the use of child restraint practices; and**
- **Developmentally appropriate daily physical activity**  
*Ed 318.08(j)(7)*

Upon authorization by the State Board of Education, the River View Chartered Public School Board of Trustees will develop policies regarding:

- School Board Governance and Operations;
- Promotion of School Safety; Records retention;
- Reporting of suspected abuse or neglect;
- Sexual harassment;
- Pupil safety and violence prevention;
- Limiting the use of child restraint practices; and
- Developmentally appropriate daily physical activity.

These policies will be made publicly available prior to opening and will be reviewed annually.

**H. Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation. *RSA194-8 :3, 1/(z)***

Upon termination of the Charter contract or dissolution of River View Chartered Public School, the CLP Board of Directors shall consult with its attorney and the Department of Education to ensure that all contractual and financial obligations are honored and appropriate technical assistance secured.

Dissolution plan:

-The CLP Board of Directors will first consider any debt obligation and will research the disposal of property, etc., that best enables the Board to meet its debts.

-The Claremont School District will be offered any remaining property. Items the Claremont School District does not want will be sold or consigned in the most beneficial manner, with the proceeds reverting to the Claremont School District.

-All property personally or individually owned by the employees of River View Chartered Public School

shall be exempt from any distribution of property described above and shall remain the property of the individual employees. Staff property may include, but is not limited to albums, curriculum manuals, personal mementos, and other materials or apparatus that have been personally financed or acquired or personally developed by teachers and staff.

-All outstanding debts and encumbrances for which River View Chartered Public School is legally liable will be properly settled with the creditor of record. Under no circumstances will the Claremont School District be liable for any obligations of the dissolved River View Chartered Public School.

-River View Chartered Public School will coordinate any planned or voluntary bankruptcy filing with the Claremont School Board to facilitate reintegration of its students. A minimum notice of 120 days for voluntary dissolution of the charter school will be given to the Claremont School District.

**I. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school. RSA194-B:3, II (aa)**

This does not apply to RVCPS.

**J. A plan for the education of the school's pupils after the charter school may cease operation. RSA194-B:3, II (bb)**

In the event that River View ceases to operate as a charter school:

1. Families will be informed of the dissolution at least 90 days in advance.
2. A list of educational options for students will be given to parents.
3. Parents/guardians will provide a written release of information.
4. The receiving school for each student will be notified and files will be forwarded.
5. School personnel will make themselves available for consultation with staff at the new school.
6. Information, including all appropriate student records, will be mailed to each home.

**K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level. RSA-8:8, IV; ED 318.07(b)(5)**

If River View Chartered Public School provides the only available public education services at a specific grade level within its home district, RVCPS shall offer those educational services to all resident pupils of the grade level in accordance with RSA-8:8, IV and ED318.07 (b) (5).

**L. An outline of the proposed accountability plan which clarifies expectations for evaluating the school ' s program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening. RSA194-B:3, II(dd)  
Include organizational, programmatic and educational goals and objectives, accountability measures and a timeline for implementation**

Please see Appendix C for the accountability plan. River View Chartered Public School will provide annual reports to the New Hampshire State Department of Education addressing progress and fidelity to the school's mission. RVCPS will update the Department about its student enrollment, graduation and college matriculation rates, financial operations, and governance on an annual basis. Data will also be gathered from students, parents, faculty, staff and alumni to track the school' s educational impact. RVCPS will provide one copy of its annual report to the state board and to its local school board. This report will also be available to anyone who expressly requests it. The school will conduct an annual financial audit and will provide a report to the state board and local school board, complying with current format and content requirements imposed upon a public school. The report shall include the number of pupils served by RVCPS, tuition rates, and a discussion of progress made towards the achievement of the school's academic and other goals set forth in its charter. RVCPS will be subject to a first-year program audit by the NH Department of Education or its agent, and at least once every 3 years thereafter. A summary of the annual report will be provided to the parent or guardian of each pupil enrolled and will be made available to the Department of Education. A representative of the school will attend and be prepared to report at and answer questions during relevant portions of the annual school district budget process. A full accountability plan will be developed by River View Chartered Public School administrators and approved by the RVCPS Board of Trustees, prior to the date of opening.

#### **Section XV: Letters of Support**

**A. From business and community leaders, elected officials, local school districts, parents. *Ed 318.09(e){12}***

Please see the letters of support in Appendix J and K. Following approval of our application, every effort will be made to gather support from business and community leaders and other school districts in Sullivan County.

**Section XVI: Charter School Opening Timeline for Opening**

|                |   |
|----------------|---|
| August 2022    | Submit successful charter school start up grant application   |
| September 2022 | Submit successful charter school application  |
| September 2022 | Finalize contract with River View’s Program Coordinator   |
| September 2022 | Finalize accountability plan  |
| October 2022   | Following a successful charter and grant application, CLP Board of Directors elect a River View Chartered Public School Board of Trustees   |
| October 2022   | Meet with local school districts to inform them of our approved charter sch status an begin in depth discussions of MOUs - this will be done by CLP executive director and Program Coordinator  |
| October 2022   | Complete renovations of charter school location. Included in these renovations technology upgrades and security systems- CLP executive director will be directly involved with the architectural team and gain input from board and development team in terms of layout and needs |
| November 2022  | Begin finalizing all forms policies. Work with our graphic designer to design marketing materials that will used in the recruitment process   |
| November 2022  | Begin work on webpage   |
| January 2023   | Send all forms and policies to CLP’s attorney for vetting   |
| January 2023   | Order marketing materials and put together student information and application packets  |
| February 2023  | Distribute marketing materials to local high schools and community partners. Begin the student recruiting process.  |
| March 2023     | Order classroom furniture.  |
| May 2023       | Finalize contracts for teachers   |

|                |  |
|----------------|--|
| May 2023       | Finalize MOUs with SAUs of sending schools   |
| May 2023       | Meet with families that are considering River View Chartered Public School for fall and begin the enrollment process |
| May 2023       | Begin the hiring process for educational support staff if budget permits   |
| June 2023      | Finalize all contracts   |
| June 2023      | School set up  |
| August 2023    | Develop class schedules- will be determined by how many students in each grade and their educational needs           |
| August 2023    | Inspections for certificate of occupancy- health, fire, and safe school inspection                                   |
| August 2023    | Set up federal Title programs  |
| August 2023    | Finalize short- and long-term curriculum and assessment planning   |
| August 2023    | Finalize MOUs with local SAU of sending schools for the number of students attending                                 |
| September 2023 | Open River View Chartered Public School  |

**Section XVII: Signed and Certified Application**

A. Complete Application

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application. Ed 318.08(g)

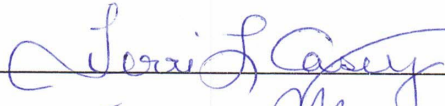


Cathy Pellerin- Executive Director


August 19, 2022

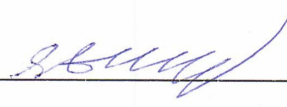


B. Development Team Signatures:

 \_\_\_\_\_ Terri Casey

 \_\_\_\_\_ Josh Mulloy

 \_\_\_\_\_ Jay Jason

 \_\_\_\_\_ Steve Mulloy

 \_\_\_\_\_ Lee Mulloy

 \_\_\_\_\_ Heather Shepard

## **ARTICLE I NAME**

The name of this corporation shall be the Claremont Learning Partnership ((hereinafter referred to as "CLP"). It shall be a non-profit corporation organized pursuant to NH RSA Chapter 292.

## **ARTICLE II OFFICES**

The principal office of the corporation in the State of New Hampshire shall be located in Claremont, New Hampshire. The corporation may have such other offices, either within or without the State of New Hampshire as the Board of Directors may designate or as the business of the corporation may from time to time require.

## **ARTICLE III MEETING OF INCORPORATORS**

1. There shall be a meeting of the Incorporators, upon filing the Articles of Incorporation with the State of New Hampshire. The Incorporators shall act to appoint a Board of Directors.

2. Notice of Meeting: The Board of Directors will meet a minimum of once a quarter, with the purpose to increase educational access, attainment, and opportunity for all in the city of Claremont.

## **ARTICLE IV MEMBERSHIP**

The corporation will not have any members

## **ARTICLE V BOARD OF DIRECTORS**

### Section 1. General

The Board of Directors shall consist of not less than five (5) Directors and not more than eight (8)(the "Board".) The Corporation's incorporators shall select the initial Board. When the term of any member is about to expire, the vacancy shall be filled by a majority vote of the Board of Trustees upon vacancy, after consultation with a nominating committee. The individual Board members shall continue to serve until the remaining Board members appoint a successor member or until a Board member is unable or unwilling to serve.

### Section 2 . Control and Power

The Board shall have the exclusive control and power to manage the activities, property and affairs of the Corporation and shall determine the manner in which the funds of the Corporation, both principal and income, shall be applied within the limitations of the Corporation's Articles of Agreement, these Bylaws, the Code and Chapter 292 of the New Hampshire Revised Statutes Annotated.

### Section 3. Meetings

The annual meeting of the Board shall be held at such a place and time as determined by the Board in the month of (January). Regular and special meetings of the Board, or any committee thereof, shall be called by the President or at the request of two-thirds (2/3) of the membership of the Board and shall be held at such time and place as may be set forth in the notice thereof, provided that at least five (5) days' advance notice (in writing or otherwise) of every meeting shall be given to each Director or member of a committee. Any Directors may waive notice of a meeting by an instrument in writing filed with the records of the meeting or attendance at the meeting without protest.

At all meetings of the Board a majority of the Directors shall constitute a quorum for the transaction of business, and the act of a majority of the Directors present at any meeting at which there is a quorum shall be the act of the Board, except as may be otherwise expressly required by the Corporation's Articles of Agreement, these Bylaws or Chapter 292 of the New Hampshire Revised Statutes Annotated. If a quorum is not present at any meeting of the Board, the Directors present may adjourn the meeting from time to time, without notice other than announcement, until a quorum shall be present or available.

### Section 4. Committees

The Board may designate one (1) or more standing committees, by a resolution(s) passed by a majority of the Board. Such committee(s) shall consist of two (2) or more Directors and shall have such powers and duties as the Board deems desirable.

### Section 5. Removal

Any Executive Director may be removed with or without cause at a meeting of the Board duly called for such purpose by a two-thirds (2/3) majority vote of the disinterested members of the Board.

### Section 6. Resignation

Any Director may resign at any time by giving written notice to the President or the Secretary. Any such notice shall take effect as of the date of the receipt of such notice or at any later time specified therein.

### Section 7. Vacancies

If the office of any Director shall become vacant by reason of death, resignation, disability, retirement, disqualification, removal from office, or for other cause, the remaining members of the Board, even if less than a quorum, shall elect a successor(s) for the unexpired term of such Director.

## **ARTICLE VI OFFICERS**

### Section 1. General

The Corporation shall have five executive officer positions appointed by the Board: President, Vice President, Secretary, Treasurer,

and Chairperson

#### Section 2. President

The Board shall elect the President. The President shall preside over meetings of the Board of Directors and shall be responsible for the agenda and general conduct of such meetings. S/he will represent the Corporation at local, civic, and community activities which require the Corporation's attendance.

#### Section 3. Vice-President

The Vice-President, elected by the Board, shall, in the absence or disability of the President, perform the duties and exercise the powers of the President and shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe.

#### Section 3. Secretary

The Secretary of the Corporation shall be elected by the Board and shall keep the minutes and records of the Corporation in appropriate books, see that all notices are given in accordance with these Bylaws or as provided by law, keep the seal of the Corporation and affix same to corporate documents, and in general, perform all duties incidental to the office of Secretary and such other duties as may be assigned by the President or the Board.

#### Section 4. Treasurer

The Treasurer shall be elected by the Board and shall keep correct and complete records of account accurately showing at all times the financial condition of the Corporation. Subject to the direction of the Board, the Treasurer shall be the legal custodian of all funds of the Corporation, shall keep a detailed account of its income and expenditures, and shall be responsible for payment of all expenditures of the Corporation.

#### Section 5. Removal

Any officer may be removed without cause, from such office by a two-thirds (2/3) vote of the majority of the disinterested members of the Board at a meeting of the Board at a meeting of the Board called for such purpose.

#### Section 6. Resignation

Any officer may resign at any time by giving written notice to the Board or to the President or the Secretary of the Corporation. Any such notice shall take effect as of the date of the receipt of such notice or at any later time specified herein. The acceptance of such resignation shall not be condition precedent necessary to its effectiveness.

#### Section 7. Vacancies

In the event of resignation, retirement, disqualification, death, disability or removal from office, for any reason whatsoever, or any officer of the Corporation, the vacancy so created shall be filled by the Board.

### **ARTICLE VII GENERAL PROVISIONS**

#### Section 1. Corporate Seal

The Board of Directors may authorize a corporate seal which shall have inscribed thereon the name of the corporation and the state and year of incorporation.

#### Section 2. Fiscal Year

The fiscal year of The Corporation shall end on the last day of December in each year unless otherwise determined by the Board

#### Section 3. Indemnification

The Corporation shall indemnify each of its Trustees and officers, or former Trustees and former officers, or any person who may have served at the request of the Corporation as a Trustee or officer of another corporation, partnership, joint venture, trust, or other enterprise, to the fullest extent permitted by law.

### **ARTICLE VIII AMENDMENTS**

The By-Laws may be altered, amended, or repealed and new By-Laws may be adopted by a majority vote of the directors. However, in no event may any amendments be made which would affect the corporation's qualification as a tax-exempt organization pursuant to Section 501(c)(3) of the Code or corresponding section of any future federal tax code.

### **ARTICLE IX NON-DISCRIMINATION**

The corporation shall not discriminate against any person in any manner on the basis of sex, race, age, religion, handicap or ethnic origin.

### **ARTICLE X LIMITATION OF LIABILITY**

Unless otherwise expressly authorized by the Board, the directors and officers shall serve without compensation and, pursuant to Section 508:16 of NH RSA, shall not be liable for bodily injury, personal injury and property damage if the claim for such damages arises from an act committed in good faith and without willful or wanton negligence in the course of an activity carried on to accomplish the purposes of the corporation.

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

### **ARTICLE XI INDEMNIFICATION**

The corporation shall indemnify and hold its directors and officers harmless from and against all suits, claims, injuries, or damages asserted against them, so long as the director or officer to be indemnified has not acted in bad faith or engaged in intentional misconduct, knowing violation of the law, or derived an improper personal benefit.

### **ARTICLE XII CONFLICTS OF INTEREST**

Any possible conflict of interest on the part of any member of the Board, officer, or employee of the Corporation, shall be disclosed in writing to the Board and made a matter of record through an annual procedure and also when the interest involves a specific

issue before the Board. Where the transaction involving a board member, trustee or officer exceeds five hundred dollars (\$500) but is less than five thousand dollars (\$5,000) in a fiscal year, a two-thirds vote of the disinterested directors is required. Where the transaction involved exceeds five thousand dollars (\$5,000) in a fiscal year, then a two-thirds vote of the disinterested directors. The minutes of the meeting shall reflect that a disclosure was made, the abstention from voting, and the actual vote itself.

Every new member of the Board will be advised of this policy upon entering the duties of his or her office, and shall sign a statement acknowledging, understanding of and agreement to this policy. The Board will comply with all requirements of New Hampshire law in this area and the New Hampshire requirements are incorporated into and made a part of this policy statement

#### **ARTICLE XIII DISSOLUTION**

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for or the payment of all liabilities of the Corporation, shall distribute the assets for one or more exempt exclusively for the purposes of the Corporation in such manner or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes as shall at any time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

| <b>Appendix B River View Charter School Fundraising Plan 2023-2028</b> |                    |                        |                                    |  |                       |                 |
|--|--------------------|------------------------|------------------------------------|--|-----------------------|-----------------|
| <b>Name of Fundraiser</b>  | <b>Goal Amount</b> | <b>Fundraiser Date</b> | <b>Description/ Notes, Purpose</b> | <b>Who is Responsible</b>                  | <b>Volunteer Time</b> | <b>Expenses</b> |
| Fudge sales  | \$1,000.00         | 11/18/2023             |                                    | Parent Committee                           | 5 hrs                 | \$0.00          |
| CandyGram  | \$200.00           | 2/11/2024              |                                    | Parent Committee                           | 4 hrs                 | \$20.00         |
| Adult Prom   | \$5,000.00         | 2/11/2024              |                                    | Sarah Nelson                               | 20 hrs                | \$0.00          |
| Fourth of July Event   | \$1,000.00         | 7/1/2023               |                                    | Admin staff                                | 5 hrs                 | \$50.00         |
| Color run/ walk  | \$2,500.00         | 6/24/2024              |                                    | Parent Committee,<br>Admin staff, students | 4 hrs                 | \$100.00        |
| Cookie Dough   | \$470.00           | 11/18/2023             |                                    | Parent Committee                           | 5 hrs                 | \$0.00          |
|  |                    |                        |                                    |  |                       |                 |
|  |                    |                        |                                    |  |                       |                 |
| <b>Total</b>   | <b>\$10,170.00</b> |                        |                                    |  | <b>Total Expense</b>  | <b>\$170.00</b> |

| Outcome                  |               |
|--------------------------|---------------|
| Successes/<br>Challenges | Amount Raised |
|                          |               |
|                          |               |
|                          |               |
|                          |               |
|                          |               |
|                          |               |
|                          |               |
| Total                    | 10,000        |

Appendix C

## ACCOUNTABILITY PLAN

School Name: River View Chartered Public School

Date: 7/22/22

**School's Mission:** It is our mission to provide an alternative educational experience, helping at risk students achieve academic and social success while working towards educational and personal goals. We aim to inspire young people to be better than they thought possible, to value others, as well as, themselves, and to make decisions that will have a positive impact on the world around them. Students will be supported, guided, and encouraged to take responsibility for their own education.

### Organizational Goals

**Goal and Description:** River View Charter School will effectively recruit and retain its students

**Annual Measurable Outcome:** Beginning with the 2023-2024 academic school year, 90% of initial enrollees will complete that academic year.

**Baseline Data:** Will be taken prior to opening

| Objectives<br>Action Plan | Who is<br>responsible | Measurement | Timeframe | Progress Checks and Data<br>Collection | Outcome |
|---------------------------|-----------------------|-------------|-----------|--|---------|
|---------------------------|-----------------------|-------------|-----------|--|---------|

|  |   |   |  |  |  |
|--|---|---|--|--|--|
| <p><b>Objective O1.1:</b><br/> <b>RVCS will fill all of its available enrollment positions</b></p>                       | <p>Executive Director/Program Coordinator</p> | <p>Examination of numbers related to the number of applicants received, location of applicants, and number of students on the waitlist.</p> | <p>Over the course of each academic year</p> | <p>Data collection will occur through the RVCS enrollment process</p>  | <p>The administrative team and school board will be able to recognize the amount of interest that there is in the River View Charter School program as a whole.</p>  |
| <p><b>Objective O1.2:</b><br/> <b>Other than graduating students, RVCS will retain the majority of its attendees</b></p> | <p>Executive Director/Program Coordinator</p> | <p>Examination of attendance data, current grade status, current graduation track</p>   | <p>Over the course of each academic year</p> | <p>Program Director will be continuously be monitoring any potential scenarios where a student may potentially not be on track to return in the fall and work to remedy that situation. Program Director will also meet with every student in early Spring to discuss student's goals and objectives for the following year.</p> | <p>Identify students that we may be losing and better ascertain the circumstances that may be causing us to lose them and how we can better modify our practices</p> |
|  |   |   |  |  |  |
| <p><b>Programmatic Goals</b></p>   |   |   |  |  |  |



**Goal and Description:** Students will attend school regularly.

**Annual Measurable Outcome:** By the end of the 2027-2028 academic school year, 80% of River View Charter Public School students will display a 90% attendance record or higher.

**Baseline Data:** There is currently no baseline data for attendance numbers as school has not opened yet.

| <b>Objectives<br/>Action Plan</b>  | <b>Who is<br/>responsible</b> | <b>Measurement</b>  | <b>Timeframe</b>  | <b>Progress Checks and Data<br/>Collection</b>   | <b>Outcome</b>  |
|--|-------------------------------|---|---|--|---|
| <b>Objective P1.1:<br/>Consistent<br/>Analysis of<br/>Attendance Data</b>                    | Program<br>Coordinator        | Accurate account of<br>student absenteeism<br>over the course of<br>the academic year   | Monitoring will occur<br>on a weekly,<br>monthly, and annual<br>basis.  | Data will be collected using the<br>school’s attendance reporting<br>systems and will be an agenda<br>item at each monthly board<br>meeting to discuss successes or<br>identify potential solutions if<br>numbers are not where we want<br>them.                         | Charter School<br>will hopefully be<br>able to identify<br>issues related to<br>attendance earlier<br>to allow for<br>interventions to<br>remedy these<br>issues.                         |
| <b>Objective P1.2:<br/>Community<br/>Outreach -<br/>Student Support<br/>to Attend School</b> | Program<br>Coordinator        | -Identification of<br>Problem Areas for<br>Students/Families<br>-Outreach To<br>Determine<br>Community Partners<br>to Aid and Support | Much of this work<br>will occur in<br>preparation for and<br>throughout the first<br>year of the school’s<br>operation to ensure<br>maximum support<br>available heading<br>into the 2023-2024<br>school year | Discussion with the school board<br>will occur on this issue on bi-<br>annual basis to demonstrate<br>progression towards our<br>attendance goals and the<br>program director will be<br>continuously searching for<br>partnerships to aid our school in<br>this regard. | The hopeful<br>outcome is that<br>this will help to<br>eliminate some of<br>the barriers that<br>restrict some of<br>our students'<br>ability to be<br>consistently<br>present in school. |

## Academic Goals

**Goal and Description:** *Students will stay on pace to graduate based on their educational path.*

**Annual Measurable Outcome:** *By 2028, 85% of students will complete 5 or more credits towards their graduation requirements per year*

**Baseline Data:** *There is currently no baseline data for attendance numbers as school has not opened yet.*

| Objectives<br>Action Plan                           | Who is<br>responsible                        | Measurem<br>ent   | Timeframe   | Progress Checks and<br>Data Collection   | Outcome  |
|---|--|---|---|--|--|
| <b>Objective<br/>A1.1:<br/>Grade<br/>Monitoring</b> | <b>Program<br/>Coordinator/<br/>Teachers</b> | Students<br>current class<br>grades will<br>be<br>monitored | Throughout<br>the course of<br>the academic<br>year | Bi-Monthly meetings<br>will occur with the<br>director and faculty to<br>discuss students of<br>concern and outline<br>current data and<br>potential next steps to<br>meet students' needs.<br>Notes will be kept to<br>keep an accurate<br>record of students<br>discussed, issues<br>raised, and action<br>steps moving forward. | By working closely with the faculty and keeping a<br>consistent eye on all student's current academic<br>standing, the Charter School will be able to better<br>support its students to ensure that they are<br>meeting the necessary steps to stay on track for<br>their graduation path. |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <b>Objective</b><br><b>A1.2:</b><br><b>Academic</b><br><b>Support</b> | <b>Program</b><br><b>Coordinator/</b><br><b>Classroom</b><br><b>Teachers</b> | Logs will be completed for what students are attending and for how long along with what courses they need support in | Throughout the course of the academic year | Director will examine the number of students accessing the use of academic support and also chart the effect that it is having on their grades | By offering variations of academic support along with recognizing where our students seem to be having the biggest amount of difficulty, it will allow the Charter School to further modify and improve its educational practices to meet the needs of our students. |
|   |  |  |  |  |  |

# Student Recruitment Plan

## School: River View Chartered Public

### School Year: 2023

#### Goals

The goals of this student recruitment plan are:

- To enroll students to reach the approved enrollment cap each year
- To streamline recruitment processes

Strategy:

- We will partner with our local school districts, focusing on Claremont and Newport, private schools, and community partners that are currently working with the disadvantaged population.
- Our charter school information will be posted on social media and on our website
- We will be present at Sullivan County Partners Meetings and the Back to School Festival to share information
- We will host community forums to give tours of the school, distribute information, and answer questions

#### Summary:

At River View Chartered Public School, recruitment is an ongoing process. Our marketing strategies listed above will let the free public know the free public option of River View exists in the Sullivan County region.

## Goals:

| <b>Goal 1: To enroll students to reach the approved enrollment cap each year</b> |  |  |   |   |
|--|--|--|---|---|
| <b>Objectives</b>  | <b>Action</b>  | <b>When</b>  | <b>Who is Responsible</b>                                   | <b>Outcome (Notes about when it was held and the success of it)</b> |
| Place notifications, advertisements, invitations on local media outlets          | Contact the following media outlets to place adds and notifications, invitations: <ul style="list-style-type: none"> <li>• Newspapers</li> <li>• Radio Stations</li> <li>• Social media</li> </ul> Share information about the school program and enrollment period. | This process will begin as soon as our charter school application is approved and funding is secured.            | CLP Executive Director and River View's Program Coordinator |   |
| Hold Informational Sessions at the School  | Invitation for presentations and school tours.   | 3 times each year: <ul style="list-style-type: none"> <li>• November</li> <li>• March</li> <li>• July</li> </ul> | CLP Executive Director and River View's Program Coordinator |   |
| Develop a Presence on: Blogs/Facebook/Twitter                                    | Our IT specialist and Steve Mulloy will work together to develop a social media presence   | Work will begin in March 2023  | Josh and Heather  |   |
| Area Presentations   | Contact regional LEAs, non-public schools and any other educational establishments.  | Meetings have already begun and will continue. A presentation will need to                                       | CLP Executive Director and River View's Program Coordinator |   |

|   |   |   |   |                |
|---|---|---|---|----------------|
|   |   | take place at local school board meetings to gain support   |   |                |
| Set up Informational Booths at Local Community Events         | Information will be shared virtually at all Sullivan County Community Partners Meetings, at the 4 <sup>th</sup> of July Celebration, and at the Back-to-School Festival | The community partners meetings are ongoing, July for the 4 <sup>th</sup> of July celebration, and August for the Back-to-School Festival | CLP Executive Director and River View's Program Coordinator |                |
|   |   |   |   |                |
|   |   |   |   |                |
| <b>Goal 2: To stream line the student recruitment process</b> |   |   |   |                |
| <b>Objectives:</b>  | <b>Action</b>   | <b>When</b>   | <b>Who is Responsible</b>                                   | <b>Outcome</b> |
| Educate community   | Develop marketing materials   | March 2023  | Graphic Designer, Exec. Dir., and planning board            |                |
|   | Schedule information sessions   | November 2023,  | Exec. Dir., Program   |                |

|                             |  |                       |   |  |
|-----------------------------|--|-----------------------|---|--|
|                             |  | March 2023, July 2023 | Coordinator, and planning board                     |  |
|                             | Participate in community events                | ongoing               | Exec. Dir., Program Coordinator, and planning board |  |
| Assemble enrollment packets | Finalize all enrollment materials and assemble | June 2023             | Exec. Dir., Program Coordinator, and planning board |  |
|                             |  |                       |   |  |
|                             |  |                       |   |  |
|                             |  |                       |   |  |
|                             |  |                       |   |  |

**EXECUTIVE DIRECTOR**  
**JOB DESCRIPTION**

**Position Title:** Executive Director

**Location:** Claremont, NH

**Job Status:** Full Time (1 FTE)

**Salary Range:** \$75,000

**Travel:** In-state travel is required, out of state travel may be required

**Supervision:** This position reports directly to the Claremont Learning Partnership's Board of Directors and the River View Chartered Public School's Board of Trustees. This position is responsible for all staff.

**SCOPE OF WORK:** The Executive Director will oversee and manage the finances and operations of Claremont Learning Partnership. They will drive trauma-informed and positive youth development philosophies while ensuring that all CLP services are client-centered with a focus on positive family development. They will ensure all programs under the CLP umbrella are safe and supportive for all children and youth. They will maintain active partnerships between educational, health, and mental health systems for the purpose of facilitating healing, recovery, and promoting the physical, social, and emotional well-being of children, youth, and families within our program who have experienced trauma.

**SUMMARY OF ESSENTIAL JOB FUNCTIONS:**

**Staff:**

- Act as Program Manager for Oasis Teen Shelter and Support Center and Oasis Drop-in Center (.25 FTE), Program Manager of the One-4-All Child Care Center (.25 FTE) Program Manager of River View Chartered Public School (.25 FTE) Facilities Director (.083 FTE), and HR officer for CLP (.083 FTE) CLP Managerial (.83 FTE)
- Recruit, orient, and train new staff, as needed. Program managers will be responsible for training staff within their programs with assistance from ED when needed.
- Ensure all programs are compliant with State and Federal requirements
- Ensure that staff participates in required professional development trainings relevant to their program and position to include: Pro Solutions Trainings, Positive Youth Development, CPR/ 1<sup>st</sup> Aid, etc.
- Conduct annual individual evaluations with program managers
- Be available for emergencies and consultations with all staff during business hours

**Community:**

- Build healthy relationships with local funders
- Communicate regularly and participate in meetings with NH Child Care Licensing Unit, NH Bos CoC, Regional Early Childhood Alliance, and additional meetings that important to our growth as an organization
- Participate in community meetings and outreach
- Promote and maintain local and state partnerships for the purposes of resource and data sharing
- Be a positive liaison between CLP and the community at large

**Program:**

- Ensure effective day to day operations of CLP
- Provide on-going interaction, building trusting relationships with children, youth, and families
- Find and write grants based on programmatic needs
- Manage grants, budgets and program implementation
- Analyze budgets and adjust programs accordingly
- Participate in technical assistance, monitoring, and short-term training, as recommended by federal and state entities,
- Complete program documentation and grant reporting, ensuring that programs are on track to meet contractual goals.

**Fundraising:**

- Submit grants in a timely manner
- Participate in fundraising events-planning and implementation



**MINIMUM QUALIFICATIONS:**

**Education:** Bachelor's degree with major study in social work, education, special education, counselling, juvenile justice, or a related field

**Experience:** Four years' experience in related field

- Successful criminal background check, no history of abuse, neglect, or exploitation
- Must have valid drivers license, good driving record, reliable transportation, and liability insurance coverage

**JOB REQUIREMENTS:**

- Strong verbal, writing, and computer skills with an ability to work with diverse populations of children, youth, families, co-workers, cross agency stakeholders, and members of the public
- A good sense of humor
- Ability to engage individuals from diverse backgrounds and cultures
- Strong knowledge of public benefit, mental health, child welfare, and education systems
- Ability to maintain strictest confidentiality guidelines
- Organizational skills, self-motivation, and ability to work under pressure while meeting deadlines with efficiency and consistency.

**RIVER VIEW CHARTERED PUBLIC**  
**SCHOOL PROGRAM COORDINATOR**  
**JOB DESCRIPTION**

**Position Title:** Program Coordinator

**Location:** Claremont, NH

**Job Status:** Full Time (1.0 FTE)

**Salary Range:** \$60,000

**Travel:** In-state travel is required; out-of-state travel may be required

**Supervision:** This position reports directly to the Executive Director

**SCOPE OF WORK:**

- Oversees all staff members and volunteers at River View
- Reports to the Executive Director
- Supports all administrative/instructional duties related to RVCPS operations. This will include working closely with staff, parents, and the NH Department of Education to ensure all communication, reporting and tracking is accurate and timely.

**SUMMARY OF ESSENTIAL JOB FUNCTIONS:**

**Staff:**

- Maintain consistent, professional communication with all River View Charter School professionals and service providers.
- Maintain discretion with information pertaining to employees and personnel files.
- Promote and utilize a proactive approach to deal with disruptions and conflicts during all aspects of the program.
- Assist in planning, organizing, and supporting staff and students for off campus activities.

**Community:**

- Participate in community meetings and outreach
- Ensure all mailings are completed in a timely manner and according to designated guidelines.
- Maintain consistent, professional communication with all River View Charter School professionals and service providers.

**Program:**

- Ensure that each youth enrolling in RVCPS completes all necessary enrollment forms
- Maintain accurate files with completed student's competencies and credits earned.
- Assist with student instruction when needed
- Develop and sustain meaningful positive rapport with colleagues, students, and parents
- Collaborate and be an open resource to others
- Complete inventory, ordering, and replenishing supplies and basic needs items for residents, as needed
- Manage program implementation, budget management, and make recommendations for grant submissions
- Complete all required state/city forms in an accurate and timely manner
- Participate in technical assistance, monitoring, and short-term training as recommended by

- Complete program documentation and reporting, ensuring that programs are on track to meet contractual goals.

**Fundraising:**

- Lead Parent Leadership Committee in fundraising event planning and implementation

**MINIMUM QUALIFICATIONS:**

**Education:** Associate's degree in social work, education, special education, counselling, juvenile justice or related field or a minimum of three years' experience in a related field.

**Experience:** Three years' experience in related field

- Successful criminal check, no history of abuse, neglect, or exploitation
- Must have valid driver's license, good driving record, reliable transportation, and liability insurance coverage

**JOB REQUIREMENTS:**

- Strong verbal, writing, and computer skills to work with diverse populations of children, youth, families, co-workers, cross-agency stakeholders, and members of the public
- A good sense of humor
- Ability to engage individuals from diverse backgrounds and cultures
- Strong knowledge of public benefit, mental health, child welfare, and education systems
- Ability to maintain strict confidentiality guidelines
- Organization skills, self-motivation, and ability to work under pressure while meeting deadlines with efficiency and consistency

**RIVER VIEW CHARTERED PUBLIC SCHOOL**  
**TEACHER JOB DESCRIPTION**

**Position Title:** Teacher  
**Location:** Claremont, NH  
**Job Status:** Full Time (1.0 FTE)  
**Salary Range:** \$ 32,900-\$50,000 Based on education and experience  
**Travel:** In-state travel is required; out-of-state travel may be required  
**Supervision:** This position reports directly to the Program Coordinator.

**SCOPE OF WORK:** Grade 9-1, Assessment and Curriculum Design, Vocational Studies, Work Study, Life Skills, Career Planning, College/ Certification Planning, Record Keeping.

**SUMMARY OF ESSENTIAL JOB FUNCTIONS:**

**Staff:**

- Organize and manage a shared and flexible workspace
- Attend staff meetings and trainings
- Encourage student behavior that promotes character development
- Develop and maintain meaningful positive rapport with students and parent
- Commit to implementing positive discipline policies and practices that seek to prevent problems and provide constructive opportunities
- Devise strategies for reinforcing learning materials and skills based on a sympathetic understanding of individual students, their needs, interests, and abilities.
- Alert the staff to any problem or special information about an individual student.
- Assist in planning, organizing, and supporting staff and students for off campus activities.

**Community:**

- Participate in community outreach activities
- Be a positive liaison between River View and the community at-large

**Program:**

- Help in the effective day-to-day operations of River View Chartered Public School
- Takes Part in the development and maintenance of a positive coordinated educational program designed to meet the needs of all students.
- Develops, implements, and evaluates curriculum and instruction.
- Utilize Grade Link as a Student Information System- enter curriculum, grades, and other information as required
- Use technology to promote learning, creativity and collaboration
- Create an inviting atmosphere so that each and every youth entering RVCPS feels valued

- Provide on-going interaction, and build trusting relationships with RVCPS students
- Collaborate with virtual platform instructors to ensure success of students

**Fundraising:**

- Participate in fundraising efforts
- Participate in fundraising event planning and implementation

**MINIMUM QUALIFICATIONS:**

**Education:** Bachelor’s degree in education, special education, counselling, juvenile justice or related field or a minimum of three years’ experience in a related field. NH State Certification is preferred.

**Experience:** Three years’ experience in related field

- Successful criminal check, no history of abuse, neglect, or exploitation
- Must have valid driver’s license, good driving record, reliable transportation, and liability insurance coverage

**JOB REQUIREMENTS:**

- Strong verbal, writing, and computer skills to work with diverse populations of students.
- A good sense of humor
- Ability to engage and interact with students- both educationally and emotionally
- Strong knowledge of public benefit, mental health, child welfare, and education systems
- Ability to maintain strict confidentiality guidelines
- Organization skills, self-motivation, and ability to work under pressure while meeting deadlines with efficiency and consistency

**RIVER VIEW CHARTERED PUBLIC SCHOOL**  
**EDUCATIONAL SUPPORT**  
**JOB DESCRIPTION**

**Position Title:** Educational Support  
**Location:** Claremont, NH  
**Job Status:** Full Time (1.0 FTE)  
**Salary Range:** \$16- \$17/ hour  
**Travel:** In-state travel is required; out-of-state travel may be required  
**Supervision:** This position reports directly to the Program Coordinator

**SCOPE OF WORK:** Will assist, support, and work closely with teachers, Program Coordinator, and other team members in providing educational benefits for students. Will provide direct guidance/instruction for students struggling with academics

**SUMMARY OF ESSENTIAL JOB FUNCTIONS:**

**Staff:**

- Attend staff meetings and trainings
- Assists the staff in devising special strategies for reinforcing learning materials and skills based on a sympathetic understanding of individual students, their needs, interests, and abilities.
- Alerts the staff to any problem or special information about an individual student.
- Assist in planning, organizing, and supporting staff and students for off campus activities.

**Community:**

- Maintain consistent, professional communication with all River View Charter School professionals and service providers.

**Program:**

- Works with individual students or small groups of students to reinforce learning of materials
- Monitors work, corrects papers, and supervises curriculum-based testing and makeup work as assigned by the teachers.
- Provide classroom coverage when needed as a classroom substitute.

**Fundraising:**

- Participate in fundraising event planning and implementation when requested

**MINIMUM QUALIFICATIONS:**

**Education:** High School Diploma/ GED/ HiSet

**Experience:**

- Experience in related field
- Successful criminal check, no history of abuse, neglect, or exploitation
- Must have valid driver's license, good driving record, reliable transportation, and liability insurance coverage

**JOB REQUIREMENTS:**

- Strong verbal, writing, and computer skills to work with diverse populations of children, youth, families, co-workers, cross-agency stakeholders, and members of the public
- A good sense of humor
- Ability to engage individuals from diverse backgrounds and cultures
- Strong knowledge of public benefit, mental health, child welfare, and education systems
- Ability to maintain strict confidentiality guidelines
- Organization skills, self-motivation, and ability to work under pressure while meeting deadlines with efficiency and consistency

RIVER VIEW  
CHARTERED  
PUBLIC SCHOOL  
STUDENT/ PARENT  
HANDBOOK

Claremont Learning Partnership

RIVER VIEW CHARTERED PUBLIC SCHOOL 169 Main Street, Claremont, NH 03743



River View Chartered Public School  
Student/ Parent Handbook

The Student/ Parent Handbook will also be available on the River View Chartered Public School website,

Dear Student:

Welcome to River View Chartered Public School (RVCPS). Everyone is looking forward to working with you and your family during the time you spend in our school. You will be given the responsibility for your education more so than you ever have been. With the help of the faculty here at RVCPS, you will be guided through what we hope will be a productive and rewarding educational experience that we hope will set you on the path you want.

We are here to help facilitate your short-term goals, long-term goals and objectives. It will be your responsibility to complete everything that is asked of you and to take an active role in your learning. If you are having difficulty, our teachers are happy to meet with you, one-on-one, or in small groups to help facilitate your learning process. You will also develop deep ties within your community to aid in your growth and education.

River View Public Charter is centered around the philosophy of helping reach the heights that you have set for yourself.

Please share this information with your parent(s), who will be involved in your overall learning experience.

Sincerely,



Cathy Pellerin- Executive Director  
River View Charter School

## **About the Student Handbook:**

This handbook is intended to provide students, the teacher team, paras, and parents with a guide to academic and program requirements. It is hoped that every student and parent will read all of the information carefully and discuss it before enrolling in RVCPS. Planning your education program is very important, and careful thought should be given to future educational and vocational goals, aptitudes, past academic achievement and willingness to work. If you have any questions, please contact your local center or supervising teacher or log on to the River View Chartered Public School website where you will find information about RVCPS programs and schedules, as well as links to a wide array of educational resources.

## **Description of the Program**

River View Chartered Public School will incorporate current best practices and will re-inspire reluctant and disengaged learners.

The distinguishing features of our program are:

- Strong standards based academic core supported by 21st century skills in a supported learning model consisting of virtual instruction and in person support.
- Real world application
- Diverse community internship/partnerships
- Support of a school-based advocate throughout the four-year program
- Academic audit that includes baseline assessments, goals, and frequent monitoring and re-testing
- Personal learning plans
- Bi-annual parent-teacher conferences
- Bi-annually student exhibitions
- Student motivation and connection to learning

## **Mission Statement**

It is our mission to provide an alternative educational experience, helping at risk students achieve academic and social success while working towards educational and personal goals. We aim to inspire young people to be better than they thought possible, to value others, as well as, themselves, and to make decisions that will have a positive impact on the world around them. Students will be supported, guided and encouraged to take responsibility for their own education.

## **Section I - Introduction**

River View Chartered Public School provides an educational setting where students are integral parts of their learning and growing. Faculty will assist the students in setting goals and mapping a course to achieve those goals. At the end of the RVCPS experience, students will have the tools necessary for personal success.

- Students will take responsibility for personal actions.
- Will make healthy choices for themselves Will respect others
- Will take the lead in planning the transition to adulthood
- Students will think critically and thoughtfully.
- Will gather, organize and use information to gain new information and understanding
- Will support inferences Will justify conclusions
- Will reserve or suspend judgment
- Will doubt when others unthinkingly accept Will empathize when others unthinkingly reject

**Students will solve problems.**

Will use multiple strategies to solve a variety of problems

**Students will communicate effectively.**

With clarity, purpose and an understanding of the audience

**Students will act as responsible community members.**

Within the school, the local community, the state and nation, and the global community

**Students will understand and appreciate the diversity and interdependence of all people**

Will deal with disagreement and conflict caused by a diversity of opinions and beliefs

**Students will become accomplished and independent learners.**

Will make a commitment to creating quality work

Will understand that learning takes discipline, commitment, & perseverance

Will use a variety of learning strategies and personal and time-management skills

Will build on what they know and can do to enhance learning Will take considered risks in their learning

Will develop a passion for life-long learning

**The primary purpose of River View Chartered Public School (RVCPS) is to offer all students an alternative**

**environment that fits their educational needs. It is the belief of the RVCPS stakeholders that students are unique individuals who:**

Can learn;

Are capable of self-improvement; are capable of quality work;

Are worthy of positive dreams for their futures and can develop positive life plans;

Will flourish in a positive environment with instruction personalized to specific needs.

**Upon graduation, RVCPS students are expected to be lifelong learners in the 21st century. To that end, the program seeks to teach students how to be:**

***RESPONSIBLE***

- work independently and with others when appropriate
- finish assigned work
- attend appointments regularly and on time
- manage time efficiently
- make and keep commitments

***INDEPENDENT ACHIEVERS***

- earn a Diploma
- get a good job or go on to college or trade school
- make good judgments under pressure
- discover and use many different resources in order to make good decisions
- continue learning outside the classroom
- set positive goals that will lead to the fulfillment of dreams

***GOOD CITIZENS***

- contribute to the community in a positive way
- do good deeds and respect others
- obey the law
- contribute to the family; show by example the importance of staying in school

## **GOOD COMMUNICATORS**

- obtain the communication skills necessary to get and keep a job or go on to higher education
- use technology to communicate effectively
- ask for help when appropriate and not try to solve all problems alone
- learn to use English to express themselves clearly

## **Student Education Goals**

RVCPS students will complete courses as outlined in the charter school course descriptions. The course objectives are consistent with the expected school wide learning results and the state content standards.

Students will be intrinsically motivated. This will be accomplished through providing interesting, worthwhile learning opportunities that will stimulate the interests of each student. In addition, RVCPS is committed to providing an environment that is conducive to learning.

Students will demonstrate competency in seven growth areas. The extent to which students achieve these growth areas is determined by achievement of the vision statements.

## **Methods of Measuring Student Progress**

While all students will achieve the required standards by graduation, not all will progress at the same rate. Evaluation of that progress is based on individual abilities, interests and talents. Methods by which student progress is assessed will be through a variety of the following:

- Progress Checks with the Executive Director, team leaders, and parents
- Oral and written assessments
- Portfolios of student work
- Teacher observation
- State-mandated assessment testing
- Student presentations

The grade given in any course represents the teacher's assessment of the degree to which the student has achieved the goals and objectives of the course. It represents the teacher's professional assessment of the quality of the student's work and the student's degree of mastery.

The grading system is as follows:

|            |            |            |            |          |
|------------|------------|------------|------------|----------|
| A+ 97-100  | B+ 87-89.9 | C+ 77-79.9 | D+ 67-69.9 | F-0-59.9 |
| A 93-96.9  | B 83-86.9  | C 73-76.9  | D 63-66.9  |          |
| A- 90-92.9 | B- 80-82.9 | C- 70-72.9 | D- 60-62.9 |          |

## **Credits**

Students earn credit by completing the course work based on the material covered and learned at RVCPS. Credits may be earned for grades "A" to "D" (or "Pass" in Pass/Fail classes) in all courses (grades 9- 12). The charter school may accept transfer credits for grades "A" to "D" (and "Pass") in applicable courses only from any approved public, private or home schools. (Credits from unaccredited schools will be evaluated on an individual basis.) River View Charter Public School offers a program that comprises 5 to 7 credits per year in accordance with graduation requirements for the State of New Hampshire.

## **Section II - General Information Grade Level Classification (9-12)**

All students are expected to attend high school 990 hours annually. However, if students work at an accelerated pace and complete the necessary course credit requirements, they may graduate early. Students are classified as follows:

Grade 9 (Freshman): 0 - 6 credits earned  
Grade 10 (Sophomore): - 7-13 credits earned  
Grade 11 (Junior) 14 -19 credits earned  
Grade 12 (Senior) 20+ credits earned

### **Repeating Courses**

Generally, a course cannot be repeated if the student has earned a D- grade or higher. If a student has failed a course or has not demonstrated sufficient competency, he/she may retake the course for credit. Consult with the instructor regarding individual situations.

### **Attendance/Tuancy/Assigned Activities**

Academic and social successes are significantly related to regular instruction. The State of New Hampshire mandates that students attend school. The parent is responsible for seeing that his or her child attends. With this in mind, RVCPS wants to provide a successful alternative to traditional schools. Students must complete assigned activities each school day and complete the unit assessments within the semester period.

The instructor verifies attendance based on the attendance sheet and assigned activities completed. This is necessary to keep track of the student's progress and to verify that learning has taken place. Truancy is determined by failure to report to classes and/or failure to make satisfactory progress in accordance with our signed agreement. Students missing over 15 days for a semester course may receive an attendance failure. Being tardy to class five times will constitute one unexcused absence for that class. Students arriving to class later than 30 minutes from the start time shall be marked absent for that class. Students have one week (5 school days) to complete and turn in assignments missed during excused absences (refer to RVCPS Attendance Policy for definition of "excused absences").

### **Student Activities**

River View Chartered Public School strives to create a learning environment which is respectful of the rights and dignity of all members of our learning community. Students are expected to conduct themselves in a respectful and professional manner while participating in all activities associated with River View Chartered Public School.

River View Chartered Public School offers additional learning opportunities such as, but not limited to, field trips, community service outings, skiing, snowboarding and other social events. It is expected that all students participating in these activities are in good standing, adhere to all student behavior expectations, and are meeting all academic requirements listed on the Student Agreement forms in order to participate in such activities.

River View Chartered Public School does not provide information to the general public regarding its students unless legally required to do so. River View Chartered Public School is required to disclose a student's disciplinary records, with respect to suspensions, upon transfer to another school per the following federal and state law:

**193-D:8 Transfer Records; Notice** -All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.

In addition, River View Chartered Public School periodically provides information to parents regarding their children's school performance, including information pertaining to students who have attained 18 years of age.

### **Academic Honesty**

River View Chartered Public School is strongly committed to nurturing academic excellence, truth, responsibility, and integrity. Our independent study program expects all students to maintain a high standard of ethics in their academic pursuits. Academic dishonesty is considered a serious matter and will not be tolerated. Academic dishonesty (in course work, on examinations, or in other academically related activities) includes but is not limited to the following:

- copying from another student or knowingly allowing another to copy
- using unauthorized materials and/or technologies
- plagiarizing work -the intentional or accidental appropriation of another's writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one's own written work - including electronic media such as the internet
- counterfeit work, including turning in as one's own work that which was created, researched, or produced by another
- theft or the altering of grades, records (written or electronic), and/or teaching materials

Any student found to have broken the academic honesty policy is subject to the following:

- immediate removal from the course(s) where the infraction occurred (without replacement) and possible failure of the course, or
- suspension

### **Section III - Internet Rules and Regulations Internet Rules and Regulations**

River View Chartered Public School (RVCPS) actively attempts to offer students and staff advanced technology and increased access to learning opportunities. We are happy to announce that we now offer Internet services through the River View Chartered Public School Computer Network (hereafter referred to as "RVCPS Computer Network" ). We believe this computer technology will help propel our schools into the information age by allowing students and staff to access and use information sources from distant computers, communicate and share information with individuals or groups of other students and staff, and significantly expand their knowledge base. The Internet is a tool for life-long learning and only begins to open the door to many advanced research tools. Students and staff must understand and make proper and ethical use of this new learning opportunity

#### **CONDITIONS AND RULES FOR USE**

#### **Acceptable Use:**

The purpose of the Internet is to facilitate communications in support of research and education by providing access to unique resources and an opportunity for collaborative work. To remain eligible as a user, the use of your account must be in support of and consistent with the educational objectives of RVCPS. Access to the Internet is made possible through the RVCPS Computer Network at its sole discretion. The River View Chartered Public School students and all users of the RVCPS Computer Network must comply with the existing rules and acceptable use policies, which are incorporated into this document and are also available from the corporate office.

**Transmission of any material in violation of any federal or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.**

The RVCPS Computer Network contains copyrighted material and/or other proprietary information. The materials contained on or otherwise made available to you on the RVCPS Computer Network may be copyrighted by RVCPS and are thus protected by copyright laws and regulations worldwide. Except as may otherwise be expressly permitted by applicable law, any copying, automated browsing or downloading, redistribution, publication, or commercial exploitation of any material contained on or otherwise made available to you on the RVCPS Computer Network is strictly prohibited without the prior written permission of RVCPS.

### ***Controversial Material***

RVCPS has gone to great lengths to provide the necessary hardware and software to filter the Internet content that is accessible through our network while still allowing our students the freedom to access the Internet's many resources. Despite these precautions, users may encounter material that is controversial or offensive and which users, parents, teachers or administrators may consider inappropriate or offensive. It is impossible to control all data that an industrious user may discover on a global network. It is the user's responsibility not to initiate access to controversial or offensive material. RVCPS reserves the right to regulate the content and material on the Internet through the RVCPS Computer Network. In no event shall RVCPS be liable for either intentional or inadvertent student access to controversial or offensive materials.

### ***Monitoring***

RVCPS reserves the right to review any material on user accounts and to monitor file server space in order to make determinations on whether specific uses of the network are inappropriate. In reviewing and monitoring user accounts and file server space, RVCPS shall respect the privacy of user accounts.

### ***Network Etiquette***

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not become abusive in your messages to others.
- Use appropriate language. Do not swear or use vulgarities or other inappropriate language.
- Do not engage in activities that are prohibited under state or federal law.
- Do not reveal personal information such as addresses or phone numbers of students, colleagues, staff, or yourself.
- Do not use the network in any manner that disrupts the use of the network by other users.

### ***No Warranties***

RVCPS makes no warranties of any kind, whether express or implied, for the service it is providing. RVCPS will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by RVCPS's negligence or by the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. RVCPS specifically denies any responsibility for the accuracy or quality of information obtained through its services. All users need to consider the source of any information they obtain and determine how valid that information may be.

### ***Security***

Security on any computer system is a high priority, especially when the system involves many users. Users should also protect their password to ensure system security and their own privilege and ability to continue to use the system. Users are responsible for reporting any potential security problems on the Internet to a system administrator. Do not use another individual's account without the express written permission of the account holder. Attempts to log on to the network as a system administrator may result in cancellation of user privileges. Any user identified as a security risk due to a history of problems with this or any other computer systems may be denied access to the Internet by RVCPS.

### ***System Misuse***

Vandalism and harassment will result in cancellation of user privileges. Vandalism is defined as any malicious attempt to harm, modify, or destroy data of another user, the Internet, the RVCPS Computer Network, or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creating of computer viruses.

**Harassment is defined as the persistent annoyance of another user or interference with another user's work. Harassment may include, but is not limited to, the sending of unwanted E-mail.**

Examples of potential offenses are: removing another user's account, changing another user's password, using an unauthorized account, damaging files, altering the system, or using the system to make money illegally. Users must not cause damage to any school property, including the network system.

### ***Privilege***

The use of the RVCPS Computer Network is a privilege that may be revoked by the administrators of the network at any time and for any reason. Inappropriate use, including any violation of these rules and regulations or the Internet Access Consent and Waiver, may result in cancellation of network privileges. RVCPS, under this agreement, has delegated the authority to determine the appropriate use and may deny, revoke, suspend, or close any user account at any time based upon the determination of inappropriate use by the account holder or user.

### ***Penalties for Improper Use***

Any user violating these rules, applicable state and federal laws, or posted classroom and company rules are subject to loss of network privileges and/or any other company disciplinary options.

In addition, pursuant to state law, any unauthorized access, unauthorized attempt to access, or unauthorized use of any computing and/or network system is a violation of the New Hampshire Penal Code and/or other applicable federal laws and is subject to criminal prosecution.



## **Section IV - Student Behavior**

### **Dress Standard**

Students are asked to dress in accordance with the comfortable learning environment of the Charter School. We appreciate and encourage each person's individual style, but we do not allow those clothing items that are taken to extremes or present ideals which RVCPS does not wish to promote. RVCPS considers the following items inappropriate for students to wear at school:

- any clothing or jewelry item that depicts drugs, sex, alcohol, profanity, or racism
- sheer or revealing garments that are sexually inappropriate
- choke collars (against NH State Law)

The team leaders will monitor student dress. Discretion will be used by the administration and will prevail in all instances. If a problem arises, a staff member may ask the student to change his/her clothing (we have alternative clothing in the office), contact the student's family, and/or request a parent-teacher conference to discuss the matter. Continued violations may result in suspension.

### **Appropriate Placement**

River View Chartered Public School is a New Hampshire Public School of Choice, and students are accepted into the program through an application process. Upon admission, students commit to the vision and mission of RVCPS and will be continually evaluated in order to assess that the student and program are well-matched. In the event that this proves to be not the case, the Executive Director reserves the right to withdraw the student from the program and refer him or her to the school of residence. As stated in the mission, River View Chartered Public School centers around a rigorous personalized course of study, the application of 21st century concepts, skills and dispositions to real-world problems, the authentic performance of mastered competencies, and meaningful relationships with the adult community through personal advisors, mentors, apprenticeships and service learning. Based on attendance concerns, inadequate performance and/or lack of commitment to the vision, a student may be withdrawn from RVCPS. Written notice will be provided by the Director.

### **Student Discipline Policy and Due Process**

River View Chartered Public School offers a personalized, individualized learning program for its students and, in return, it expects its students to comply with the highest standards of behavior academically as well as socially. It expects its students to be cooperative and attentive in the classroom and to socialize and work with peers with respect and friendship. The school, therefore, sets policies for conduct and discipline as the means to ensure both student safety and appropriate behavior. Disciplinary measures for student misbehavior include but are not limited to removal from a classroom setting, restitution, out-of-school suspension, and exit from school enrollment.

Removal from a classroom setting. Students may be removed from a classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school rules or policies, or otherwise impedes the educational purpose of the class. In most cases, the offending student will be directed to the Executive Director's office.

**Restitution** may be assigned at the direction of the Executive Director such that a student may be required to complete work projects at the school under the direction of a faculty member.

**Out-of-School suspension.** The Executive Director is authorized to assign out-of-school suspensions for a specific period of time for gross misconduct or for neglect or refusal to conform to school rules and policies. The offending student will not be permitted to attend school during the period of suspension.

### **Process for Out-of-School Suspension**

The power of suspension is authorized as follows:

Pursuant to Ed 317.04(a)(1), the Executive Director is authorized to suspend a student for 10 school days or less for gross misconduct or for neglect or refusal to conform to school policies or rules.

The Executive Director is authorized to continue the suspension of a pupil for a period in excess of 10 days with the approval of the Chair of the Board of Trustees. Prior to this extended or "long-term" suspension, the Executive Director will provide an informal hearing on the matter. Pursuant to Ed 317.04(a)(2), "long-term suspensions" may be issued for an act of theft, destruction or violence as defined by NH RSA 193-D, or for possession of a pellet paint ball gun or BB gun or rifle under NH RSA 193:13,11.

Any suspension in excess of 10 school days is appealable to the Board of Trustees, provided the Executive Director receives the appeal in writing within 10 days after the issuance of the suspension. Any suspension in excess of 10 school days shall remain in effect while this appeal is pending.

### **Grounds for Suspension**

- A student may be subject to suspension when it is determined that while on or within view of the school sponsored activity, he/she:
  - caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
  - possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
  - unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, prescription medication not prescribed to that individual, alcoholic beverage, or intoxicant of any kind.
  - committed or attempted to commit robbery or extortion.
  - caused or attempted to cause damage to school property or private property.
  - stole or attempted to steal school property or private property
  - possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless

tobacco, snuff, chew, packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products.

- committed an obscene act or engaged in habitual profanity or vulgarity.
- unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- knowingly received stolen school property or private property.
- possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from the Executive Director.
- committed or attempted to commit a sexual assault, or committed a sexual battery.
- harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- engaged in or attempted to engage in hazing of another. For the purposes of this subdivision,
  - "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- aiding or abetting the infliction or attempted infliction of physical injury to another person may be subject to suspension pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury shall be subject to discipline
- made terrorist threats against school officials and/or school property.

*\*\*\*Note: Pursuant to TITLE 18A, CRIMINAL CODE CHAPTER 651-F, the making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if their intent of actually carrying it out. \*\*\**

A student may also be subject to suspension when it is determined that he/she while on or within view of the campus or at a school sponsored activity:

- committed sexual harassment.
- caused, attempted to cause, threatened to cause, or participated in an act of hate.
- intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
- engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward pupil or school personnel.

**Exit from school enrollment** will be imposed by the Executive Director upon the commission of an egregious violation of school rules and policies, including the following:

- Possession of illegal drugs or alcohol on school grounds;
- Possession of a firearm or weapon;
- Aggression and/or anger directed at a school faculty or staff member, or a peer.

A student faced with an exit will be afforded due process in terms of notice from the Executive Director and appeal to the Board of Trustees.

### **Drug-Free Workplace Act of 1988**

RVCPS expects students and/or staff to immediately report incidents of bullying to the Executive Director. Staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, River View Chartered Public School complies with the Drug-Free Workplace Act of 1988 which states that federal grantees and contractors certify that they maintain a drug-free workplace. RVCPS policy is to immediately dismiss any employee who is found to possess, distribute, manufacture or use a controlled substance in the workplace. RVCPS will also pass on information regarding the infraction to the local authorities.

### **Search Policy**

Administrators of RVCPS have the discretion to search a student's personal belongings if a reasonable suspicion warrants the act. Searches may be due to the following reasons but not limited to:

- suspicion of student in possession of a weapon
- suspicion of student in possession of drugs

### **Bullying Policy**

River View Chartered Public School (RVCPS) believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance.

RVCPS will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; cyber bullying; text messaging; and social isolation or manipulation and during a school-sponsored activity.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action, up to and including expulsion.

### **Section V - Planning a Course of Study**

All faculty will be available to advise and assist each student with his/her course/curriculum selections. The program of studies should be planned to reflect the student's interests, needs, aptitudes and career goals. All of the general course objectives should be consistent with the school's content standards and state guidelines. Levels of student achievement will differ due to the individualized nature of the learning process and the student's own capabilities.

## Acceptance of External Credits

River View Chartered Public School accepts transfer credit only from approved public and private schools and state-approved homeschool programs. RVCPS will review the school's program, their course content and instruction

## Standardized Testing

River View Chartered Public School must administer any state mandated tests as applicable AND have parents agree to have their child participate with state mandated testing. RVCPS will administer the NECAP and Smarter Balanced assessments for the purpose of demonstrating programmatic success as well as individual assessment.

Scores will be included in the student's file or portfolio and will be utilized by the teacher when consulting with families about educational plans and curriculum selection. State mandated testing will occur in the fall and spring and will be administered by RVCPS teachers and staff. Thus, testing will occur with familiar faces and in smaller test settings.

## Minimum Requirements for Graduation & Diploma

Students will need to complete the following requirements in order to graduate and receive a diploma:

| Courses                         | Credits |
|---------------------------------|---------|
| English                         | 4       |
| Social Studies                  | 3       |
| Mathematics                     | 3       |
| Science                         | 2       |
| PE                              | 1       |
| Technology Education            | .5      |
| Art Education                   | .5      |
| Health Education                | 1       |
| Electives                       | 5       |
|                                 |         |
|                                 |         |
| Minimum Credits For Graduation: | 20      |

## **Concurrent Enrollment**

College preparatory courses (or others) not offered by the charter school can be taken at a local community college for high school credit. These courses may include foreign language, visual or performing arts, and laboratory science.

Depending on the college, students may have to complete a "Concurrent Enrollment Form," which can be obtained at the community college, before registering for these classes. Please contact the college of choice to determine their policy for concurrent enrollment and credits earned.

## **College Admission Information**

Students desiring information regarding college admission requirements should contact their Student Advisor. Current information is also available on the Internet at the following sites:

For all New Hampshire colleges including community colleges, state colleges, University of New Hampshire, and independent universities, information may be found at <http://www.nh.gov/residents/education.html>



**CLAREMONT LEARNING  
PARTNERSHIP RIVER VIEW  
CHARTERED PUBLIC SCHOOL  
EMPLOYEE HANDBOOK**



## EMPLOYEE RECEIPT AND ACCEPTANCE

I hereby acknowledge receipt of the Claremont Learning Partnership Employee Handbook. I understand that it is my continuing responsibility to read and know its contents. I also understand and agree that the Employee Handbook is not an employment contract for any specific period of employment or for continuing or long-term employment. Therefore, I acknowledge and understand that unless I have a written employment agreement with the Claremont Learning Partnership that provides otherwise, I have the right to resign from my employment with the Claremont Learning Partnership at any time with or without notice and with or without cause, and that the Claremont Learning Partnership has the right to terminate my employment at any time with or without notice and with or without cause.

I have read, understand and agree to all of the above. I have also read and understand the Claremont Learning Partnership Employee Handbook. I agree to return the Employee Handbook upon termination of my employment.

Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Date \_\_\_\_\_

## CONFIDENTIALITY POLICY AND PLEDGE

Any information that an employee learns about the Claremont Learning Partnership, or its members or donors, as a result of working for the Claremont Learning Partnership that is not otherwise publicly available constitutes confidential information. Employees may not disclose confidential information to anyone who is not employed by the Claremont Learning Partnership or to other persons employed by the Claremont Learning Partnership who do not need to know such information to assist in rendering services.

The disclosure, distribution, electronic transmission or copying of the Claremont Learning Partnership's confidential information is prohibited. Any employee who discloses confidential Claremont Learning Partnership information will be subject to disciplinary action (including possible separation), even if he or she does not actually benefit from the disclosure of such information.

I understand the above policy and pledge not to disclose confidential information.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Please sign and return to the Executive Director*

CLAREMONT LEARNING  
PARTNERSHIP  
EMPLOYEE HANDBOOK

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## I. MISSION

The purpose of the Claremont Learning Partnership (CLP) is to increase educational access, attainment, and opportunity for all. The nature of the activities and business of the CLP is to realize the vision of creating a community that values and supports lifelong learning in Claremont, NH.

## II. OVERVIEW

The Claremont Learning Partnership Employee Handbook (the “Handbook”) has been developed to provide general guidelines about the Claremont Learning Partnership's policies and procedures for employees. It is a guide to assist you in becoming familiar with some of the privileges and obligations of your employment, including the Claremont Learning Partnership's policy of voluntary at-will employment. None of the policies or guidelines in the Handbook are intended to give rise to contractual rights or obligations, or to be construed as a guarantee of employment for any specific period of time, or any specific type of work. Additionally, with the exception of the voluntary at-will employment policy, these guidelines are subject to modification, amendment or revocation by the Claremont Learning Partnership at any time, without advance notice.

The personnel policies of the Claremont Learning Partnership are established by the Board of Directors, which has delegated authority and responsibility for their administration to the Executive Director. The Executive Director may, in turn, delegate authority for administering specific policies. Employees are encouraged to consult the Executive Director for additional information regarding the policies, procedures, and privileges described in this Handbook. Questions about personnel matters also may be reviewed with the Executive Director.

Claremont Learning Partnership will provide each individual a copy of this Handbook upon employment. All employees are expected to abide by it. The highest standards of personal and professional ethics and behavior are expected of all Claremont Learning Partnership employees. Further, Claremont Learning Partnership expects each employee to display good judgment, diplomacy and courtesy in their professional relationships with members of Claremont Learning Partnership's Board of Directors, committees, membership, staff, and the general public.

### III. VOLUNTARY AT-WILL EMPLOYMENT

Unless an employee has a written employment agreement with Claremont Learning Partnership, which provides differently, all employment at Claremont Learning Partnership is “at-will.” That means that employees may be terminated from employment with Claremont Learning Partnership with or without cause, and employees are free to leave the employment of Claremont Learning Partnership with or without cause. Any representation by any Claremont Learning Partnership officer or employee contrary to this policy is not binding upon Claremont Learning Partnership unless it is in writing and is signed by the Executive Director with the approval of the Board of Directors.

### IV. EQUAL EMPLOYMENT OPPORTUNITY

Claremont Learning Partnership shall follow the spirit and intent of all federal, state and local employment law and is committed to equal employment opportunity. To that end, the Board of Directors and Executive Director of Claremont Learning Partnership will not discriminate against any employee or applicant in a manner that violates the law.

Claremont Learning Partnership is committed to providing equal opportunity for all employees and applicants without regard to race, color, religion, national origin, sex, age, marital status, sexual orientation, disability, political affiliation, personal appearance, family responsibilities, matriculation or any other characteristic protected under federal, state or local law. Each person is evaluated on the basis of personal skill and merit. Claremont Learning Partnership’s policy regarding equal employment opportunity applies to all aspects of employment, including recruitment, hiring, job assignments, promotions, working conditions, scheduling, benefits, wage and salary administration, disciplinary action, termination, and social, educational and recreational programs. The Executive Director shall act as the responsible agent in the full implementation of the Equal Employment Opportunity policy.

Claremont Learning Partnership will not tolerate any form of unlawful discrimination. All employees are expected to cooperate fully in implementing this policy. In particular, any employee who believes that any other employee of Claremont Learning Partnership may have violated the Equal Employment Opportunity Policy should report the possible violation to the Executive Director.

If the Claremont Learning Partnership determines that a violation of this policy has occurred, it will take appropriate disciplinary action against the offending party, which can include counseling, warnings, suspensions, and termination. Employees who report, in good faith, violations of this policy and employees who cooperate with investigations into alleged violations of this policy will not be subject to retaliation. Upon completion of the investigation, Claremont Learning Partnership will inform the employee who made the complaint of the results of the investigation.

Claremont Learning Partnership is also committed to complying fully with applicable disability discrimination laws, and ensuring that equal opportunity in employment exists at Claremont Learning Partnership for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis. Reasonable accommodations will be available to all qualified disabled employees, upon request, so long as the potential accommodation does not create an undue hardship on Claremont Learning Partnership. Employees who believe that they may require an accommodation should discuss these needs with the Executive Director.

If you have any questions regarding this policy, please contact the Executive Director.

## V. POLICY AGAINST WORKPLACE HARASSMENT

Claremont Learning Partnership is committed to providing a work environment for all employees that is free from sexual harassment and other types of discriminatory harassment. Employees are expected to conduct themselves in a professional manner and to show respect for their co-workers.

Claremont Learning Partnership's commitment begins with the recognition and acknowledgment that sexual harassment and other types of discriminatory harassment are, of course, unlawful. To reinforce this commitment, Claremont Learning Partnership has developed a policy against harassment and a reporting procedure for employees who have been subjected to or witnessed harassment. This policy applies to all work-related settings and activities, whether inside or outside the workplace, and includes business trips and business-related social events. Claremont Learning Partnership's property (e.g. telephones, copy machines, facsimile machines, computers, and computer applications such as e-mail and Internet access) may not be used to engage in conduct that violates this policy. Claremont Learning Partnership's policy against harassment covers employees and other individuals who have a relationship with Claremont Learning Partnership which enables Claremont Learning Partnership to exercise some control over the individual's conduct in places and activities that relate to Claremont Learning Partnership's work (e.g. directors, officers, contractors, vendors, volunteers, etc.).

*Prohibition of Sexual Harassment:* Claremont Learning Partnership's policy against sexual harassment prohibits sexual advances or requests for sexual favors or other physical or verbal conduct of a sexual nature, when: (1) submission to such conduct is made an express or implicit condition of employment; (2) submission to or rejection of such conduct is used as a basis for employment decisions affecting the individual who submits to or rejects such conduct; or (3) such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, humiliating, or offensive working environment.

While it is not possible to list all of the circumstances which would constitute sexual harassment, the following are some examples: (1) unwelcome sexual advances -- whether they involve physical touching or not; (2) requests for sexual favors in exchange for actual or

promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment; or (3) coerced sexual acts.

Depending on the circumstances, the following conduct may also constitute sexual harassment: (1) use of sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; (2) sexually oriented comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess; (3) displaying sexually suggestive objects, pictures, cartoons; (4) unwelcome leering, whistling, deliberate brushing against the body in a suggestive manner; (5) sexual gestures or sexually suggestive comments; (6) inquiries into one's sexual experiences; or (7) discussion of one's sexual activities.

While such behavior, depending on the circumstances, may not be severe or pervasive enough to create a sexually hostile work environment, it can nonetheless make co-workers uncomfortable. Accordingly, such behavior is inappropriate and may result in disciplinary action regardless of whether it is unlawful.

It is also unlawful and expressly against Claremont Learning Partnership policy to retaliate against an employee for filing a complaint of sexual harassment or for cooperating with an investigation of a complaint of sexual harassment.

*Prohibition of Other Types of Discriminatory Harassment:* It is also against Claremont Learning Partnership's policy to engage in verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, gender, religion, sexual orientation, age, national origin, disability, or other protected category (or that of the individual's relatives, friends, or associates) that: (1) has the purpose or effect of creating an intimidating, hostile, humiliating, or offensive working environment; (2) has the purpose or effect of unreasonably interfering with an individual's work performance; or (3) otherwise adversely affects an individual's employment opportunities.

Depending on the circumstances, the following conduct may constitute discriminatory harassment: (1) epithets, slurs, negative stereotyping, jokes, or threatening, intimidating, or hostile acts that relate to race, color, gender, religion, sexual orientation, age, national origin, or disability; and (2) written or graphic material that denigrates or shows hostility toward an individual or group because of race, color, gender, religion, sexual orientation, age, national origin, or disability and that is circulated in the workplace, or placed anywhere in Claremont Learning Partnerships premises such as on an employee's desk or workspace or on Claremont Learning Partnership's equipment or bulletin boards. Other conduct may also constitute discriminatory harassment if it falls within the definition of discriminatory harassment set forth above.

It is also against Claremont Learning Partnership's policy to retaliate against an employee for filing a complaint of discriminatory harassment or for cooperating in an investigation of a complaint of discriminatory harassment.

*Reporting of Harassment:* If you believe that you have experienced or witnessed sexual harassment or other discriminatory harassment by any employee of Claremont Learning Partnership, you should report the incident immediately to your supervisor or to the Executive Director. Possible harassment by others with whom Claremont Learning Partnership has a business relationship, including customers and vendors, should also be reported as soon as possible so that appropriate action can be taken.

Claremont Learning Partnership will promptly and thoroughly investigate all reports of harassment as discreetly and confidentially as practicable. The investigation would generally include a private interview with the person making a report of harassment. It would also generally be necessary to discuss allegations of harassment with the accused individual and others who may have information relevant to the investigation. Claremont Learning Partnership's goal is to conduct a thorough investigation, to determine whether harassment occurred, and to determine what action to take if it is determined that improper behavior occurred.

If Claremont Learning Partnership determines that a violation of this policy has occurred, it will take appropriate disciplinary action against the offending party, which can include counseling, warnings, suspensions, and termination. Employees who report violations of this policy and employees who cooperate with investigations into alleged violations of this policy will not be subject to retaliation. Upon completion of the investigation, Claremont Learning Partnership will inform the employee who made the complaint of the results of the investigation.

Compliance with this policy is a condition of each employee's employment. Employees are encouraged to raise any questions or concerns about this policy or about possible discriminatory harassment with the Executive Director. In the case where the allegation of harassment is against the Executive Director, please notify the staff member designated as grievance officer.

## VI. SOLICITATION

Employees are prohibited from soliciting (personally or via electronic mail) for membership, pledges, subscriptions, the collection of money or for any other unauthorized purpose anywhere on Claremont Learning Partnership property during work time, especially those of a partisan or political nature. "Work time" includes time spent in actual performance of job duties but does not include lunch periods or breaks. Non-working employees may not solicit or distribute to working employees. Persons who are not employed by Claremont Learning Partnership may not solicit or distribute literature on Claremont Learning Partnership's premises at any time for any reason.

Employees are prohibited from distributing, circulating or posting (on bulletin boards, refrigerators, walls, etc.) literature, petitions or other materials at any time for any purpose without the prior approval of the Executive Director or his/her designee.



## VII. HOURS OF WORK, ATTENDANCE AND PUNCTUALITY

### A. Hours of Work

The normal work week for Claremont Learning Partnership shall consist of five (5), days. Work hours will vary depending on the position, but will be Monday through Friday, including one half hour (unpaid) for lunch. Employees may request the opportunity to vary their work schedules (within employer-defined limits) to better accommodate personal responsibilities. Subject to Claremont Learning Partnership work assignments and Executive Director approval, the employee's supervisor shall determine the hours of employment that best suits the needs of the work to be done by the individual employee.

### B. Attendance and Punctuality

Attendance is a key factor in your job performance. Punctuality and regular attendance are expected of all employees. Excessive absences (whether excused or unexcused), tardiness or leaving early is unacceptable. If you are absent for any reason or plan to arrive late or leave early, you must notify your supervisor and the office manager as far in advance as possible and no later than one hour before the start of your scheduled work day. In the event of an emergency, you must notify your supervisor as soon as possible.

For all absences extending longer than one day, you must telephone your immediate supervisor prior to the start of each scheduled workday. When reporting an absence, you should indicate the nature of the problem causing your absence and your expected return-to-work date. A physician's statement may be required as proof of the need for any illness-related absence regardless of the length of the absence.

Except as provided in other policies, an employee who is absent from work for three consecutive days without notification to his or her supervisor or the Executive Director will be considered to have voluntarily terminated his or her employment. The employee's final paycheck will be mailed to the last mailing address on file with the Claremont Learning Partnership.

Excessive absences, tardiness or leaving early will be grounds for discipline up to and including termination. Depending on the circumstances, including the employee's length of employment, the Claremont Learning Partnership may counsel employees prior to termination for excessive absences, tardiness or leaving early.

### C. Overtime

Overtime pay, which is applicable only to Non-Exempt Employees, is for any time worked in excess of 40 hours in a work week. Only the Executive Director or his or her designee, upon the request of an employee's supervisor, may authorize overtime. Overtime rate is one and one-half time (1½) the employee's straight time rate, except in instances

involving a Sunday or holidays when the rate is two times the regular rate. Payment of overtime will be provided in the pay period following the period in which it is earned.

## VIII. EMPLOYMENT POLICIES AND PRACTICES

### A. Definition of Terms

1. **Employer.** The Claremont Learning Partnership is the employer of all full-time, part-time and temporary employees. An employee is hired, provided compensation and applicable benefits, and has his or her work directed and evaluated by the Claremont Learning Partnership.
2. **Full-Time Employee.** A Full Time Employee regularly works at least 35 hours per week
3. **Part-Time Employee.** A Part Time Employee regularly works less than 35 hours per week but no less than 17 ½ hours per week.
4. **Exempt Employee.** An Exempt Employee is an employee who is paid on a salary basis and meets the qualifications for exemption from the overtime requirements of the Fair Labor Standards Act ("FLSA").
5. **Non-Exempt Employee.** A Non-Exempt Employee is an employee who is paid an hourly rate and does not meet the qualifications for exemption from the overtime requirements of the Fair Labor Standards Act ("FLSA"). For Non-Exempt Employees, an accurate record of hours worked must be maintained. The Claremont Learning Partnership will compensate non-exempt employees in accordance with applicable federal and state law and regulations.
6. **Temporary Employee.** An individual employed, either on a full-time or part-time basis, for a specific period of time less than six months. Temporary employees are entitled only to those benefits required by statute or as otherwise stated in the *Claremont Learning Partnership Employee Handbook*.

All employees are classified as Exempt or Non-Exempt in accordance with federal and state law and regulations. Each employee is notified at the time of hire of his or her specific compensation category and exempt or non-exempt status.

## IX. POSITION DESCRIPTION AND SALARY ADMINISTRATION

Each position shall have a written job description. In general, the description will include the: purpose of the position, areas of responsibilities, immediate supervisor(s),

qualifications required, salary range, and working conditions affecting the job, e.g., working hours, use of car, etc. The supervisor(s) or the Executive Director shall have discretion to modify the job description to meet the needs of The Claremont Learning Partnership.

Paychecks are distributed on Fridays, except when that day falls on a holiday, in which case paychecks will be distributed on the preceding workday. Time sheets are due to the Executive Director within two days of each pay period. All salary deductions are itemized and presented to employees with the paycheck. Approved salary deductions may include: federal and state income taxes; social security, Medicare, and state disability insurance; voluntary medical and group hospitalization insurance premiums (if in force and if paid by employee) and other benefits (e.g., life insurance, retirement).

#### X. WORK REVIEW

The work of each employee is reviewed on an ongoing basis with the supervisor to provide a systematic means of evaluating performance.

The annual performance review is a formal opportunity for the supervisor and employee to exchange ideas that will strengthen their working relationship, review the past year, and anticipate The Claremont Learning Partnership 's needs in the coming year. The purpose of the review is to encourage the exchange of ideas in order to create positive change within the Claremont Learning Partnership. To that end, it is incumbent upon both parties to have an open, and honest discussion concerning the employee's performance. It is further incumbent upon the supervisor to clearly communicate the needs of the Claremont Learning Partnership and what is expected of the employee in contributing to the success of the Claremont Learning Partnership for the coming year.

Both supervisor and employee should attempt to arrive at an understanding regarding the objectives for the coming year. This having been done, both parties should sign the performance review form, which will be kept as part of the employee's personnel record and used as a guide during the course of the year to monitor employee progress relative to the agreed upon objectives.

The Executive Director reviews the work of all program managers/ Team Leaders. Work reviews for other staff are the responsibility of the appropriate supervisor, subject to confirmation by the Executive Director.

#### XI. ECONOMIC BENEFITS AND INSURANCE

The Claremont Learning Partnership shall provide a competitive package of benefits to all eligible full-time employees. The following outline of available benefits is provided with

the understanding that benefit plans may change from time to time, and the plan brochures (known as Summary Plan Descriptions) or contracts are to be considered the final word on the terms and conditions of the employee benefits provided by the Claremont Learning Partnership shall provide a competitive package of benefits to all eligible full-time employees. The following outline of available benefits is provided with for eligibility requirements, refer to the Plan document for each benefit program. Continuation of any benefits after termination of employment will be solely at the employee's expense and only if permitted by policies and statutes. The Executive Director will determine levels of deductibility and co-payments for all insurance related benefits annually.

#### A. Health/Life Insurance

The Claremont Learning Partnership shall provide a competitive package of benefits to all eligible full-time employees. The Claremont Learning Partnership currently provides individual health and dental insurance benefits for eligible full-time employees - except those who are insured through their spouse, retired military, or other plans, beginning after the first 90 days of employment. Eligible employees may elect to participate in available health plan(s) offered by the Claremont Learning Partnership. The Claremont Learning Partnership presently pays \$5,000 toward the employee's individual annual insurance premium for all eligible employees that qualify. The Claremont Learning Partnership will require employees to pay their portion of the insurance premium above the Claremont Learning Partnership \$5,000 contribution. Information about the Claremont Learning Partnership's health plan(s) will be provided to the employee at the time of employment.

#### B. Social Security/Medicare/Medicaid

The Claremont Learning Partnership participates in the provisions of the Social Security, Medicare and Medicaid programs. Employees' contributions are deducted from each paycheck and Claremont Learning Partnership contributes at the applicable wage base as established by federal law.

#### C. Workers' Compensation and Unemployment Insurance

Employees are covered for benefits under the Workers' Compensation Law. Absences for which worker compensation benefits are provided are not charged against the eligible employee's sick leave. To assure proper protection for employees and Claremont Learning Partnership, any accident that occurs on the job must be reported, even if there are no injuries apparent at the time. Forms for this purpose are available from Claremont Learning Partnership. The Claremont Learning Partnership also participates in the New Hampshire unemployment program.

#### D. Retirement Plan

The Claremont Learning Partnership provides a retirement program for eligible full-time employees who are 21 years of age or older. The Claremont Learning Partnership contributions to the employee's retirement plan will begin in the January following the start of employment as long as the employee has earned at least \$5,000 in the previous calendar year. Eligible employees may contribute to their retirement plan beginning in the January following the start

of their employment as long as they meet the eligibility requirement. Employer percentage contributions to the retirement program is reviewed and determined annually by the Claremont Learning Partnership's Board of Directors. Information about Claremont Learning Partnership's retirement plan will be provided to the employee at the time of employment.

## XII. LEAVE BENEFITS AND OTHER WORK POLICIES

### A. Holidays

Full-Time Employees are eligible for 12 paid holidays per year as follows:

- New Year's Day
- Martin Luther King, Jr.'s Birthday
- President's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Columbus Day
- Veteran's Day
- Thanksgiving Day
- The Day After Thanksgiving Day
- Christmas Eve
- Christmas Day

Full-time employees (employees who regularly work at least 35 hours per week) receive one (1) paid day off for each full day of holiday time. Holiday benefits for Part-Time employees will be pro-rated in accordance with the hours regularly worked by the employee. Employees wishing to take religious holidays may substitute a religious holiday for one of those listed above, with advance approval from their supervisor and the Executive Director. Temporary employees are ineligible for holiday leave benefits. In those years when Independence Day, Christmas Eve and Christmas Day, and New Year's Day fall on Saturday or Sunday, the Executive Director will designate the work day that will replace the weekend holiday.

### B. Vacation

River View Chartered Public School employee will be eligible for vacation time that corresponds with school vacations. Those vacations include: Christmas vacation, February vacation, and April vacation.

Full-time employees will be eligible for school vacation time off beginning their first year of employment. Beginning their fifth year of employment, full-time employees will earn an extra week of vacation. Part time and temporary employees are ineligible for vacation benefits.

Use of vacation time not corresponding with school vacations is subject to approval by the supervisor and Executive Director and must be requested in daily increments, using the

appropriate leave request form.

Employees are expected to use Vacation benefits in the fiscal year in which Vacation is earned. Employees may carry over a maximum of 5 unused Vacation days from one year to the next only with the approval of the Executive Director. No Vacation benefits are paid upon separation of employment from the Claremont Learning Partnership for any reason.

#### C. Sick Leave

River View Chartered Public School Employees will begin the school year with five sick days and will not acquire more throughout the year. Temporary employees are not eligible for paid sick leave benefits. Use of sick leave is subject to approval by the supervisor and the Executive Director and must be requested in hourly increments.

Unused sick leave can accumulate from year to year up to a maximum of 30 days (210 hours) for full-time employees. This limitation on accrual of sick leave benefits is prorated accordingly for part-time employees. No sick leave benefits are paid upon separation of employment from the Claremont Learning Partnership for any reason. If an employee's illness or injury requires a consecutive absence of three (3) days or more, physician documentation will be required.

#### D. Flex Days

River View Chartered Public School employees will be eligible for three flex days per year. These days can be used in daily increments only. Flex days are expected to be used in the fiscal year in which they are earned. Employees may not carry over flex days from one year to the next. Flex days will not be paid upon separation from employment from the Claremont Learning Partnership for any reason.

#### E. Military Leave

Full time employees who are members of any military reserve component, including the army and the air national guard, will be granted a leave of absence for all periods of military service during which they are engaged in the performance of duty or training for this state or for the United States under competent orders. While on leave, the employee will receive his or her regular compensation for a period not exceeding twenty (20) working days per calendar year, plus any additional days that may result from a call to active state duty by the Governor. Such requested leave shall be supported with copies of the armed forces orders.

#### F. Jury Duty

Claremont Learning Partnership will pay employees for up to five days if they're called to serve on a jury. Notify your manager as soon as possible after receiving your summons. If selected to serve on a jury, you may be asked to provide evidence of your service in order to qualify for this benefit. If you're dismissed from jury duty halfway through the day or sooner, we ask that you return to work for the rest of the day. If required to serve on a jury for more than five days, employees may use remaining vacation time off or take unpaid personal leave if needed.

## G. Parental Leave

Claremont Learning Partnership provides maternity leave for adoptive and natural mothers and fathers as a benefit of employment here. To be eligible for these benefits:

- You must have worked full time for Claremont Learning Partnership for a minimum of 12 continuous months.
- You are in good employment standing with Claremont Learning Partnership (i.e., not on probation).
- We ask that you request leave a minimum 30 days in advance if possible. If this is not possible, please place your request ASAP once you become aware of it.

The benefits are as follows:

- Up to 6 weeks of unpaid leave.
- You may use available sick leave and vacation time, which are paid 100% of your salary amount.
- Total maternity leave time should not exceed 12 weeks.
- We will continue to cover your health insurance premiums during your leave time given that you do return to work for Claremont Learning Partnership

## E. Bereavement Leave

Employees shall be entitled to bereavement leave with pay of five (5) days in the event of a death in the employee's immediate family (spouse/life partner, child or parent) and three (3) days for grandparent, sister or brother, father-in-law, mother-in-law, or grandchildren. If an employee wishes to take time off due to the death of an immediate family member, the employee should notify the Executive Director immediately. Approval of bereavement leave will occur in the absence of unusual operating requirements. An employee may use, with the Executive Director's approval, available paid leave for additional time off as necessary and in accordance with operating needs.

## H. Severe Weather Conditions

The Executive Director will make decision regarding a delayed opening or a cancellation based on the weather forecast and road conditions. If conditions warrant, a decision will be made by 6:30 AM on the severe weather day.

## I. Meetings and Conferences

Staff may be given limited time off by the Executive Director with pay to participate in educational opportunities related to the staff member's current or anticipated work with the Claremont Learning Partnership. An employee serving as an official representative of the Claremont Learning Partnership at a conference or meeting is considered on official business and not on leave.

### XIII. Reimbursement of Expenses

Reimbursement is authorized for reasonable and necessary expenses incurred in carrying out job responsibilities. Mileage or transportation, parking fees, business telephone calls, and meal costs when required to attend a luncheon or banquet, are all illustrative of reasonable and necessary expenses.

Employees serving in an official capacity for Claremont Learning Partnership at conferences and meetings are reimbursed for actual and necessary expenses incurred, such as travel expenses, meal costs, lodging, tips and registration fees. When attending meetings that have been approved by the Executive Director, employees are reimbursed for travel expenses, course fees, and costs of meals and lodging at the current rates. Employees may also request a travel advance to cover anticipated expenses approved travel. Employees also may be granted leave to attend a conference or professional meeting related to their professional development, and/or Claremont Learning Partnership's current and anticipated work. Expenses for these purposes can be paid by Claremont Learning Partnership if funds are available, and the employee obtains prior written approval of such expenses.

Employees are responsible for transportation costs between the office and home during normal work hours. Transportation costs are paid by Claremont Learning Partnership for work outside normal work hours if the employee is on official business for Claremont Learning Partnership. Employees authorized to use their personal cars for business are reimbursed at the U.S. Internal Revenue Service approved rate.

Forms are provided to request reimbursement for actual expenses and advance payment for travel. Receipts must be provided for all expenditures made in order to claim reimbursement.

### XIV. Separation

Either Claremont Learning Partnership or the employee may initiate separation. Claremont Learning Partnership encourages employees to provide at least two weeks (10 days) written notice prior to intended separation. After receiving such notice, an exit interview will be scheduled by the Executive Director or his or her designee. The Executive Director has authority to employ or separate all other employees.

Circumstances under which separation may occur include:

1. Resignation. Employees are encouraged to give at least 10 business days of written notice. Since a longer period is desired, the intention to resign should be made known as far in advance as possible.
2. Termination or Lay-off. Under certain circumstances, the termination or lay-off of an employee may be necessary.



The Executive Director has authority to discharge an employee from the employ of the Claremont Learning Partnership. As stated above, all employment at Claremont Learning Partnership is "at-will." That means that employees may be terminated from employment with Claremont Learning Partnership with or without cause, and employees are free to leave the employment of Claremont Learning Partnership with or without cause. Reasons for discharge may include, but are not limited to:

- Falsifying or withholding information on your employment application that did or would have affected Claremont Learning Partnership's decision to hire you (this conduct will result in your immediate termination);
- Engaging in discriminatory or abusive behavior, including sexual harassment, either toward another staff person or toward a youth participating in any or Claremont Learning Partnership programs;
- Falsifying or withholding information in other personnel records including personnel questionnaires, performance evaluations or any other records;
- Performance at work below a level acceptable to Claremont Learning Partnership or the failure to perform assigned duties;
- Failure to complete required time records or falsification of such time records;
- Insubordination;
- Refusing to work reasonable overtime;
- Negligence in the performance of duties likely to cause or actually causing personal injury or property damage;
- Fighting, arguing or attempting to injure another;
- Breach of confidentiality;
- Using or appearing to use for personal gain any information obtained on the job, which is not readily available to the general public or disclosing such information that damages the interests of Claremont Learning Partnership or its customers or vendors;
- Placing oneself in a position in which personal interests and those of Claremont Learning Partnership are or appear to be in conflict or might interfere with the ability of the employee to perform the job as well as possible;
- Using Claremont Learning Partnership property or services for personal gain or taking, removing or disposing of Claremont Learning Partnership material, supplies or equipment without proper authority;
- Gambling in any form on Claremont Learning Partnership property;

- Dishonesty;
- Theft;
- The possession, use, sale or being under the influence of drugs or other controlled substances or alcoholic beverages during working hours or on the Claremont Learning Partnership premises at any time in violation of Claremont Learning Partnership's policies.
- Excessive tardiness or absenteeism whether excused or unexcused;
- Unauthorized absence from work without proper notice; and

At the sole discretion of the Executive Director, the employee may be asked to leave immediately or be given a period of notice.

#### XV. Return of Property

Employees are responsible for Claremont Learning Partnership equipment, property and work products that may be issued to them and/or are in their possession or control, including but not limited to:

- Telephone cards,
- Credit cards,
- Identification badges,
- Office/building keys,
- Office/building security passes,
- Computers, electronic/voice mail codes, and
- Intellectual property (e.g., written materials, work products).

In the event of separation from employment, or immediately upon request by the Executive Director or his or her designee, Employees must return all Claremont Learning Partnership property that is in their possession or control. Where permitted by applicable law(s), Claremont Learning Partnership may withhold from the employee's final paycheck the cost of any property, including intellectual property, which is not returned when required. Claremont Learning Partnership also may take any action deemed appropriate to recover or protect its property.

#### XVI. REVIEW OF PERSONNEL AND WORK PRACTICES

Employees may request a review of a personnel action or an unsatisfactory performance review. Employees are expected first to discuss their concern with their immediate supervisor. If further discussion is desired, the employee may then discuss the situation with the Executive Director. The decision of the Executive Director is final.

## XVII. PERSONNEL RECORDS

Personnel records are the property of Claremont Learning Partnership, and access to the information they contain is restricted and confidential. A personnel file shall be kept for each employee and should include the employee's job application, copy of the letter of employment and position description, performance reviews, disciplinary records, records of salary increases and any other relevant personnel information. It is the responsibility of each employee to promptly notify his/ or her supervisor in writing of any changes in personnel data, including personal mailing addresses, telephone numbers, names of dependents, and individuals to be contacted in the event of an emergency.

All employees must complete, within two days of the end of each pay period, their time and attendance record for review and approval by the Executive Director. Accurately recording time worked is the responsibility of every employee. Tampering, altering, or falsifying time records, or recording time on another employee's time record may result in disciplinary action, including separation from employment with Claremont Learning Partnership.

## XVIII. NON-DISCLOSURE OF CONFIDENTIAL INFORMATION

Any information that an employee learns about Claremont Learning Partnership, or its members or donors, as a result of working for Claremont Learning Partnership that is not otherwise publicly available constitutes confidential information. Employees may not disclose confidential information to anyone who is not employed by Claremont Learning Partnership or to other persons employed by Claremont Learning Partnership who do not need to know such information to assist in rendering services.

The protection of privileged and confidential information, including trade secrets, is vital to the interests and the success of Claremont Learning Partnership. The disclosure, distribution, electronic transmission or copying of Claremont Learning Partnership's confidential information is prohibited. Such information includes, but is not limited to the following examples:

- Compensation data.
- Program and financial information, including information related to donors, and
- pending projects and propose

## XIX. COMPUTER AND INFORMATION SECURITY

This section sets forth some important rules relating to the use of Claremont Learning Partnership's computer and communications systems. These systems include individual PCs provided to employees, centralized computer equipment, all associated software, and Claremont Learning Partnership's telephone, voice mail and

electronic mail systems.

Claremont Learning Partnership has provided these systems to support its mission. Although limited personal use of Claremont Learning Partnership's systems is allowed, subject to the restrictions outlined below, no use of these systems should ever conflict with the primary purpose for which they have been provided, Claremont Learning Partnership's ethical responsibilities or with applicable laws and regulations. Each user is personally responsible to ensure that these guidelines are followed.

All data in Claremont Learning Partnership's computer and communication systems (including documents, other electronic files, e-mail and recorded voice mail messages) are the property of Claremont Learning Partnership. Claremont Learning Partnership may inspect and monitor such data at any time. No individual should have any expectation of privacy for messages or other data recorded in Claremont Learning Partnership's systems. This includes documents or messages marked "private," which may be inaccessible to most users but remain available to Claremont Learning Partnership. Likewise, the deletion of a document or message may not prevent access to the item or completely eliminate the item from the system.

Claremont Learning Partnership's systems must not be used to create or transmit material that is derogatory, defamatory, obscene or offensive, such as slurs, epithets or anything that might be construed as harassment or disparagement based on race, color, national origin, sex, sexual orientation, age, physical or mental disability, medical condition, marital status, or religious or political beliefs. Similarly, Claremont Learning Partnership's systems must not be used to solicit or proselytize others for commercial purposes, causes, outside organizations, chain messages or other non-job-related purposes.

Security procedures in the form of unique user sign-on identification and passwords have been provided to control access to Claremont Learning Partnership's host computer system, networks and voice mail system. In addition, security facilities have been provided to restrict access to certain documents and files for the purpose of safeguarding information. The following activities, which present security risks, should be avoided.

- Attempts should not be made to bypass, or render ineffective, security facilities provided by the company.
- Passwords should not be shared between users. If written down, password should be kept in locked drawers or other places not easily accessible.
- Document libraries of other users should not be browsed unless there is a legitimate business reason to do so.
- Individual users should never make changes or modifications to the hardware

- Individual users should never load personal software (including outside email services) to company computers. This practice risks the introduction of a computer virus into the system. Requests for loading such software should be directed to computer support or the Executive Director.

Should you have any questions about any of the above policy guidelines, please contact the Executive Director.

## XX. INTERNET ACCEPTABLE USE POLICY

At this time, desktop access to the Internet is provided to employees when there is a necessity and the access has been specifically approved. Claremont Learning Partnership has provided access to the Internet for authorized users to support its mission. No use of the Internet should conflict with the primary purpose of Claremont Learning Partnership, its ethical responsibilities or with applicable laws and regulations. Each user is personally responsible to ensure that these guidelines are followed. Serious repercussions, including termination, may result if the guidelines are not followed.

Claremont Learning Partnership may monitor usage of the Internet by employees, including reviewing a list of sites accessed by an individual. No individual should have any expectation of privacy in terms of his or her usage of the Internet. In addition, Claremont Learning Partnership may restrict access to certain sites that it deems are not necessary for business purposes.

Claremont Learning Partnership's connection to the Internet may not be used for any of the following activities:

- The Internet must not be used to access, create, transmit, print or download material that is derogatory, defamatory, obscene, or offensive, such as slur, epithets, or anything that may be construed as harassment or disparagement based on race, color, national origin, sex, sexual orientation, age, disability, medical condition, marital status, or religious or political beliefs.
- The Internet must not be used to access, send, receive or solicit sexually-oriented messages or images.
- Downloading or disseminating of copyrighted material that is available on the Internet is an infringement of copyright law. Permission to copy the material must be obtained from the publisher. For assistance with copyrighted material, contact computer support or the Executive Director.
- Without prior approval of the Executive Director, software should not be downloaded from the Internet as the download could introduce a computer virus onto Claremont Learning Partnership's computer equipment. In addition, copyright laws may cover the software so the downloading could be an infringement of copyright law.

- Employees should safeguard against using the Internet to transmit personal comments or statements through e-mail or to post information to news groups that may be mistaken as the position of Claremont Learning Partnership.
- Employees should guard against the disclosure of confidential information through the use of Internet e-mail or news groups.
- Employees should not download personal e-mail or Instant Messaging software to Claremont Learning Partnership computers.
- The Internet should not be used to endorse political candidates or campaigns

If you have any questions regarding any of the policy guidelines listed above, please contact your supervisor, or the Executive Director.

## XXI. DRUG FREE WORKPLACE POLICY

The Claremont Learning Partnership provides a drug-free workplace. The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and alcohol is prohibited in any Claremont Learning Partnership workplace or any Claremont Learning Partnership grounds. Any violation is subject to immediate termination.

## River View Public Cl January 202

| Planning Considerations              | Average Number of Enrolled Students          | 32                | 32                |
|--------------------------------------|--|-------------------|-------------------|
| NH Per Pupil Aid/Student             |  | \$7,338.00        | \$7,492.10        |
| Line Number                          | Line Item                                    | Y1-2023-2024      | Y2-2024-2025      |
| <b>Income</b>                        |  |                   |                   |
| <b>Tuition</b>                       |  |                   |                   |
| 41200                                | 41200 · NH Per pupil aid                     | 234,816.00        | 239,747.14        |
|                                      | <b>Total 41200 · Tuition</b>                 | <b>234,816.00</b> | <b>239,747.14</b> |
| <b>41000 · Direct Public Support</b> |  |                   |                   |
| 41100                                | 41100- End of Year Differentiated Aid        | 53,012.96         | 54,126.23         |
| 41250                                | 41250 - Title 1A Allocation                  | 14,520.00         | 14,520.00         |
| 41260                                | 41260 - Title 2A Allocation                  | 2,500.00          | 2,500.00          |
| 41265                                | 41265 - Title IVA Allocation                 | 14,520.00         | 14,520.00         |
|                                      | <b>Total 41000 · Direct Public Support</b>   | <b>84,552.96</b>  | <b>85,666.23</b>  |
| 42000                                | <b>42000 · Direct Private Support</b>        |                   |                   |
| 65410                                | 65410 · Food Program Donations               | 3,750.00          | 3,750.00          |
|                                      | Donation - Community support for school food | 600.00            | 600.00            |
|                                      | <b>Total 42000 · Direct Private Support</b>  | <b>4,350.00</b>   | <b>4,350.00</b>   |
|                                      | <b>Total Income</b>                          | <b>323,718.96</b> | <b>329,763.37</b> |
| <b>Expenses</b>                      |  |                   |                   |
| 60900                                | <b>60900 · Business Expenses</b>             |                   |                   |
| 62850                                | 62850 · Liability Insurance                  | 2,500.00          | 2,700.00          |
|                                      | D&O Insurance                                | 1,250.00          | 1,350.00          |
| 62860                                | 62860 · Rent                                 | 18,000.00         | 18,000.00         |
|                                      | <b>SUBTOTAL · Business Expense</b>           | <b>21,750.00</b>  | <b>22,050.00</b>  |
| 66000                                | <b>66000 · Personnel Expenses</b>            |                   |                   |
|                                      | <b>Salaries</b>                              |                   |                   |
|                                      | Salary - Administration                      | 78,750.00         | 81,112.50         |
|                                      | Salary - Faculty                             | 90,000.00         | 92,700.00         |
|                                      | Salary - Other (subs & paras)                | 31,200.00         | 32,136.00         |
|                                      | <b>SUBTOTAL · Salaries</b>                   | <b>199,950.00</b> | <b>205,948.50</b> |
|                                      | <b>Payroll Taxes &amp; Benefits</b>          |                   |                   |
| 66100                                | 66100 · Health, Life, LTD, STD Insurance     | 21,250.00         | 21,250.00         |

|       |  |                   |                   |
|-------|--|-------------------|-------------------|
| 66800 | <b>66800 · Workers Comp Insurance</b>                            | 2,799.30          | 742.44            |
| 66200 | <b>66200- NH unemployment Insurance</b>                          | 2,999.25          | 3,181.90          |
| 66300 | <b>66300 · Payroll Service Fee</b>                               | 1,872.00          | 1,872.00          |
| 66320 | <b>66320 -Retirement</b>   | 5,998.50          | 6,363.81          |
| 66350 | <b>66350 · FICA</b>  | 15,296.18         | 16,227.71         |
|       | <b>Total 66000 · Personnel Expenses</b>                          | <b>250,165.23</b> | <b>255,586.37</b> |
|       | <b>Instruction Expenses</b>                                      |                   |                   |
| 65300 | <b>65300 · ClassroomComputer/IT Expenses</b>                     | 1,250.00          | 1,250.00          |
| 65210 | <b>65210 · Curriculum materials</b>                              | 8,000.00          | 7,000.00          |
| 65220 | <b>65220- Furniture and Fixtures</b>                             | 900.00            | 500.00            |
| 65250 | <b>65250 · Classroom/Program Supplies</b>                        | 3,000.00          | 3,000.00          |
|       | <b>65500 · Festivals &amp; Events</b>                            |                   |                   |
| 65500 | <b>65500 · Graduation (EVENT)</b>                                | 375.00            | 400.00            |
| 65900 | <b>65900 · Yearbook Expense (combined with EVENTS Line item)</b> | 250.00            | 250.00            |
|       | <b>SUBTOTAL · 65500 · Festivals &amp; Events</b>                 | <b>625.00</b>     | <b>650.00</b>     |
|       | <b>SUBTOTAL · Instruction Expenses</b>                           | <b>13,775.00</b>  | <b>12,400.00</b>  |
|       | <b>Facilities Expense</b>  |                   |                   |
|       | <b>Building Maintenance</b>                                      | 500.00            | 500.00            |
|       | <b>Equipment Maintenance</b>                                     | 200.00            | 200.00            |
|       | <b>Paper Goods &amp; Cleaning Supplies</b>                       | 2,000.00          | 2,000.00          |
| 62830 | <b>62830 · Utilities</b>   | 900.00            | 900.00            |
|       | <b>SUBTOTAL · Facilities Expenses</b>                            | <b>3,600.00</b>   | <b>3,600.00</b>   |
|       | <b>Development Expense</b>                                       |                   |                   |
| 65050 | <b>65050 · Marketing Materials/Advertising Expense</b>           | 500.00            | 500.00            |
|       |  |                   |                   |
|       | <b>SUBTOTAL · Development Expense</b>                            | <b>500.00</b>     | <b>500.00</b>     |
|       | <b>Office Expense</b>  |                   |                   |
| 65600 | <b>65600 · Office Supplies</b>                                   | 3,000.00          | 3,000.00          |
| 62870 | <b>62870 · Telephone, Telecommunications</b>                     | 120.00            | 120.00            |
| 65700 | <b>65700 · Postage, Mailing Service</b>                          | 425.00            | 425.00            |
|       | <b>Dues, Subscriptions, &amp; Fees</b>                           |                   |                   |
| 65800 | <b>65800 · Printing and Copying Fees</b>                         | 942.00            | 942.00            |
|       | <b>Dues &amp; Subscriptions</b>                                  | 1,787.00          | 1,584.14          |
|       | <b>SUBTOTAL · Dues, Subscriptions &amp; Fees</b>                 | <b>2,729.00</b>   | <b>2,526.14</b>   |
|       | <b>SUBTOTAL · Office Expense</b>                                 | <b>6,274.00</b>   | <b>6,071.14</b>   |
|       | <b>62100 - Contracted Services</b>                               |                   |                   |
| 62110 | <b>62110 · Accounting Fees</b>                                   | 5,000.00          | 11,100.00         |
| 62810 | <b>62810 · Janitorial Expense</b>                                | 2,000.00          | 2,000.00          |
|       | <b>IT &amp; Computers</b>  | 1,500.00          | 1,500.00          |



|       |   |                   |                   |
|-------|---|-------------------|-------------------|
|       | <b>SUBTOTAL · Contracted Services Expenses</b>      | <b>8,500.00</b>   | <b>14,600.00</b>  |
| 62840 | <b>Transportation Expense</b>                       |                   |                   |
|       | Vehicle Maintenance                                 | 200.00            | 700.00            |
|       | <b>62842 - Vehicle Insurance</b>                    | 3,050.00          | 3,294.00          |
| 68370 | <b>68370 · Transportation Fees (gas)</b>            | 2,232.00          | 2,232.00          |
|       | Transportation Fees - Other                         | 1,600.00          | 1,600.00          |
|       | <b>SUBTOTAL · Transportation Expenses</b>           | <b>7,082.00</b>   | <b>7,826.00</b>   |
|       | <b>Professional Development</b>                     |                   |                   |
|       | Professional Development - Other                    | 2,800.00          | 2,800.00          |
| 68310 | <b>68310 · Conferences, Conventions, Meetings</b>   | 1,000.00          | 1,000.00          |
|       | <b>SUBTOTAL · Professional Development Expenses</b> | <b>3,800.00</b>   | <b>3,800.00</b>   |
|       | <b>Total · Expenses</b>                             | <b>315,446.23</b> | <b>326,433.51</b> |
|       | <b>Total Income</b>                                 | <b>323,718.96</b> | <b>329,763.37</b> |
|       | Total Direct Costs                                  | 315,446.23        | 326,433.51        |
|       | <b>Total Project Costs</b>                          | <b>315,446.23</b> | <b>326,433.51</b> |
|       | NET - (Total Income - Expenses)                     | \$8,272.73        | \$3,329.86        |
|       | Cost Per Student                                    | 9,857.69          | 10,201.05         |

# Charter School Budget

## 2 - June 2027

| 35                | 35                | 35                |  |
|-------------------|-------------------|-------------------|--|
| \$7,492.10        | \$7,649.43        | \$7,649.43        | NH State increase to adequacy aid has been roughly a 2.1% bi- annual increase  |
| Y3-2025-2026      | Y4-2026-2027      | Y5-2027-2028      | Notes  |
| <b>Income</b>     |                   |                   |  |
| 262,223.43        | 267,730.19        | 267,730.19        | Average annual increase = 2.1% /student/ bi-annually   |
| <b>262,223.43</b> | <b>267,730.19</b> | <b>267,730.19</b> |  |
| 57,992.39         | 59,210.23         | 60,453.65         | Differentiated Aid Formula = \$1893.32 (based on the 2022 & 2023 rate ) X 28 (students eligible for F&RSL) (increases static in Y1; Increased by 2.1% for Y3/Y4; and another 2.1% for Y5/Y6; qualifying students increase to 30 in Y4-6) |
| 14,520.00         | 14,520.00         | 14,520.00         | Title 1 is enrichment aid for students who qualify for free and reduced lunch. Based on the student population we work with RVCPS will be eligible   |
| 2,500.00          | 2,500.00          | 2,500.00          | Title 2A is announced in the summer for all staff professional development   |
| 14,520.00         | 14,520.00         | 14,520.00         |  |
| <b>89,532.39</b>  | <b>90,750.23</b>  | <b>91,993.65</b>  |  |
| 3,750.00          | 3,750.00          | 3,750.00          | Willing Hands of the Upper Valley (\$2000/school year) and Claremont Soup Kitchen (\$1750/school year) food donations  |
| 600.00            | 600.00            | 600.00            | Cash parent & donation support   |
| <b>4,350.00</b>   | <b>4,350.00</b>   | <b>4,350.00</b>   |  |
| <b>356,105.82</b> | <b>362,830.42</b> | <b>364,073.84</b> |  |
| 2,916.00          | 3,149.28          | 3,401.22          | Includes a standard 8% increase each year in Y2-5  |
| 1,458.00          | 1,574.64          | 1,700.61          | Includes a standard 8% increase each year in Y2-5  |
| 18,000.00         | 18,000.00         | 18,000.00         | \$1500/ month  |
| <b>22,374.00</b>  | <b>22,723.92</b>  | <b>23,101.83</b>  |  |
| 83,545.88         | 86,052.25         | 88,633.82         | 3% wage increase built into each year in Y2-5  |
| 95,481.00         | 98,345.43         | 101,295.79        | 3% wage increase built into each year in Y2-5  |
| 33,100.08         | 34,093.08         | 35,115.87         | 3% wage increase built into each year in Y2-5  |
| <b>212,126.96</b> | <b>218,490.76</b> | <b>225,045.49</b> |  |
| 21,250.00         | 21,250.00         | 21,250.00         | Benefits for five employees @\$5,000/ first twoyears; Year 3-6 built in 8% standard increase)  |

|                   |                   |                   |   |
|-------------------|-------------------|-------------------|---|
| 764.72            | 787.66            | 811.29            | five employees@\$123/month per employee (start up year, 2 employees, 9 months); Built in 8% increase for years 2-6)   |
| 3,277.36          | 3,375.68          | 3,476.95          | 1.5% per person   |
| 1,872.00          | 1,872.00          | 1,872.00          | 9/week/person for 4 staff (Exec Director is covered in the CLP budget)  |
| 6,554.72          | 6,751.36          | 6,953.91          | 3% per person   |
| 16,714.54         | 17,215.98         | 17,732.46         | Federal Social Security & Medicare taxes = 7.65%  |
| <b>262,560.30</b> | <b>269,743.45</b> | <b>277,142.09</b> |   |
|                   |                   |                   |   |
| 1,250.00          | 1,250.00          | 1,250.00          | computer maintenance and upgrades   |
| 9,717.03          | 10,558.92         | 11,474.74         | includes all classroom materials and licensing for an online education platform for 32 students (Y1 & 2 and 35 students in Y3-5), with a 10% increase built into Y2-5 |
| 500.00            | 500.00            | 500.00            | replacement cost contingency  |
| 7,500.00          | 7,600.00          | 7,650.00          | supply replenishment  |
|                   |                   |                   |   |
| 425.00            | 450.00            | 475.00            |   |
| 250.00            | 250.00            | 250.00            | stipend for staff overseeing yearbook process   |
| <b>675.00</b>     | <b>700.00</b>     | <b>725.00</b>     |   |
| <b>19,642.03</b>  | <b>20,608.92</b>  | <b>21,599.74</b>  |   |
|                   |                   |                   |   |
| 750.00            | 750.00            | 1,000.00          | River View Specific   |
| 200.00            | 200.00            | 200.00            | tractor maintenance   |
| 2,000.00          | 2,000.00          | 2,000.00          | supply replenishment budget   |
| 900.00            | 900.00            | 900.00            | trash only- \$75/month  |
| <b>3,850.00</b>   | <b>3,850.00</b>   | <b>4,100.00</b>   |   |
|                   |                   |                   |   |
| 500.00            | 500.00            | 500.00            | First year we would need to double our advertising to get the word out  |
|                   |                   |                   |   |
| <b>500.00</b>     | <b>500.00</b>     | <b>500.00</b>     |   |
|                   |                   |                   |   |
| 3,000.00          | 3,000.00          | 3,000.00          |   |
| 120.00            | 120.00            | 120.00            | dedicated school phone line (internet based VOIP)   |
| 425.00            | 425.00            | 425.00            |   |
|                   |                   |                   |   |
| 942.00            | 942.00            | 942.00            | annual service fee \$78.50/month  |
| 1,631.66          | 1,680.61          | 1,731.03          | Newspaper and Gradelink subscription fees; 3% annual increase   |
| <b>2,573.66</b>   | <b>2,622.61</b>   | <b>2,673.03</b>   |   |
| <b>6,118.66</b>   | <b>6,167.61</b>   | <b>6,218.03</b>   |   |
|                   |                   |                   |   |
| 11,150.00         | 11,200.00         | 11,250.00         | Annual 990 preparation and annual audit   |
| 2,300.00          | 2,300.00          | 2,300.00          | Cleaning contract is a three year fixed cost  |
| 1,500.00          | 1,500.00          | 1,500.00          | \$75/hr/20 hpmmonth   |

|                   |                   |                   |  |
|-------------------|-------------------|-------------------|--|
| <b>14,950.00</b>  | <b>15,000.00</b>  | <b>15,050.00</b>  |  |
|                   |                   |                   |  |
| 1,700.00          | 700.00            | 1,700.00          | oil changes and maintenance for the SUV and tractor; 4 tires for SUV in Y3 and Y5  |
| 3,557.52          | 3,842.12          | 4,149.49          | for SUV and tractor; built in 8% increase each year  |
| 2,232.00          | 2,232.00          | 2,232.00          | \$40/wkx10 months for gas; \$500/yr for tractor  |
| 1,600.00          | 1,600.00          | 1,600.00          | Bus service for students   |
| <b>9,089.52</b>   | <b>8,374.12</b>   | <b>9,681.49</b>   |  |
|                   |                   |                   |  |
| 1,600.00          | 1,600.00          | 1,600.00          | For Program Coordinator and teachers including workshops & webinars for specific subject matter technical assistance; year 1&2 would need higher spending for PD |
| 3,000.00          | 3,000.00          | 3,000.00          | National Charter School Conference   |
| <b>4,600.00</b>   | <b>4,600.00</b>   | <b>4,600.00</b>   |  |
| <b>343,684.51</b> | <b>351,568.03</b> | <b>361,993.19</b> |  |

|             |             |            |
|-------------|-------------|------------|
| 356,105.82  | 362,830.42  | 364,073.84 |
| 343,684.51  | 351,568.03  | 361,993.19 |
| 343,684.51  | 351,568.03  | 361,993.19 |
| \$12,421.31 | \$11,262.40 | \$2,080.65 |
| 9,819.56    | 10,044.80   | 10,342.66  |

**River View Chartered Public School  
DOE Budget Narrative**

**Row136: Y1 Cost per youth served: \$28,138.08**

We calculated the cost per youth served by dividing the total Y1 project cost (\$900,418.54) by the average number of youths we expect to enroll in RVPC each year (32) = \$28,138.08

**Row136: Y1 Cost per youth served: \$10,168.65**

We calculated the cost per youth served by dividing the total Y2 project cost (\$340,957.20) by the average number of youths we expect to enroll in RVPC each year (32) = \$10,654.91.

**Row 136: Y3 Cost per youth served:**  $\$340,568.15/32=\$10,642.75$

**Row 136: Y4 Cost per youth served:**  $\$351,083.33/35=\$10,030.95$

**Row 136: Y5 Cost per youth served:**  $\$363,224.05/35=\$10,377.83$

**Row 136; Y6 Cost per youth served:**  $\$373,849.11/35=\$10,681.40$

**a. Row 42: BUSINESS EXPENSES Y1: \$23,000**

Total Non-DOE: \$17,250

**Row 38: Liability Insurance (DOE): \$1,250.** We secured a quote from our liability insurance company, Markel Insurance Company in the amount for this line item. We calculated the DOE amount by dividing the total cost (5,000) by 12 months = 416.67 then multiplying by 3 months of start-up = \$1,250.

**Row 39: Rent (DOE): \$4,500.** Rent was calculated by multiplying the amount the RVPC will contribute each month to help cover the cost of utilities, water, sewer, internet, and other building maintenance costs (\$1,500) x three (3) months (the start-up preparation period) = \$4,500.

**Row 42: BUSINESS EXPENSES Y2: \$12,400**

Total DOE: \$0.00

**Row 39: Rent: \$18,000..** Rent was calculated by multiplying the amount the RVPC will contribute each month to help cover the cost of utilities, water, sewer, internet, and other building maintenance costs (\$1,500) x 12 (12) months = \$18,000.

**Row 42: BUSINESS EXPENSES Y3-6**

**Row 39: Y3-6 Liability Insurance:** We built in an 8%/year increase. **Y3:**  $(5,400 \times 1.08=)$  **\$5,832; Y4:**  $(5832 \times 1.08=)$  **\$6,298.56; Y5:**  $(6298.56 \times 1.08=)$  **\$6,802.44; Y6:**  $(6802.44 \times 1.08=)$  **\$7,346.64.**

**Row 40: Y3-6 Rent:** Rent remains static at \$18,000 per year, based on the Y1 & Y2 calculations.

**a. Row 57: PERSONNEL & FRINGE Y1: \$233,580.13**

Total DOE: \$58,182.53

We determined our salary structure by evaluating comparable positions and salaries at other NH alternative schools including Granite Hill and Ledyard Charter School. All of our fringe benefit calculations are based on rates currently in use by the CLP. As a non-profit organization, we are not required to pay Federal Unemployment Taxes (FUTA).

**Row 46: Executive Director ED: DOE: \$4,687.50.** Responsible for set-up, oversight, and management of RVPC including hiring of the principal, financial, operations, program evaluation, and grant management. This quarter-time position (0.25 FTE) will be filled by **Cathy Pellerin**, CLP ED, 10 hours per week for the three months of the start-up period. **Y1 DOE salary = 1 FTE**

salary (75000) x 0.25 = 18,750. We then divided by 12 this to get the monthly 0.25 FTE salary = \$1,562.5/month (18750/12) x 3 months (start-up period) = **\$4,687.50**.

**Coordinator (1): \$60,000. Y1**

**Teacher: DOE: \$45,000.** Responsible for implementing all RVPC activities, designing a graduation plan with each student, working with staff to coordinate all student services, and referring youth to community partners.

**Health/Dental/Vision Insurance: DOE Insurance** was calculated by calculating the cost per employee per month (5000/12=416.67) then multiplying that cost by three employees for the 9-month implementation period ((416.67x9)x3) = 11,250; we then multiplied the cost of one employee per month by 0.25 to calculate the allocation for the quarter time ED = 416.67x.25=104.17 x 9 months of the implementation period = 937.50 + 11,250 = **\$12,187.50**.

**Worker's Compensation: (WC) insurance: DOE: \$1,199.25.** CLP pays \$123 per person per month for worker's compensation insurance. Coverage is provided by The Hartford Insurance Company and costs were calculated as follows. **Y1 DOE WC** = \$123/month x 3 full-time staff x 3 months (start-up period) = \$1,107; we then multiplied the cost of one employee per month by 0.25 to calculate the allocation for the quarter time ED = (123x.25=30.75 x 3) months of the start-up period = 92.25 + 1,107 = **\$1,199.25**.

**NH Unemployment (NHU) tax: DOE: \$707.81** CLP is required to pay 1.5% of an employee's salary to the State of NH for unemployment and costs were calculated as follows. **Y1 DOE NHU** = Y1 grant salaries (47,187.50) x 0.015 = **\$707.81**.

**Payroll Service Fee: DOE: \$850.** CLP uses ADP Payroll Services to process our payroll. They charge a fee of \$70.82 per month. We calculated the annual total by multiplying 70.82 x 12 months = \$850.

**Retirement: DOE: \$1,415.63.** CLP contributes 3% of an employee's salary to an IRA and costs were calculated as follows. **Y1 DOE Retirement** = Y1 grant salaries (47,187.50) x 0.03 = **\$1,415.63**.

**Row 56: FICA and Medicare: DOE: \$3,609.84.** The FICA and Medicare costs are calculated based on the federal rate of 7.65%. Y1 DOE FICA was calculated by multiplying Y1 Grant salaries (47,187.50) x 0.0765 = \$3,609.84.

**Row 57: PERSONNEL & FRINGE Y2: \$241,614.38**

Total DOE: \$0.00

Total Non-DOE: \$241,614.38

We built a 3% COLI into the admin salaries in Y2.

**Row 45: Co-Team Leaders (2): Non-DOE Grant: \$133,900.** Y2 non-Grant salary was calculated by multiplying the Y1 salary of 65,000 by 1.03 COLI = 66,960 x 2 staff = \$133,900

**Y3** = 66960 x 1.03=\$68,958.50x2=**\$137,917**. **Y4** = 68958.50 x 1.03=71027.76=**\$142,055.52**. **Y5** = 71027.76 x 1.03=73,158.07x2=**\$146,316.14**. **Y6** = 71027.76 x 1.03=75352.81x2=**\$150,705.62**.

**Row 45: Administrative Assistant: Non-DOE Grant: \$41,200.** Y2 Non-DOE Grant salary was calculated by multiplying the Y1 salary (40000) by 1.03 COLI = **\$41,200**. **Y3** = 41,200 x 1.03 = **\$42,436**. **Y4** = 42,436 x 1.03 = **\$43,709.08**. **Y5** = 43709.08 x 1.03 = **\$45,020.35**. **Y6** = 45020.35x 1.03 = **\$46,370.96**.

**Row 51: Health/Dental/Vision Insurance: Non-DOE: \$17,550.** We built in a standard 8% increase in Y2-6. Y2 Non-Grant Insurance was calculated multiplying the Y1 cost (5000) by 1.08 (increase)=5,400x3 staff = 16,200; and multiplying 5400x0.25 for the quarter time ED=1350 then adding the two numbers together = 16200+1350=**\$17,550**. **Y3** = 5400 x 1.08 = 5,832 x 3 = 17496 + (5832x.25)=1458= **\$18,954**. **Y4** = 5832 x 1.08 = 6298.56 x3 = 18895.68+(6298.56x0.25)=1574.64=**\$20,470.32**. **Y5** = 6298.56 x 1.08 = 6802.44 x 3 = 20407.32 + (6802.44\*.25)=1700.61=**\$22,107.95**. **Y6** = 6802.44 x 1.08 = 7646.64 x 3 = 22039.92 + (7646.64\*.25)=1836.66=**\$23,876.58**

**Row 52: Worker's Compensation (WC) insurance: Non-DOE: \$5,180.75.** We built an 8%

standard increase into Y2-6 and calculated the total by multiplying the per person per month cost of  $\$123 \times 1.08 = \$132.84$  per month  $\times 12$  months  $= 1594.08 \times 3$  full time staff  $= 4872.23$  then multiplied the cost for one full time employee by the quarter-time ED position ( $1594.08 \times 0.25 = 398.52$ ) then added the two together ( $4872.24 + 398.52 = \$5,180.75$ . **Y3** =  $132.84 \times 1.08 = 143.47 \times 12 = 1721.61 \times 3 = 5164.83 + (1721.61 \times 0.25 = 430.40) = \$5,594.22$ . **Y4** =  $143.47 \times 1.08 = 154.95 \times 12 = 1859.33 \times 3 = 5577.99 + (1859.33 \times 0.25 = 464.83) = \$6,042.84$ . **Y5** =  $154.95 \times 1.08 = 167.35 \times 12 = 2008.08 \times 3 = 6024.24 + (1859.33 \times 0.25 = 502.20) = \$6,526.27$ . **Y6** =  $167.35 \times 1.08 = 180.73 \times 12 = 2168.73 \times 3 = 6506.19 + (2008.08 \times 0.25 = 542.18) = \$7,048.37$ .

**Row 53: NH Unemployment (NHU) tax: Non-DOE: \$2,916.19.** Y2 Non-Grant NHU was calculated by multiplying the total Y2 non-DOE Grant salaries ( $194,412.50 \times 0.015 = \$2916.19$ . **Y3** =  $200,244.88 \times 0.015 = \$3,003.67$ . **Y4** =  $206,252.22 \times 0.015 = \$3,093.78$ . **Y5** =  $212,439.79 \times 0.015 = \$3,186.60$ . **Y6** =  $218,812.98 \times 0.015 = \$3,282.19$ .

**Row 54: Payroll Service Fee: Non-DOE Y2-6: \$850.** CLP uses ADP Payroll Services to process our payroll. They charge a fee of  $\$70.82$  per month. We calculated the annual total by multiplying  $70.82 \times 12$  months =  $\$850$ .

**Row 55: Retirement: Non-DOE: \$5,832.38** Y2 Non-Grant Retirement was calculated by multiplying the Y2 salaries ( $194,412.50 \times 0.03 = \$5,832.38$ . **Y3** =  $200,244.88 \times 0.03 = \$6,007.35$ . **Y4** =  $206,252.22 \times 0.03 = \$6,187.57$ . **Y5** =  $212,439.79 \times 0.03 = \$6,373.19$ . **Y6** =  $218,812.98 \times 0.03 = \$6,564.39$

**Row 56: FICA and Medicare: Non-DOE: \$14,872.56.** Y2 Non-Grant FICA was calculated by multiplying the total Y2 salaries  $194,412.50 \times 0.0765 = \$14,872.56$ . **Y3** =  $200,244.88 \times 0.0765 = \$15,318.73$ . **Y4** =  $206,252.22 \times 0.0765 = \$15,778.29$ . **Y5** =  $212,439.79 \times 0.0765 = \$16,251.64$ . **Y6** =  $218,812.98 \times 0.0765 = \$16,739.19$ .

**We built a 3% COLI into all salaries in Y3-6.**

**Row 57: Y3 TOTAL PERSONNEL & FRINGE: \$249,973.85**

**Row 57: Y4 TOTAL PERSONNEL & FRINGE: \$258,675.02**

**Row 57: Y5 TOTAL PERSONNEL & FRINGE: \$267,735.43**

**Row 57: Y6 TOTAL PERSONNEL & FRINGE: \$277,173.71**

**c. Row 75: INSTRUCTION EXPENSES Y1: \$209,021.69**

Total DOE:  $\$208,421.69$

Total Non-DOE:  $\$600.00$

**Row 59: Classroom Computer/IT Expenses: DOE: \$65,520.** We have also included an itemized list of classroom technology with our budget spreadsheet (itemized list tab). Our Installation contract with Veriapt includes the following

- four (4) projectors (one for each of our classrooms) from Copernicus Ed for  $\$1,330$  each ( $1,330 \times 4$ ) =  $\$5,320$ .
- four (4) ViewBoard panels (one for each classroom) from ViewSonic for  $\$3,500$  each ( $3,500 \times 4$ ) =  $\$14,000$ .
- two (2) 35mm digital cameras from Amazon for  $\$100$  each ( $100 \times 2$ ) =  $\$200$ .
- four (2) camera digital kits from Amazon for  $\$450$  each ( $450 \times 4$ ) =  $\$1,800$ .
- two (2) Ultimaker s5 3D Printers from Amazon for  $\$6,500$  each ( $6,500 \times 2$ ) =  $\$13,000$ .
- eighty (80) 3100 education model Chromebook computers (for each student to have one for home and school and 16 spares) from Dell for  $\$350$  each ( $350 \times 80$ ) =  $\$28,000$ .
- Eighty (80) management agreements (warranty for student Chrome Books) from Dell for  $\$40$  each ( $80 \times 50$ ) =  $\$3,200$ .

**Row 60: Curriculum materials: DOE: \$55,095.** This line item includes  $\$40,000$  to purchase start up software (including Microsoft Word, Adobe Acrobat, Artdesigna, Adobe PhotoShop, Adobe Illustrator, Aleck, Canvas, Power School, engineering software), text books, subscriptions to online

services and educational material, and reference tools. We have also included \$10,000 to purchase start-up books for our on-site library. These costs are estimates as the teaching staff will have the flexibility to pick and choose what works best for them during their curriculum design. It also includes the cost of licensing for Edmentum for 32 students at \$159.22 each ( $159.22 \times 32 = \$5095$ ), with a 10% increase built into Y2-6

**Graduation Event: DOE: \$350.** We have included funds to host our first graduation.

**Yearbook: DOE: \$250.** This line item is a stipend for staff overseeing yearbook process

**Row 75: INSTRUCTION EXPENSES Y2: \$27,679.50**

Total DOE: \$0.00

Total Non-DOE: \$27,679.50

**Classroom Computer/IT Expenses: Non-DOE Y2: \$6,400.** We have also included an itemized list of classroom technology

**Non-DOE: \$1,250/year** for ongoing maintenance

**Row 61: Curriculum materials: Y2 Non-DOE: \$ 12,804.50.**

This line item includes \$2,200 to purchase software upgrades, replacement text books, subscriptions to online services and educational material, and reference tools. These costs are estimates as the teaching staff will have the flexibility to pick and choose what works best for them during their curriculum design; and \$5,000 to purchase additional books and subscriptions for our on-site library. These costs are estimates as the staff will have the flexibility to pick and choose what works best for them. We also budgeted a standard 10% increase into our expected licensing for Edmentum for 32 students at \$175.14 each ( $175.14 \times 32 = \$5604.54$ )

In **Y3-6: Non-DOE:** we budgeted a flat fee each year for replacement materials and calculated the Edmentum increases accordingly. **Y3:**  $\$2,200 + ((175.14 \times 1.1 = 192.65) \times 32 =)$   $\$6,164.95 =$  **\$8364.95;**

**Y4:**  $\$2,300 + ((192.65 \times 1.1 = 211.92) \times 35 =)$   $7417.20 =$   $\$9,717.20;$  **Y5:**  $\$2,400 +$

$((211.92 \times 1.1 = 233.11) \times 35 =)$   $8158.85 =$  **\$10,558.92;** **Y6:**  $\$2,500 +$

$((233.11 \times 1.1 = 256.42) \times 35 =)$   $8974.74 =$  **\$11,474.74.**

**Row 61: Furniture and Fixtures: Non-DOE Y2: \$500.** This line item is budgeted as a flat annual rate for repairs and replacement, as necessary. **Y3-6: Non-DOE:** \$500/year for repairs and replacement, as necessary.

**Row 62: Classroom/Program Supplies: Non-DOE Y2: \$7,350.** This line item is budgeted as a flat annual rate to replace consumable classroom/program supplies as they are used. **Y3-6: Non-DOE:** we budgeted a flat fee each year. **Y3:** \$7,400; **Y4:** \$7,500; **Y5:** \$7,600; **Y6:** \$7,650.

**Row 65: Graduation Expense: Non-DOE: \$375.** We anticipate spending \$325 to host an annual graduation.

**Y3-6: Non-DOE:** we budgeted a flat fee each year. **Y3:** \$400; **Y4:** \$425; **Y5:** \$450; **Y6:** \$475.

**Row 66: Yearbook Expense: Non-DOE Y2: \$250.** This is a staff stipend to support yearbook production each year. **Y3-6: Non-DOE:** \$250/year for a staff stipend to support yearbook.

**Row 75: Y3 INSTRUCTION EXPENSES: NON-DOE: \$18,164.95**

**Row 75: Y4 INSTRUCTION EXPENSES: NON-DOE: \$19,642.03**

**Row 75: Y5 INSTRUCTION EXPENSES: NON-DOE: \$ 20,608.92**

**Row 75: Y6 INSTRUCTION EXPENSES: NON-DOE: \$21,599.74**

**d. Row 85: FACILITIES EXPENSE Y1: \$93,464.40**

Total DOE: \$90,714.40

Total Non-DOE: \$2,750

**Row 77: Maintenance Equipment: DOE: \$66,886.** We will purchase a Kubota tractor from Townline Equipment in Plainfield, NH, to facilitate snow removal, sanding, salting, and sweeping our grounds and parking area

**Row 78: Grounds Maintenance: Non-DOE: \$2000.** We anticipate needing two (2) pallets of salt each year. One pallet currently costs  $\$1,000 = 1000 \times 2 = \$2,000$ .



**Row 79: Maintenance Expense: Non-DOE: \$300.** This line is budgeted at a flat rate for general maintenance.

**Row 81: Paper Goods & Cleaning Supplies: DOE: \$ 1,986.52.** We have also included an itemized list of paper goods & cleaning supplies with our budget spreadsheet (see tab). We will purchase the following start-up supplies:

- From Amazon, we will purchase the following:
  - twenty (20) 18-packs of tissues for \$25.63 each ( $25.63 \times 20$ ) = \$512.60;
  - three (3) 4-packs of sanitizer for \$22.84 each ( $22.84 \times 4$ ) = \$68.52;
  - twenty (20) containers of soap for \$5.76 each ( $5.76 \times 20$ ) = \$115.20;
  - ten (10) 60-packs of toilet paper for \$42.89 each ( $42.89 \times 10$ ) = \$428.90;
  - five (5) 6-packs of bathroom paper towels for \$30 each ( $30 \times 5$ ) = \$150; and
  - three (3) 30-packs of kitchen paper towels for \$44 each ( $44 \times 3$ ) = \$132.
- From School Nurse, we will purchase the following:
  - one (1) First Aid Basics first aid kit (#1128021) for the office for \$139.50; and
  - four (4) First Aid kits (#1128033), one for each classroom, for \$31.95 each ( $31.95 \times 4$ ) = \$127.80.
- From NBF Furniture, we will purchase the following:
  - two (2) bulletin boards (#80575), one each for the therapy room and common area, for \$156 each ( $156 \times 2$ ) = \$312.

**Row 82: Utilities: DOE: \$150.** We pay \$50/month for rubbish removal for the three months prior to school opening ( $50 \times 3$ ) = \$150

**Row 83: Utilities: Non-DOE: \$450.** We pay \$50/month for rubbish removal for the nine months the school is operational ( $50 \times 9$ ) = \$450

**Row 84: Furniture and Fixtures: DOE: \$ 13,851.88.** We have also included an itemized list of paper furniture & fixtures with our budget spreadsheet (see tab). We will purchase the following:

- From NBF Furniture, we will purchase:
  - one (1) community table (#41049) for the common room for \$349;
  - five (5) portable tables (#41377) for the common room for \$689 ( $689 \times 5$ ) = \$3,445;
  - two (2) desks (#22334), one for each office, for \$1,296 each ( $1,296 \times 2$ ) = \$2,592;
  - two (2) chairs (#56048), one for each office, for \$260 each ( $260 \times 2$ ) = \$520;
  - two (2) filing cabinets (#34066), one for each office, for \$280 each ( $280 \times 2$ ) = \$560;
  - two (2) storage cabinets (#37107), one for each office, for \$580 each ( $580 \times 2$ ) = \$1,160; and
  - two (2) bookshelves (#32192), one for each office, for \$269 each ( $269 \times 2$ ) = \$538.

**Row 85: Computer/IT Installation Supplies: DOE: \$7,840.** We have also included an itemized list of installation supplies with our budget spreadsheet (see tab). Our installation contract with Veriapt includes the following supplies:

- one (1) network router upgrade for \$500;
- two (2) cable spools for \$425 each ( $425 \times 2$ ) = \$850;
- ten (10) wireless access points for \$349 each ( $349 \times 10$ ) = \$3,490;
- one (1) switch for \$1,100;
- one (1) drive for \$1,100; and
- two (2) cable terminations for \$400 each ( $400 \times 2$ ) = \$800

**Row 85: FACILITIES EXPENSE Y2: \$5,760**

Total DOE: \$0.00

Total Non-DOE: \$5,760

**Row 78: Building Maintenance: Non-DOE: \$300.** We budgeted this line item as a flat annual rate for building maintenance expenses that may arise. **Y3-6: Non-DOE: \$300/year** for building maintenance

expenses that may arise.

**Row 79: Grounds Maintenance: Non-DOE: \$2,160.** We anticipate needing two (2) pallets of salt each year. One pallet currently costs \$1,000 =  $1000 \times 2 = \$2,000$ . We built in an 8% cost increase into Y2-6, which seems a reasonable estimate, given current supply chain issues. **Y2 =  $2000 \times 1.08 = \$2,160$ . Y3 =  $2160 \times 1.08 = \$2,332.80$ . Y4 =  $2332.80 \times 1.08 = \$2,519.42$ . Y5 =  $2519.42 \times 1.08 = \$2,720.98$ . Y6 =  $2720.98 \times 1.08 = \$2,938.66$ .**

**Row 80: Facilities Equipment Maintenance: Non-DOE: \$200.** We budgeted these costs for oil changes, transmission fluid, and hydraulic fluid monitoring and changes at a flat rate for Y2-6.

**Row 81: Paper Goods & Cleaning Supplies: Non-DOE: \$ 2,000.** This line item is budgeted as a flat annual rate to replace consumable paper goods and cleaning supplies as they are used. **Y3-6: Non-DOE: \$2,000/year** to replace consumable paper goods and cleaning supplies as they are used.

**Row 82: Utilities: DOE: \$600.** We pay \$50/month for rubbish removal for the year ( $50 \times 12$ ) = \$600. **Y3-6: Non-DOE: \$600/year.**

**Row 83: Furniture and Fixtures: DOE: \$500.** This line item is budgeted as a flat annual rate to repair and replace furniture and fixtures, as necessary. **Y3-6: Non-DOE: \$500/year** to repair and replace furniture & fixtures, as necessary.

**Row 86: Y3 FACILITIES EXPENSE: NON-DOE: \$5,932.80**

**Row 86: Y4 FACILITIES EXPENSE: NON-DOE: \$6,119.42**

**Row 86: Y5 FACILITIES EXPENSE: NON-DOE: \$6,320.98**

**Row 86: Y6 FACILITIES EXPENSE: NON-DOE: \$6,538.66**

**e. Row 93: DEVELOPMENT EXPENSE Y1: \$1,500**

Total DOE: \$1,500

Total Non-DOE: 0.00

**Row 90: Marketing Materials/Advertising Expenses: \$1,500.** We based our advertising budget on quotes received from Doolittle Printserve for brochure development, business cards, and informational materials to distribute to our community partners and used in our outreach activities. We will also be advertising in two local newspapers and on the radio.

**Row 93: DEVELOPMENT EXPENSE Y2: \$750**

Total DOE: \$0.00

Total Non-DOE: \$750

**Row 90: Marketing Materials/Advertising Expenses: Non-DOE: \$500.** We budgeted a flat rate of \$500 for Y2 to replace any printed materials and run ads if our enrollment is low. **Y3-6: Non-DOE: \$500/year** to replace any materials used.

**Row 91: Fund Raising Expenses: Non-DOE: \$250.** We budgeted a flat rate of \$250 for Y2 to cover the costs of any printing or advertising related to our fund raising efforts. **Y3-6: Non-DOE: \$250/year** to replace any materials used.

**Row 93: Y3 DEVELOPMENT EXPENSES: NON-DOE: \$750.**

**Row 93: Y4 DEVELOPMENT EXPENSES: NON-DOE: \$750.**

**Row 93: Y5 DEVELOPMENT EXPENSES: NON-DOE: \$750.**

**Row 93: Y6 DEVELOPMENT EXPENSES: NON-DOE: \$750.**

**f. Row 105: OFFICE EXPENSES Y1: \$34,346.30**

Total DOE: \$32,323.80

Total Non-DOE: \$2,112.50

**Row 95: Office Supplies: DOE: \$4,347.86.** We have also included an itemized list of office supplies with our budget spreadsheet (see tab).

**Row 96: Furniture & Fixtures: DOE: \$9,164.** We have also included an itemized list of office furniture

& fixtures with our budget spreadsheet (see tab). We will purchase the following:

**Row 97: Telephone/Telecommunications: DOE: \$30.** We use a VOIP service and the phone line for the school is \$10/month (10x3 months during the implementation period)=\$30.

**Row 97: Telephone/Telecommunications: Non-DOE: \$90.** We use a VOIP service and the phone line for the school is \$10/month (10x 9 months operational)=\$90.

**Row 98: Postage and mailing: DOE: \$425.** We estimated that our postage and mailing costs associated with mailing promotional materials and other necessary correspondence.

**Row 99: Computer/IT Expenses: DOE: \$17,560.44.** We have also included an itemized list of office computer/IT expenses based on our with our budget spreadsheet (see tab).

**Row 101: Printing/Copying Fees: Non-DOE: \$706.50.** \$78.50 per month for nine months of operations (78.50 x 9) = \$706.50.

**Row 102: Annual Subscriptions: Non-DOE: \$1,793.** We will purchase subscriptions to the following newspapers for our school library:

- Valley News for \$230/year;
- The Eagle Times for \$78/year;
- Gradelink for \$1,236/year (103/month x12=1236); and
- Gradelink one-time set-up fee of \$249.

**Row 104: OFFICE EXPENSES Y2: \$5,071.14**

Total DOE: \$0.00

Total Non-DOE: \$5,071.14

**Row 95: Office Supplies: Non-DOE: \$1,500.** This line item is budgeted as a flat rate to replace any consumable supplies as they are used. **Y3-6: Non-DOE: \$1,500**

**Row 96: Furniture & Fixtures: Non-DOE: \$500.** This line item is budgeted as a flat annual rate to repair and replace furniture and fixtures, as necessary. **Y3-6: Non-DOE: \$500.**

**Row 97: Telephone/Telecommunications: Non-DOE: \$120.** We use a VOIP service and the phone line for the school is \$10/month (10x12 months) = \$120. **Y3-6: Non-DOE: \$120.**

**Row 98: Postage and mailing: Non-DOE: \$425.** We estimated that our postage and mailing costs associated with mailing promotional materials and other necessary correspondence. **Y3-6: Non-DOE: \$425.**

**Row 101: Printing/Copying Fees: Non-DOE: \$942.** We pay Office Systems of VT a service fee of \$78.50/month for our printing and copying needs (78.5 x 12) = \$942. **Y3-6: Non-DOE: \$942.**

**Row 102: Annual Subscriptions: Non-DOE: \$ 1,590.32.** We built in a standard 3% increase for each year as follows:

- Valley News for \$236.90/year (230x1.03);
- The Eagle Times for \$80.34/year (78x1.03); and
- GradeLink for \$1,273.08 (1236x1.03)

**Y3-6: Non-DOE:** We built in a standard 3% increase for each year. Totals are as follows: **Y3:** 1590.32 x 1.03 = \$1,683.03 **Y4:** 1680.03 x 1.03 = \$1,687.17; **Y5:** 1,687.17 x 1.03 = \$1,737.79; and **Y6:** 1,737.79 x 1.03 = \$1,789.92.

**Row 104: Y3 OFFICE EXPENSES: NON-DOE: \$5,125.03**

**Row 104: Y4 OFFICE EXPENSES: NON-DOE: \$5,174.17**

**Row 104: Y5 OFFICE EXPENSES: NON-DOE: \$5,224.79**

**Row 104: Y6 OFFICE EXPENSES: NON-DOE: \$5,276.92**

**g. Row 114: CONTRACTED SERVICES Y1: \$167,400**

Total DOE; \$165,400

Total Non-DOE: \$2,000

**Row 106: Accounting: DOE: \$1,000.** This line item is based on a quote from our accountant to set-up

our accounting system for RVPC, as DOE reporting is a different from our current system.

**Row 107: Audit Expense: DOE: \$15,000.** We received a quote from Rowley and Associates to conduct an audit. We have budgeted a flat rate of \$10,000 for Y3-6.

**Row 108: Contract Service Other: DOE: \$300.** Erica Pritchett, graphic designer, provided us with a quote to design the RVPC logo that will be used in all of our advertising/marketing/branding endeavors.

**Row 109: Janitorial Expense: Non-DOE: \$2000.** We will enter into a 3-year contract with Clever Cleaning Concepts for cleaning services during the months of the school year.

**Row 110: IT & Computers: DOE: \$7,500.** This line item is also listed in the itemized list of IT start-up services and is based on a quote we received from Veriapt for the upgrade installation of all IT hardware and computers for RVPC. Veriapt estimates that it will take 100 hours of time at \$75/hour.

**Row 111: Legal Services: DOE: \$1,600.** Our attorney estimates that it will cost \$1,600 to prepare and execute all legal documents necessary to open the school.

**Row 112: Contract Service Other: DOE: \$140,000.** This line item is based on preliminary quotes Overbuilt Construction to complete necessary ADA and local safety and fire codes to bring the RVPC space into compliance. It includes the cost of installing an egress/exit, modifying the existing ADA ramp, installing a second means of egress, installing fire doors, which will be installed by Claremont Glassworks, and upgrading the sprinkler heads, which Vermont Life Safety will do. Arnold Craigue Heating and Air Conditioning will install a new fresh air exchange handler and modify the existing system to ensure that they provide acceptable indoor air quality, as defined by ASHRAE Standard 62, for the current occupancy level for each space.

**Row 114: CONTRACTED SERVICES Y2- \$ 22,050**

Total DOE; \$0.00

Total Non-DOE: \$22,050

**Row 106: Accounting: Non-DOE: \$1,050.** This line item is based on a quote from our accountant to support our annual DOE reporting and to prepare and file our annual 990 return. **Y3** = \$1,100; **Y4** = \$1,150; **Y5** = \$1,200; **Y6** = \$1,250.

**Row 107: Audit Fee: Non-DOE: \$10,000.** We received a quote from Rowley and Associates to conduct our annual audit. We have budgeted a flat rate of \$10,000 for Y3-6.

**Row 108: Janitorial Expense: Non-DOE: \$2,000.** Year 2 of our contract with Clever Cleaning Concepts does not increase. **Y3** will be \$2,000 per year. **Y4-6** will be under a new three-year contract for \$2,300.

**Row 109: IT/Computer: DOE: \$9,000.** We have contracted with Veriapt to provide ongoing maintenance for our technology systems. They will provide 10 hours per month at \$75/hour for the year (10 x 75 x 12) = \$9,000. **Y3-6** = \$9,000.

**Row 114: Y3 CONTRACTED SERVICES: NON-DOE: \$22,100**

**Row 114: Y4 CONTRACTED SERVICES: NON-DOE: \$22,450**

**Row 114: Y5 CONTRACTED SERVICES: NON-DOE: \$22,500**

**Row 114: Y6 CONTRACTED SERVICES: NON-DOE: \$22,550**

**h. Row 121: TRANSPORTATION EXPENSES Y1- \$67,082**

Total DOE: \$60,000

Total Non-DOE: \$7,082

**Row 116: Vehicle: DOE: \$60,000.** We will purchase a new, 4x4, SUV from Claremont Ford to provide transportation for our students work study and community service-based learning opportunities. They provided us with a quote of \$60,000.

**Row 117: Vehicle maintenance: Non-DOE: \$200.** Four (4) oil changes in our first year of ownership at \$50 each (50 x 4) = \$200. **Y2: Non-DOE: \$700.** In addition to the oil changes, we added a flat rate of \$500 for other maintenance and repair costs, as necessary. **Y6: Non-DOE: \$1,700.** Oil changes = \$200;

Maintenance = \$500; In addition to the expenses above, we anticipate replacing all four tires (\$250 each) every two years (250 x 4) = \$1,000. **Y4: Non-DOE: \$700.** Maintenance and oil changes only. **Y5: Non-DOE: \$1,700.** Maintenance, oil changes, and tires. **Y6: Non-DOE: \$700.**

**Row 118: Vehicle insurance: Non-DOE: \$3,050.** We combined insurance for our 4x4 vehicle (based on a quote we received from Geico in the amount of \$2,400/year) and for our Kubota tractor (based on a quote we received from McCrillis & Eldridge in the amount of \$650/year) = 2400+650=\$3,050. We built a standard 8% increase in Y3-6. **Y2 = 3,050 x 1.08 = \$3,294; Y3 = 3,294 x 1.08 = \$3,557.52; Y4 = 3,557.52 x 1.08 = \$3,842.12; and Y5 = 3,842.12 x 1.08 = \$4,149.49. Y6 = 4,149.49 x 1.08 = \$4,481.45.**

**Row 119: Transportation fees (gas & diesel): Non-DOE: \$2,232.** We estimate that we will spend \$40/week for gas for our 4x4 for 10 months of the year (40 x 4.33 (standard week/month conversion factor) = 173.20 x 10 months) = \$1,732 and we also estimate using \$500/year in diesel for our Kubota tractor. **Y3-6: Non-DOE: \$2,232.** We budgeted flat each year.

**Row 120: Transportation fees – Other: Non-DOE: \$1,600.** We estimated this line item after talking with another NH charter school that indicated that school districts may bill us for additional transportation costs for their students. **Y2-6: Non-DOE: \$1,600.** We budgeted flat each year.

**Row 121: TRANSPORTATION EXPENSES Y2- \$7,826.00**

Total DOE: \$0.00

Total Non-DOE: \$7,826.00

**Row 117: Vehicle maintenance: Non-DOE: \$700.** In addition to the oil changes at \$50 each (50 x 4) = \$200 and we added a flat rate of \$500 for other maintenance and repair costs, as necessary. **Y3: Non-DOE: \$1,700.** Oil changes = \$200; Maintenance = \$500; In addition to the expenses above, we anticipate replacing all four tires (\$250 each) every two years (250 x 4) = \$1,000. **Y4: Non-DOE: \$700.**

Maintenance and oil changes only. **Y5: Non-DOE: \$1,700.** Maintenance, oil changes, and tires. **Y6: Non-DOE: \$700.**

**Row 118: Vehicle insurance: Non-DOE: \$3,294.** We built a standard 8% increase in Y2-6. **Y2 = 3,050 x 1.08 = \$3,294; Y3 = 3,294 x 1.08 = \$3,557.52; Y4 = 3,557.52 x 1.08 = \$3,842.12; and Y5 = 3,842.12 x 1.08 = \$4,149.49. Y6 = 4,149.49 x 1.08 = \$4,481.45.**

**Row 119: Transportation fees (gas & diesel): Non-DOE: \$2,232..** We budgeted flat each year. **Y3-6: Non-DOE: \$2,232**

**Row 120: Transportation fees – Other: Non-DOE: \$1,600.** We budgeted flat each year. **Y3-6: Non-DOE: \$1,600.**

**Row 121: Y3 TRANSPORTATION EXPENSES: NON-DOE: \$9,089.52**

**Row 121: Y4 TRANSPORTATION EXPENSES: NON-DOE: \$8,374.12**

**Row 121: Y5 TRANSPORTATION EXPENSES: NON-DOE: \$9,681.49**

**Row 121: Y6 TRANSPORTATION EXPENSES: NON-DOE: \$9,013.45**

**i. Row 128: PROFESSIONAL DEVELOPMENT EXPENSES Y1- \$6,429.76**

Total DOE: \$

Total Non-DOE: \$6,429.76

**Row 124: Professional Development – Other: \$2,800.** We estimated the professional development needs for staff, including workshops and webinars for specific subject matter technical assistance, allowing them discretion to choose activities that best meet their needs as they provide individualized instruction to our unique students. **Y2 Non-DOE = \$2,800.** We budgeted this line item at a flat rate, anticipating that the teachers will still need additional support as they further develop the program with our students. **Y3-6 Non-DOE = \$1,600/year.** We budgeted this line item at a flat, reduced rate in subsequent years because the school will be well-established and we anticipate reduced need for extra staff support.

**Row 125: Conferences, Conventions, Meetings: \$1000.** This line item is for two staff people to attend the National Charter School Conference, which we do not think will be held remotely. The NH DOE

Charter School Director estimated that annual fees are approximately \$500/person ( $500 \times 2$ ) = \$1,000. **Y2-6-Non-DOE** = \$1,000/year. We budgeted this line item at a flat rate, not anticipating conference registration fees to increase.

**Row 126: Travel: DOE: \$2,629.76.**

**Air Fare:** \$1,200. Cost is based on estimated round-trip airfare to and from Manchester-Boston Regional Airport to Washington, DC for two people to attend the national conference ( $600 \times 2$ ) = \$1,200.

**Hotel:** \$800. Cost is based on the average cost for a hotel room in Washington, DC (\$200) for two people for two nights to attend the national training ( $200 \times 2 = 400 \times 2$ ) = \$800.

**Parking:** \$28. Cost is based on the \$14 per day parking rate at Manchester-Boston Regional Airport for one vehicle for two days ( $14 \times 2 = \$28$ ) for the national training.

**Mileage:** \$85.76. Cost is based on 146 miles round trip (73 miles one way) from Claremont to the Manchester-Boston Regional Airport and back  $\times$  \$0.56 (2021 federal mileage rate) ( $73 \times 2 = 146 \times 0.56 = \$81.76$  plus \$4 for tolls (\$2 each way) = \$85.76 for the national conference.

**Meals:** \$316. Cost is based on the federal meals and incidental rates (\$79) for two days for two people for the national conference in Washington, DC ( $79 \times 2 = 158 \times 2$ ) = \$316.

**Taxis:** \$200. We estimated the average cost of cab fare in Washington, DC to and from the airport to the hotel/conference center for the national conference.

**Y2-6 Non-DOE:** \$3,000/year. We estimated this line item at a flat rate, not knowing where the National Charter School Conference will be held. It is not in the same location every year.

**Row 128: PROFESSIONAL DEVELOPMENT EXPENSES Y2- \$ 6800.00**

Total DOE: \$

Total Non-DOE: \$6,800.00

**Y3 Non-DOE** = \$2,800. We budgeted this line item at a flat rate, anticipating that the teachers will still need additional support as they further develop the program with our students. **Y3-6 Non-DOE** = We reduced the amount per year, as we believe staff will not need as much PD moving forward. \$1,600/year. We budgeted this line item at a flat, reduced rate in subsequent years because the school will be well-established and we anticipate reduced need for extra staff support.

**Row 125: Conferences, Conventions, Meetings: \$1000.** We budgeted this line item at a flat rate, not anticipating conference registration fees to increase. Y3-6-Non-DOE = \$1,000/year.

**Row 126: Travel: DOE: \$3,000.** We used an estimate from our Y1 budget, anticipating similar travel costs to an unknown conference location.

**Y3-6 Non-DOE:** \$3,000/year. We estimated this line item at a flat rate, anticipating similar travel costs to an unknown conference location

**Row 128: PROFESSIONAL DEVELOPMENT EXPENSES Y3- \$ 6800.00**

**Row 128: PROFESSIONAL DEVELOPMENT EXPENSES Y4- \$ 5600.00**

**Row 128: PROFESSIONAL DEVELOPMENT EXPENSES Y5- \$ 5600.00**

**Row 128: PROFESSIONAL DEVELOPMENT EXPENSES Y6- \$ 5600.00**

**Row 129: TOTAL Y1 DIRECT COSTS: \$835,830.28**

DOE portion: \$645,882.68

Non-DOE portion: \$189,947.59

**Row 129: TOTAL Y2 DIRECT COSTS: \$340,957.20**

DOE portion: \$0.00

Non-DOE portion: \$340,957.20

We added all of the DOE and non-DOE expenses listed above to calculate the Y1 and Y2 DOE and non-

DOE direct costs.

**Row 133: TOTAL Y1 INDIRECT COSTS: \$64,588.27**

DOE portion: \$64,588.27

Non-DOE portion: \$0.00

We applied a standard 10% rate for indirect federal grant cost. To calculate Y1 Indirect Costs, we multiplied the Y1 federal direct costs (645,882.68) by 10% = \$64,588.27

**Row 130: INDIRECT COSTS Y2: \$0.00**

DOE portion: \$0.00

Non-DOE portion: \$0.00

**Row 134: TOTAL PROJECT BUDGET Y1: \$900,418.54**

DOE portion: \$710,470.95

Non-DOE portion: \$189,947.59

**Row 134: TOTAL PROJECT BUDGET Y2: \$340,957.20**

DOE portion: \$0.00

Non-DOE portion: \$340,957.20

We added the direct and indirect DOE and non-DOE costs to calculate the total project Y1 and Y2 budget.

**Row 131: TOTAL Y3 DIRECT PROJECT BUDGET: NON-DOE: \$340,568.15**

**Row 131: TOTAL Y4 DIRECT PROJECT BUDGET: NON-DOE: \$351,083.33**

**Row 131: TOTAL Y5 DIRECT PROJECT BUDGET: NON-DOE: \$363,224.05**

**Row 131: TOTAL Y6 DIRECT PROJECT BUDGET: NON-DOE: \$373,849.11**

## INCOME

**Row 12: TUITION Y1- \$ 249,505.92**

Total DOE: \$

Total Non-DOE: \$ 249,505.92

**Row 8: Per pupil aid: Non-DOE: \$249,505.92.** We used the base Per Pupil amount provided by the NH DoE in the amount of \$7,797.06 and multiplied that by 32 (our expected number of enrolled students) = \$249,505.92.

**Row 20: DIRECT PUBLIC SUPPORT Y1- \$70,032.96**

Total DOE: \$

Total Non-DOE: \$70,032.96

**Row 15: Differentiated Aid F&R Income: \$ 53,012.96.** We based our calculations based on the rate provided in the NH DoE explanation for Adequate Education Aid memo

(<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/fy2022-explained.pdf>) (1,893.32) for the anticipated number of students who will qualify for free & reduced lunch (28) for the 2022-2023 school year = \$ 53,012.96

**Row 16: Title 1A allocation Y2 Income: \$14,520.** We based our Title 1A allocations on the amount budgeted by the Ledyard Charter School, which is of similar size and student population base as the River View Chartered Public School.

**Row 17: Title 2A allocation Y2 Income: \$2,500.** We based our Title 2A allocations on the amount budgeted by the Ledyard Charter School, which is of similar size and student population base as the River

View Public Charter School.

**c. Row 24: Y1 Direct Private Support: \$2,000**

Y1 DOE: \$0.00

Y1 Non-DOE Grant: \$ 2,000

**Row 22: Food Program Donations Y1 Income: \$2,000.** We anticipate receiving monthly food deliveries from Willing Hands of the Upper Valley during the nine months that school is in session, with an estimated value of \$222.22 per month ( $222.22 \times 9$ ) = \$2,000.

**d. Row 26: Federal & Private Grants Income: \$710,470.95**

Y1 DOE: \$710,470.95

Y1 Non-DOE Grant: \$0.00

We calculated this amount by adding the total DOE Direct Expenses (645,882.68) and the total DOE Indirect Expense (64,588.27) = \$710,470.95.

**We do not anticipate receiving DOE grant fund in Y2-6.**

**e. Row 33: Other Income: \$600**

Y1 DOE: \$0.00

Y1 Non-DOE: \$600

**Row 30: Community Support for School Food: Non-DOE: \$600.** We budgeted a flat rate for anticipated family and other community support for feeding our students.

**f. Row 35: Non-Cash Contributions Income: \$1,750.**

Y1 DOE: \$0.00

Y1 Non-DOE Grant: \$1,750

We anticipate receiving food deliveries from the Claremont Soup Kitchen to supplement our food program in the amount of \$194.44 during the months school is operational ( $194.44 \times 9$ ) = \$1,750.

**Year 2 Income:**

**a. Row 13: Y2 Tuition Income: \$250,734.38**

Y2 DOE: \$0.00

Y2 Non-DOE Grant: \$250,734.38

**Row 12: NH Department of Education Per Pupil Aid: \$ 253,505.92.** We calculated this amount by multiplying our expected number of students (32) by the expected in-state per student tuition cost allocated by the NH DOE, + an estimated \$125/year increase ( $(7797.06+125) \times 32$ ) = \$253,505.92

**Row 12: Y2 Per pupil aid: Non-DOE:  $7922.06+125= 8,047.06 \times 32 = \$257,505.92$**

**Row 12: Y4 Per pupil aid: Non-DOE:  $8047.06+125= 8,172.06 \times 35 = \$286,022.10$**

**Row 12: Y5 Per pupil aid: Non-DOE:  $8,172.06+125=8,297.06 \times 35 = \$290,397.10$**

**Row 12: Y6 Per pupil aid: Non-DOE:  $8,297.06+125=8,422.06 \times 35 = \$294,772.10$**

**b. Row 20: Y2 Direct Public Support: \$85,032.96**

Y2 DOE: \$0.00

Y2 Non-DOE Grant: \$85,032.96

**Row 15: Differentiated Aid F&R Income: \$53,012.96.** We based our calculations based on the rate provided in the NH DoE explanation for Adequate Education Aid memo

(<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/fy2022-explained.pdf>) (1,893.32) for the anticipated number of students who will qualify for free & reduced lunch (28) = \$53,012.96

We built a 2.1% increase into the base rate for each of Y3-6 because that is close to the average annual increase reported each year from 2019-2021. We then multiplied the new rate by the number of students we expect will be eligible for free and reduced lunch each year.



**Y3** = 1,893.32 x 1.021 = 1,933.08 x 28 = \$54,126.23

**Y4** = 1,933.08 x 1.021 = 1,973.67 x 30 = \$61,343.57

**Y5** = 1,973.67 x 1.021 = 2,015.12 x 30 = \$62,631.78

**Y6** = 2,015.12 x 1.021 = 2,057.44 x 30 = \$62,631.78

**Row 16: Title 1A allocation Income: \$14,520.** We budgeted a flat rate, as described above, for Y2-6. **Y3-6: \$14,520.**

**Row 17: Title 2A allocation Income: \$2,500.** We budgeted a flat rate, as described above, for Y2-6. **Y3-6: \$2,500.**

**Row 19: Title IVA allocation Y2 Income: \$15,000.** We based our Title IVA allocations on the amount provided by the Charter School Department Head at the NH DOE. **We expect the amount to remain static in Y3-6: \$15,000.**

**Row 20: Y3 Direct Public Support: Non-DOE: \$86,146.23**

**Row 20: Y4 Direct Public Support: Non-DOE: \$93,363.57**

**Row 20: Y5 Direct Public Support: Non-DOE: \$94,651.78**

**Row 20: Y6 Direct Public Support: Non-DOE: \$94,651.78**

**c. Row 24: Y2 Direct Private Support: \$2,000**

Y2 DOE: \$0.00

Y2 Non-DOE Grant: \$ 2,000

**Row 22: Food Program Donations Income: \$2,000.** We budgeted a flat rate for Y2-6. **Y3-6: \$2,000.**

**d. Row 28: Federal & Private Grants Income: \$0.00**

Y2 DOE: \$0.00

Y2 Non-DOE Grant: \$0.00

**e. Row 33: Other Income: \$600**

Y2 DOE: \$0.00

Y2 Non-DOE: \$600

**Row 30: Community Support for School Food: Non-DOE: \$600.** We budgeted a flat rate for anticipated family and other community support for feeding our students.

**f. Row 34: Non-Cash Contributions Y2 Income: \$1,750.**

Y2 DOE: \$0.00

Y2 Non-DOE Grant: \$1,750

We budgeted a flat rate of \$1,750. **This amount remains the same for Y3-6 = \$1,750/year.**

**Row 35: TOTAL INCOME Y1: \$1,034,359.83**

Y1 DOE: \$710,470.95

Y1 Non-DOE: \$323,888.88

**Row 35: TOTAL INCOME Y2: \$342,888.88**

Y2 DOE: \$0.00

Y2 Non-DOE: \$342,888.88

**Row 35: TOTAL NON-DOE INCOME Y3: \$348,002.15**

**Row 35: TOTAL NON-DOE INCOME Y4: \$383,735.67**

**Row 35: TOTAL NON-DOE INCOME Y5: \$389,398.88**

**Row 35: TOTAL NON-DOE INCOME Y6: \$393,773.88**

Janet Gibson, Register of Deeds  
Sullivan County New Hampshire

LCHIP SUA067992 25.00

Property Location:  
169 Main Street  
Claremont, NH 03743

**DISCHARGE OF MORTGAGE AND  
COLLATERAL ASSIGNMENT OF LEASES AND RENTS**

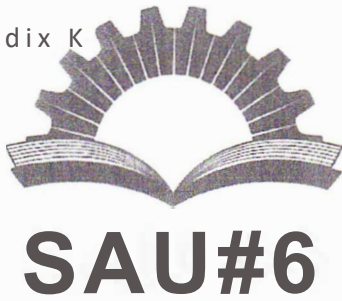
**FOR VALUE RECEIVED**, the **New Hampshire Community Loan Fund, Inc.**, a New Hampshire non-profit corporation, with a mailing address of 7 Wall Street, Concord, New Hampshire 03301, holder of a Mortgage and Collateral Assignment of Leases and Rents from Claremont **LearninJ.. Partnership**, a New Hampshire nonprofit corporation, with a mailing address of 169 Main Street, Claremont, NH 03743, to the New Hampshire Community Loan Fund Inc. dated on **May 28, 2021** and recorded on **June 2, 2021** in the Sullivan County Registry of Deeds in Book **2153**, Page **483**, and Book **2153**, Page **505** respectively, hereby acknowledges satisfaction of this debt and discharges the within Mortgage.

WITNESS my hand this 15<sup>th</sup> day of September 2021.

NEW HAMPSHIRE COMMUNITY LOAN FUND, INC.

By: Elizabeth Segal  
Its: Director of Business & Community Finance  
Duly Authorized

Witness # \_\_\_\_\_  
Name: Alexander Mason



**School Administrative Unit #6**  
**Serving Claremont and Unity, NH**  
 165 Broad Street Claremont, NH 03743

Phone: 603-543-4200  
 Fax: 603-543-4244  
 Website: [www.sau16n.org](http://www.sau16n.org)

March 4, 2022

To Whom it May Concern,

I am writing this letter in support of the Claremont Learning Partnership starting a charter school at 169 Main Street. If the Claremont Learning Partnership were to open a charter school, the Claremont School District is interested in collaborating with them in this endeavor. If additional services are found to be necessary in order to meet the needs of the students, we are willing to discuss how we can assist. We have been interested in collaborating with the Claremont Learning Partnership for years, but have to wait for funding and our upcoming budget approval so we know what programming needs we can help support. Having an organization that has an emphasis on the youth in our community will make this collaboration a perfect fit.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael C. Tempesta".

Michael C. Tempesta

---

Michael C. Tempesta, Superintendent

---

Mary Ellen Janeiro, Assistant Superintendent

**SAU #6 Vision Statement:** SAU #6 inspires self-driven excellence for all stakeholders through rigorous curricula and effective home-school-community partnerships, emphasizing individual strengths and goals in a safe and supportive environment where all students will learn, grow, and become contributing members of our society.

Adopted by the SAU #6 Board on 9-30-10

Appendix K

July 18, 2022

Letter of Commitment:

The Claremont School District agrees to enter into the following relationship with the Claremont Learning Partnership to implement the CLP Charter School project in response to the Charter School Federal Start Up Funds announcement.

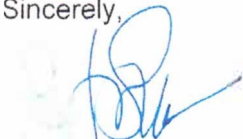
Upon award of the Charter School Federal Start Up Funds, the Claremont School District commits to working with the Claremont Learning Partnership to collaborate with and provide support in the following ways:

- Formal financial agreement as *voted* on by school board
- Access to Sugar River Valley Regional Technical Center
- Transportation to CLP Charter School students in compliance with formal agreement
- Special Education Support and Services as outlined in formal agreement
- McKinney Vento Liaison (consultation)
- Truant Officer (assisting teens and parents with transportation and attendance barriers)

Our current vision speaks to the collaborative nature and our willingness to help each student achieve success. The Claremont School District is committed to providing an engaging personalized education that attends to educating the whole child and requires strong family and community partnerships in preparing all to become writing contributors to the global community. Educators, board members, families, and community members are committed to each child becoming the best version of themselves. All students are provided with multiple ways to learn, educators partner with families in their children's success, and the school board recognizes the importance of early learning and early intervention to maximize future success.

In summary, The Claremont School District's initiatives demonstrate our commitment to identifying and supporting student needs. We look forward to this collaboration.

Sincerely,



Rg:,d J. Seaman

Assistant Superintendent Finance, Operations, HR

# Course Catalog



## Math

### Accelerate to Algebra 1 (Courseware Only)

Accelerate to Algebra 1 is a short course designed to prepare students for success in Algebra 1. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

### Accelerate to Algebra 2 (Courseware Only)

Accelerate to Algebra 2 is a short course designed to prepare students for success in Algebra 2. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

### Accelerate to California Algebra I (Courseware Only)

Accelerate to California Algebra I is a short course designed to prepare students for success in Algebra I aligned to California Common Core State Standards. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

### Accelerate to California Algebra II (Courseware Only)

Accelerate to California Algebra II is a short course designed to prepare students for success in Algebra II aligned to California Common Core State Standards. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

### Accelerate to California Geometry (Courseware Only)

Accelerate to California Geometry is a short course designed to prepare students for success in Geometry aligned to California Common Core State Standards. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques to rewrite and solve expressions and equations. Students will also explore simple probability and revisit fundamental geometric relationships.

### Accelerate to Geometry (Courseware Only)

Accelerate to Geometry is a short course designed to prepare students for success in Geometry. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques to rewrite and solve expressions and equations. Students will also explore simple probability and revisit fundamental geometric relationships.

### Algebra 1 A/B

Algebra 1 v7.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for Mathematics. The specific standard alignment for each lesson is visible to both educators and students. In addition to the emphasis on alignment, the lessons in the new course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for students.

Practice questions are included with each lesson, including technology-enhanced items and explanations to assist students in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help students record key takeaways as they move through the tutorial. The course is also built around student engagement, with more interactive lessons and videos that work through examples and model problem-solving skills. This fresh new look and feel for the course was inspired by educator feedback.

Educators were also involved in the course at the design-level, as many unit activities, worksheets, and video scripts were written by current algebra classroom teachers. Algebra 1 v7.0 reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

### Algebra 2 A/B

Algebra 2 v7.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Algebra 2 v7.0 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

# Course Catalog



## California Algebra I A/B

California Algebra I A/B is a completely re-designed course that offers 100% alignment to the California Common Core State Standards for Mathematics. The specific standard alignment for each lesson is visible to both educators and students. In addition to the emphasis on alignment, the lessons in the new course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for students. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist students in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help students record key takeaways as they move through the tutorial. The course is also built around student engagement, with more interactive lessons and videos that work through examples and model problem-solving skills. This fresh new look and feel for the course was inspired by educator feedback. Educators were also involved in the course at the design-level, as many unit activities, worksheets, and video scripts were written by current algebra classroom teachers. California Algebra I reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

## California Algebra II A/B

California Algebra II is a completely re-designed course that offers 100% alignment to California Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners, and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. California Algebra II reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

## California Geometry A/B

California Geometry v2.0 is a completely re-designed course that offers 100% alignment to the California Common Core State Standards. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering a focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforced connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. California Geometry v2.0 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

## Consumer Mathematics

This course explains how four basic mathematical operations – addition, subtraction, multiplication, and division – can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the Real World activities are included that promote cross-curricular learning and higher-order thinking and problem-solving skills.

## Financial Mathematics A/B

Financial Algebra is designed to instruct students in algebraic thinking while also preparing them to navigate a number of financial applications. Students will explore how algebraic knowledge is connected to many financial situations, including investing, using credit, paying taxes, and shopping for insurance. In studying these topics, students will learn about the linear, exponential, and quadratic relationships that apply to financial applications. In addition, the course will help prepare students to tackle the wide variety of financial decisions they will face in life, from setting up their first budget to planning for retirement.

## Geometry A/B

Geometry v6.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering a focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforced connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Geometry v6.0 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

## Integrated Math 1 A/B

These two semester-long courses are designed to enable all students at the high-school level to develop a deep understanding of the math objectives covered and leave them ready for their next steps in mathematics. The courses are built to the Common Core State Standards. The three units in Semester A advance students through the study of single-variable expressions to systems of equations, while Semester B covers functions, advanced functions, and concludes with a practical look at the uses of geometry and trigonometry.

## Integrated Math 2 A/B

Building on the concepts covered in Integrated Math 1, these courses are based on proven pedagogical principles and employ sound course design to effectively help students master rules of exponents and polynomials, advanced single-variable quadratic equations, independent and conditional probability, and more. Online and offline activities combine to create an engaging learning experience that prepares high school learners for their next step in their studies of mathematics.

# Course Catalog



## Integrated Math 3 A/B

Beginning with the simplification of rational and polynomial expressions, Semester A takes students through the next steps in mastering the principles of integrated math. These two semester-long courses focus on meeting Common Core objectives with engaging and interactive content. Semester B begins with the derivation of the trigonometric formula for the area of a triangle, and proceeds through the use of functions and on developing the critical thinking skills necessary to make logical and meaningful inferences from data.

## Precalculus A/B

Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.

## Probability & Statistics

This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.

## English Language Arts

### Accelerate to California English 09 (Courseware Only)

Accelerate to California English 09 is a short course designed to prepare students for success in English 09 aligned to California Common Core State Standards. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

### Accelerate to California English 10 (Courseware Only)

Accelerate to California English 10 is a short course designed to prepare students for success in English 10 aligned to California Common Core State Standards. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, persuasive techniques, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

### Accelerate to California English 11 (Courseware Only)

Accelerate to California English 11 is a short course designed to prepare students for success in English 11 aligned to California Common Core State Standards. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will read literary and informational texts to analyze how authors use various structures, elements, and techniques to create effects. Students will also use close reading strategies to interpret texts and inform your writing.

### Accelerate to California English 12 (Courseware Only)

Accelerate to California English 12 is a short course designed to prepare students for success in English 12 aligned to California Content Standards. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also compose brief analyses to demonstrate your understanding of the historical and cultural perspectives in these texts.

### Accelerate to English 09 (Courseware Only)

Accelerate to English 09 is a short course designed to prepare students for success in English 09. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

### Accelerate to English 10 (Courseware Only)

Accelerate to English 10 is a short course designed to prepare students for success in English 10. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, persuasive techniques, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

### Accelerate to English 11 (Courseware Only)

Accelerate to English 11 is a short course designed to prepare students for success in English 9. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will read literary and informational texts to analyze how authors use various structures, elements, and techniques to create effects. Students will also use close reading strategies to interpret texts and inform your writing.

### Accelerate to English 12 (Courseware Only)

Accelerate to English 12 is a short course designed to prepare students for success in English 12. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also compose brief analyses to demonstrate your understanding of the historical and cultural perspectives in these texts.



# Course Catalog



## Business English A/B

Business English is designed to strengthen students' ability to read and write in the workplace. Writing for business purposes is a main focus of the course. Students will learn how to communicate effectively through email and instant messaging, as well as format specific types of business messages and workplace documents. The role of digital media, visuals, and graphics in workplace communication will be explored. The importance of professionalism, ethics, and other positive skills are also emphasized in the course. Additionally, guidance is provided to help students through the process of searching, applying, and interviewing for a job.

## California English 09 A/B

California English 9 v2.0 is a completely re-designed course that offers alignment to the California Common Core State Standards for English and Language Arts & Literacy. In addition to an emphasis on alignment, the redesigned lessons are designed based on a clear thematic connection and build upon each other ensuring that standards are scaffolded and covered multiple times going deeper with each lesson. Texts in this course are diverse, authentic, complex, and rich in length. Students encounter texts multiple times over the course of a unit digging deeper in theme and focus standards. Each lesson follows a clear instructional model mirroring that of the traditional tier-one lesson cycle: warm-up, direct teach with modeling, guided practice, independent practice, and closure. Instructional best practices are embedded throughout lessons such as close reading, modeling, and chunking. Features to support student mastery included guided notes and graphic organizers. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials.

## California English 10 A/B

California English 10 is a completely re-designed course that offers 100% alignment to the California Common Core State Standards for English Language Arts. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners, and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. This new design offers learners multiple opportunities to experience the reading and writing connection via analysis tasks, and other opportunities to engage in research and experience writing across genres. Instructional best practices are embedded throughout lessons such as the close reading of texts and application of reading strategies. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons, are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials. This fresh new look and feel for the course was inspired by educator feedback. California English 10 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

## California English 11 A/B

California English 11 A/B is a completely re-designed course that offers 100% alignment to the California Common Core State Standards for English Language Arts. Semester A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. Semester B explores the relation between American history and literature from the modernist period through the contemporary era and presents learners with relevant cultural and political history. Readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills.

## California English 12 A/B

California English 12 A/B is a completely re-designed course that offers 100% alignment to the California Common Core State Standards for English Language Arts. In keeping with the model established in California English 11, these courses emphasize the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods in Britain in semester A. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. Semester B covers the romantic, Victorian, and modern eras. End of unit tests ensure mastery of the concepts taught in each unit, and exemptive pretests allow students to focus on content that they have yet to master.

## English 09 A/B

English 9 v7.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for English Language Arts. In addition to an emphasis on alignment, the redesigned lessons are designed based on a clear thematic connection and build upon each other ensuring that standards are scaffolded and covered multiple times going deeper with each lesson. Texts in this course are diverse, authentic, complex, and rich in length. Students encounter texts multiple times over the course of a unit digging deeper in theme and focus standards. Each lesson follows a clear instructional model mirroring that of the traditional tier-one lesson cycle: warm-up, direct teach with modeling, guided practice, independent practice, and closure. Instructional best practices are embedded throughout lessons such as close reading, modeling, and chunking. Features to support student mastery included guided notes and graphic organizers. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials.



# Course Catalog



## English 09 with Augmented Reality 1 ▲

English 9 with Augmented Reality v6.0 is a completely new course built for and 100% aligned to the Common Core State Standards for English Language Arts. A balance of fiction and nonfiction texts are used throughout the course, and each unit is designed around a thematic concept to provide cohesiveness to the skills-based lessons and activities that make up the unit. The course intertwines the development of reading skills with the development of writing, speaking and listening, and language skills. Students can look forward to a course where the information is delivered in easy-to-digest chunks using student-friendly language, with assessments that are tightly aligned to the concepts and skills learned in the lesson. The course design reflects educator feedback about student engagement by featuring a variety of interactions, videos, and new student resources, such as worksheets and guided notes. Educators were also involved with writing activities and worksheets for this course. English 9 with Augmented Reality v6.0 reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design. This course also includes Augmented Reality activities in partnership with Boulevard Arts. The AR activities in this course are designed to immerse students in their English Language Arts learning while providing access to famous works of art for cross-curricular learning purposes.

## English 10 A/B 1 ▲

English 10 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for English Language Arts. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners, and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. This new design offers learners multiple opportunities to experience the reading and writing connection via analysis tasks, and other opportunities to engage in research and experience writing across genres. Instructional best practices are embedded throughout lessons such as the close reading of texts and application of reading strategies. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons, are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials. This fresh new look and feel for the course was inspired by educator feedback. English 10 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

## English 11 A/B 1 ▲

English 11A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. English 11B explores the relation between American history and literature from the modernist period through the contemporary era and presents learners with relevant cultural and political history. Readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills.

## English 12 A/B 1 ▲

In keeping with the model established in English 11, these courses emphasize the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods in Britain. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. Semester B covers the romantic, Victorian, and modern eras. End of unit tests ensure mastery of the concepts taught in each unit, and exemptive pretests allow students to focus on content that they have yet to master.

## Social Studies

### California Civics A/B 1 ▲

Interactive and inquiry-based, this Civics course provides students with a foundation for understanding the rights and responsibilities that come with being an engaged citizen. Topics range from the origins and principles of US government to the development of the constitution and the role of political parties in our society. Additionally, students will think critically about important topics like landmark Supreme Court cases.

### California Principles of American Democracy 1 ▲

California principles of American Democracy is a single-semester course designed to expand understanding of the development of US democracy, from pre-independence to the present day. In this course, students will analyze the features and powers of the legislative branch, the executive branch, and the judiciary branch of the government. Students will also analyze landmark cases that shaped current civil rights laws. In addition to US democracy, students will examine global governmental systems and global democratization. At the end of the course, students will explore the duties associated with civic life and citizenship in the United States.

### California United States History A/B

California United States History is a two-semester course aligned to the Social Science Content Standards for California Public Schools. The course promotes the examination, analysis, and evaluation of important people and events in the history of the United States of America. The course also uses investigative questions to guide the examination and analysis of events. The content of the course is designed to promote understanding of the impacts historical events had on the numerous groups of diverse people who make up the United States. Clarifying Big Ideas (CBI) Lessons appear throughout the course to model critical thinking skills and strategies. These skills and strategies are woven throughout the lessons to allow students to practice using the skills in context. Activities further promote critical thinking about historical figures and encourage learners to analyze factors that impacted the decisions these figures made to shape the growth and development of the United States. The activities have learners analyze and evaluate primary and secondary sources and have them form opinions while using evidence to support their opinions.

# Course Catalog



## California World History & Geography: Medieval & Early Modern Times 7 A/B

This course for California 7th graders introduces students to important civilizations spanning from the Middle Ages through to the eras of the Renaissance, the Reformation, and the Age of Reason. Students will interact with embedded features—maps with clickable hot spots to give them more information about regions and short videos that relate to course content—that will keep them engaged and encourage the growth of skills associated with studying history. Teachers will find that the course aligns to the California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

## California World History and Geography: Ancient Civilizations 6 A/B

Beginning with a discussion of the skills used by historians to study the ancient past and continuing on with lessons ranging from early humans and the Neolithic Revolution to the classical civilizations of Greece and Rome, this comprehensive course was made for 6th grade students in California. Features of the course like interactive timelines and click-to-see interactions will increase student engagement and encourage the growth of skills associated with studying history. Teachers will find that the course aligns to the California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

## California World History, Culture, and Geography A/B 1 A

The California World History course for high school students begins with the Age of Revolutions, where students get to dive into the worldwide impact of the American Revolution before turning to other significant revolutionary movements. Other exciting topics include industrialization, imperialism, the world wars, communism and the Cold War, and eventually, the increasingly globalized world of the 21st century. California educators will be pleased to find that the course aligns to the California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

## Civics 1 A

National Civics is a one-semester course offering seven units that cover topics including the origins of American government, the structure and function of our government, rights and responsibilities of citizens, the American federal system, political parties and the election process, basic economic principles, and current matters regarding domestic and foreign policy. The course includes a variety of unit and lesson activities that examine the history, culture, and economy of the nation that encourage research and reflection. In these activities, students will examine seminal documents and landmark Supreme Court cases in American political history, analyze changes in federal and executive power over time, explore the political election process and data related to recent voting trends, research and propose a public policy plan, as well as compare and contrast the functions of the national government with state and local governments. The course also prepares students to pass the civics portion of the USCIS Naturalization Test.

## Contemporary World A/B 1 A

The Contemporary World is a year-long course designed to strengthen learners' knowledge about the modern world. Multimedia tools including custom videos as well as videos from the BBC, custom maps, and interactive timelines will help engage learners as they complete this course. Learners will explore the importance of geography, the influence of culture, and the relationship humans have with the physical environment. They will also focus on the responsibility of citizens, democracy in the United States, U.S. legal systems, and the U.S. economy. Ultimately, learners will complete this course as global citizens with an understanding of how to help and better their community and the world.

## Economics 1 A

This course covers basic economic problems such as scarcity, choice, and effective use of resources. It also covers topics on a larger scale such as market structures and international trade. It particularly focuses on the US economy and analyzes the role of the government and the Federal Reserve System.

## U.S. Government 1 A

The interactive, problem-centered, and inquiry-based units in U.S. Government emphasize the acquisition, mastery, and processing of information. Semester A units include study of the foundations of American government and the American political culture, with units 2 and 3 covering the U.S. constitution, including its roots in Greek and English law, and the various institutions that impact American politics.

## US History A/B 1 A

US History v3.0 is a two-semester course aligned to the principles of the C3 Framework. The course promotes the examination, analysis, and evaluation of important people and events in the history of the United States of America. The course also uses investigative questions to guide the examination and analysis of events. The content of the course is designed to promote understanding of the impacts historical events had on the numerous groups of diverse people who make up the United States. Clarifying Big Ideas (CBI) Lessons appear throughout the course to model critical thinking skills and strategies. These skills and strategies are woven throughout the lessons to allow students to practice using the skills in context. Activities further promote critical thinking about historical figures and encourage learners to analyze factors that impacted the decisions these figures made to shape the growth and development of the United States. The activities have learners analyze and evaluate primary and secondary sources, and have them form opinions while using evidence to support their opinions.

## World Geography A/B 1 A

In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

## World History A/B 1 A

In World History, learners will explore historical world events with the help of innovative videos, timelines, and interactive maps and images. Learners will develop historical thinking skills and apply them to their study of European exploration, the Renaissance the Reformation, and major world revolutions. They will also study World War I, World War II, the Cold War, and the benefits and challenges of living in the modern world.

# Course Catalog



## World History Survey A/B

In World History Survey, learners will study major historical events from early human societies through to the present day. Multimedia tools including custom videos as well as videos from the BBC, custom maps, and interactive timelines will help engage learners as they complete this year-long course. Topics of study include early civilizations, world religions, the Renaissance, the World Wars, and the globalized world of today.

## Science

### Biology A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the [National Research Council \(2006, p. 3\)](#)

**Lab materials note:** Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as a microscope, slides, or biological samples. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student [Edmentum Lab Kits](#) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

### Biology with Virtual Labs A/B

This inquiry- and virtual-lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a number of virtual lab activities in which students will exercise experimental design, data analysis, and data interpretation skills while working through a simulated laboratory situation.

**Lab materials note:** None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household items—such as paper and a pencil—if they choose.

### Chemistry A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school chemistry along with additional concepts and standards typically included in a full-year high school chemistry course. Content topics include atoms and elements, chemical bonding, chemical reactions, quantitative chemistry, molecular-level forces, solutions, and energy and changes in matter.

It also addresses additional concepts and standards typically included in a full-year high school chemistry course, including molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the [National Research Council \(2006, p. 3\)](#)

**Lab materials note:** Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as an electronic balance (0.01g), graduated cylinders, test tubes, and chemical reagents. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student [Edmentum Lab Kits](#) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

### High School Earth and Space Science A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school Earth and space science. Content topics include scientific processes and methods, the universe, the Precambrian Earth, the Earth's materials and tectonics, the hydrosphere and atmosphere, and human interactions with the Earth's systems and resources.

Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the [National Research Council \(2006, p. 3\)](#)

**Lab materials note:** Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as an electronic balance (0.01g), graduated cylinders, and a water testing kit. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student [Edmentum Lab Kits](#) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

### Integrated Physics & Chemistry A/B

The lessons in this course employ direct-instruction approaches. They include application and Inquiry-oriented activities that facilitate the development of higher-order cognitive skills, such as logical reasoning, sense-making, and problem solving.

**Lab materials note:** None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household items—such as paper and a pencil—if they choose.

### Physics A/B

Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

**Lab materials note:** None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household items—such as paper and a pencil—if they choose.

# Course Catalog



## Health & Fitness

### Adaptive Physical Education

This course is designed specifically for students with physical limitations. The content is similar to Fitness Fundamentals 1, but additional modification resources are provided to allow for customized exercise requirements based on a student's situation. In addition, students learn the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. Students research the benefits of physical activity, as well as the techniques, components, principles, and guidelines of exercise to keep them safe and healthy.

### Advanced Physical Education 1

This course guides students through an in-depth examination of the effects of exercise on the body. Students learn how to exercise efficiently and properly, while participating in physical activities and applying principles they've learned. Basic anatomy, biomechanics, physiology, and sports nutrition are all integral parts of this course. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

### Advanced Physical Education 2

This course gives the student an in-depth view of physical fitness by studying subjects such as: biomechanics, nutrition, exercise programming, and exercise psychology. Students will apply what they learn by participating in a more challenging exercise requirement. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

### Anatomy 1 ▲

In this course students will explore the anatomy or structure of the human body. In addition to learning anatomical terminology, students will study the main systems of the body- including integumentary, skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems. In addition to identifying the bones, muscles, and organs, students will study the structure of cells and tissues within the body.

### Comprehensive Physical Education

In this course students will explore concepts involving personal fitness, team sports, dual sports, and individual and lifetime sports. Students will focus on health-related fitness as they set goals and develop a program to improve their fitness level through cardio, strength, and flexibility training. In addition, they will learn about biomechanics and movement concepts, as they enhance their level of skill-related fitness. Students will learn about game play concepts and specifically investigate the rules, guidelines, and skills pertaining to soccer, softball, volleyball, tennis, walking and running, dance, and yoga. Throughout this course students will also participate in a weekly fitness program involving elements of cardio, strength, and flexibility training.

### Credit Recovery Health

Credit Recovery Health is ideal for students who have had prior exposure to health, yet were unable to receive credit for their previous work by demonstrating mastery of the material. The course contains all the essential content with reduced coursework. Students learn to define mental, social, physical, and reproductive health as well as learning about drugs and safety.

### Credit Recovery Physical Education 1

Credit Recovery PE is ideal for students who have had prior exposure to physical education, yet were unable to receive credit for their previous work by demonstrating mastery of the material. The course contains all the essential content with reduced coursework. Students learn about the FITT principles, the components of physical fitness, and the benefits of physical activity, as well as the techniques, principles, and guidelines of exercise to keep them safe and healthy. Students participate in weekly physical activity throughout the course.

### Credit Recovery Physical Education 2

Credit Recovery PE is ideal for students who have had prior exposure to physical education, yet were unable to receive credit for their previous work by demonstrating mastery of the material. The course contains all the essential content with reduced coursework. Students learn about the FITT principles, the components of physical fitness, and the benefits of physical activity, as well as the techniques, principles, and guidelines of exercise to keep them safe and healthy. Students participate in weekly physical activity throughout the course.

### Drugs & Alcohol

This course delves into the types and effects of drugs, including alcohol, tobacco, steroids, over the counter drugs, marijuana, barbiturates, stimulants, narcotics, and hallucinogens. Students learn about the physiological and psychological effects of drugs, as well as the rules, laws, and regulations surrounding them. The difference between appropriate and inappropriate drug use will also be discussed. In addition, students will learn about coping strategies, healthy behaviors, and refusal skills to help them avoid and prevent substance abuse, as well as available resources where they can seek help.

### Exercise Science

This course takes an in-depth examination of the effects of exercise on the body. Through this course, students will learn basic anatomy, biomechanics, and physiology, as well as proper principles and techniques to designing an effective exercise program. The study of nutrition and human behavior will also be integrated into the course to enhance the students' comprehension of this multifaceted subject.

### Family & Consumer Science

Family & Consumer Science prepares students with a variety of skills for independent or family living. Topics covered include child care, home maintenance, food preparation, money management, medical management, clothing care, and more. They also focus on household, personal, and consumer health and safety. In addition, students learn goal setting and decision-making skills, as well as explore possible career options.

# Course Catalog



## Family Living & Healthy Relationships

In this course, students examine the family unit and characteristics of healthy and unhealthy relationships at different phases of life-- including information on self- discovery, family, friendships, dating and abstinence, marriage, pregnancy, and parenthood. Students learn about the life cycle and the different stages of development from infancy to adulthood. They also focus on a variety of skills to improve relationships and family living, including coping skills, communication skills, refusal skills, babysitting, parenting, and healthy living and disease prevention habits.

## First Aid & Safety

In this course, students learn and practice first aid procedures for a variety of common conditions, including muscular, skeletal, and soft tissue injuries. In addition, students learn how to appropriately respond to a variety of emergency situations. They also learn the procedures for choking and CPR for infants, children, and adults. In addition to emergency response, students will explore personal, household, and outdoor safety, and disaster preparedness.

## Fitness Fundamentals 1

This course is designed to provide students with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. Students participate in pre- and post fitness assessments in which they measure and analyze their own levels of fitness based on the five components of physical fitness: muscular strength, endurance, cardiovascular fitness, flexibility, and body composition. In this course, students research the benefits of physical activity, as well as the techniques, principles, and guidelines of exercise to keep them safe and healthy. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility training.

## Fitness Fundamentals 2

This course takes a more in-depth look at the five components of physical fitness touched on in Fitness Fundamentals 1: muscular strength, endurance, cardiovascular health, flexibility, and body composition. This course allows students to discover new interests as they experiment with a variety of exercises in a non-competitive atmosphere. By targeting different areas of fitness, students increase their understanding of health habits and practices and improve their overall fitness level. Students take a pre- and post-fitness assessment. Throughout this course students also participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

## Flexibility Training

This course focuses on the often-neglected fitness component of flexibility. Students establish their fitness level, set goals, and design their own flexibility training program. They study muscular anatomy and learn specific exercises to stretch each muscle or muscle group. Students focus on proper posture and technique while training. They also gain an understanding of how to apply the FITT principles to flexibility training. This course explores aspects of static, isometric, and dynamic stretching, as well as touch on aspects of yoga and Pilates. This course also discusses good nutrition and effective cross-training. Students take a pre- and post fitness assessment. Throughout this course students also participate in a weekly fitness program involving flexibility training, as well as elements of cardio and strength training.

## Group Sports

This course provides students with an overview of group sports. Students learn about a variety of sports, yet do an in-depth study of soccer, basketball, baseball/softball, and volleyball. Students learn not only the history, rules, and guidelines of each sport, but practice specific skills related to each sport. Students also learn about sportsmanship and teamwork. In addition, students study elements of personal fitness, goal setting, sport safety, and sports nutrition. Students conduct fitness assessments and participate in regular weekly physical activity.

## Health & Personal Wellness

This comprehensive health course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the semester. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

## Health Careers

In this course, students explore a variety of career options related to the health care field, including medicine, nursing, physical therapy, pharmacy, dental careers, sports medicine, personal training, social work, psychology, and more. Students will learn about various options within each field, what each of these jobs entails, and the education and knowledge required to be successful. In addition, they will focus on basic job skills and information that would aid them in health care and other career paths.

## HOPE 1

This comprehensive health and PE course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the course. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

## HOPE 2

This comprehensive health and PE course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the course. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

# Course Catalog



## Individual Sports

This course provides students with an overview of individual sports. Students learn about a variety of sports, yet do an in-depth study of running, walking, hiking, yoga, dance, swimming, biking, and cross-training. Students learn not only the history, rules, and guidelines of each sport, but practice specific skills related to each sport. Students also learn about the components of fitness, the FITT principles, benefits of fitness, safety and technique, and good nutrition. Students conduct fitness assessments and participate in weekly physical activity.

## Intro to Coaching

This course focuses on the various responsibilities of a coach and the skills needed to successfully fill this important position. Throughout the course, students will explore various coaching models and leadership styles, sports nutrition and sports psychology, as well as safety, conditioning, and cross-training. Students will learn effective communication, problem-solving, and decision making skills. The course will also introduce students to game strategy, tactical strategy, skills-based training, and coaching ethics.

## Intro to Nursing 1

This two semester course introduces students to the field of nursing. In the first semester students will learn about the history and evolution of nursing, education and licensure requirements, career path options, and nursing responsibilities. Students will also focus on foundational information such as basic anatomy, physiology, medical terminology, pharmacology, first aid, and disease prevention. In semester two students will examine various nursing theories, as well as focus on the nursing process, including assessment, diagnosis, and treatment options. Students will also learn about professional and legal standards and ethics. Additional skills of communication, teaching, time and stress management, patient safety, crisis management will be included.

## Intro to Nursing 2

This two semester course introduces students to the field of nursing. In the first semester students will learn about the history and evolution of nursing, education and licensure requirements, career path options, and nursing responsibilities. Students will also focus on foundational information such as basic anatomy, physiology, medical terminology, pharmacology, first aid, and disease prevention. In semester two students will examine various nursing theories, as well as focus on the nursing process, including assessment, diagnosis, and treatment options. Students will also learn about professional and legal standards and ethics. Additional skills of communication, teaching, time and stress management, patient safety, and crisis management will be included.

## Life Skills

This course allows students to explore their personality type and interests, as well as refine important skills that will benefit them throughout their lives, including personal nutrition and fitness skills, time & stress management, communication & healthy relationships, goal setting, study skills, leadership and service, environmental and consumer health, and personal finances. In addition, students will explore possible colleges and careers that match their needs, interests, and talents.

## Lifetime & Leisure Sports

This course provides students with an overview of dual and individual sports. Students learn about a variety of sports, and do an in-depth study of martial arts, Pilates, fencing, gymnastics, and water sports. Students learn not only the history, rules, and guidelines of each sport, but practice specific skills related to many of these sports. Students also learn the components of fitness, benefits of fitness, safety and technique, and good nutrition. Students conduct fitness assessments, set goals, and participate in weekly physical activity.

## Medical Terminology

In this course students will be introduced to basic medical language and terminology that they would need to enter a health care field. Emphasis will be placed on definitions, proper usage, spelling, and pronunciation. They will study word structure and parts, including roots, prefixes, and suffixes, as well as symbols and abbreviations. They will examine medical terms from each of the body's main systems, including skeletal, muscular, cardiovascular, respiratory, digestive, urinary, nervous, endocrine, reproductive, and lymphatic systems, and sensory organs. In addition, students will learn proper terminology for common tests, procedures, pharmacology, disease, and conditions.

## Nutrition

This course takes students through a comprehensive study of nutritional principles and guidelines. Students will learn about world-wide views of nutrition, nutrient requirements, physiological processes, food labeling, healthy weight management, diet-related diseases, food handling, nutrition for different populations, and more. Students will gain important knowledge and skills to aid them in attaining and maintaining a healthy and nutritious lifestyle.

## Outdoor Sports

This course provides students with an overview of dual and individual sports. Students learn about a variety of sports, and do an in-depth study of hiking and orienteering, golf, and dual volleyball. Students learn not only the history, rules, and guidelines of each sport, but practice specific skills related to many of these sports. Students also learn the FITT principles, benefits of fitness, and safety and technique. Students conduct fitness assessments, set goals, and participate in weekly physical activity.

## Personal Health & Fitness

This combined health and PE course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the course. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

## Personal Training Career Prep

This course examines the role and responsibilities of a personal trainer. Students will learn the steps to become a personal trainer, including performing fitness assessments, designing safe and effective workouts, and proper nutrition principles. Concepts of communication and motivation will be discussed, as well as exercise modifications and adaptations for special populations. Students will also examine certification requirements, business and marketing procedures, and concerns about liability and ethics. In addition, throughout the course students will be able to explore various exercises, equipment, and tools that can be used for successful personal training.



# Course Catalog



## Personal Training Concepts

This course examines basic concepts in fitness that are important for personal fitness, as well as necessary foundational information for any health or exercise career field. Areas of study include musculoskeletal anatomy and physiology, terms of movement, basic biomechanics, health related components of fitness, FITT principles, functional fitness skills, safety and injury prevention, posture and technique, nutrition, and weight management.

### Physiology 1 ▲

In this course, students will examine the functions of the body's biological systems—including skeletal, muscular, circulatory, respiratory, digestive, nervous, and reproductive systems. In addition to understanding the function of each system, students will learn the function of cells, blood, and sensory organs, as well as study DNA, immunity, and metabolic systems.

### Running

This course is appropriate for beginning, intermediate, and advanced runners and offers a variety of training schedules for each. In addition to reviewing the fundamental principles of fitness, students learn about goals and motivation, levels of training, running mechanics, safety and injury prevention, appropriate attire, running in the elements, good nutrition and hydration, and effective cross-training. While this course focuses mainly on running for fun and fitness, it also briefly explores the realm of competitive racing. Students conduct fitness assessments and participate in weekly physical activity.

### Sports Officiating

In this course, students will learn the rules, game play, and guidelines for a variety of sports, including soccer, baseball, softball, basketball, volleyball, football, and tennis. In addition, they will learn the officiating calls and hand signals for each sport, as well as the role a sport official plays in maintaining fair play.

### Strength Training

This one-semester course by Carone Fitness focuses on the fitness components of muscular strength and endurance. Throughout this course students establish their fitness level, set goals, and design their own resistance training program. They study muscular anatomy and learn specific exercises to strengthen each muscle or muscle group. Students focus on proper posture and technique while training. They also gain an understanding of how to apply the FITT principles and other fundamental exercise principles, such as progression and overload, to strength training.

### Walking Fitness

This course helps students establish a regular walking program for health and fitness. Walking is appropriate for students of all fitness levels and is a great way to maintain a moderately active lifestyle. In addition to reviewing fundamental principles of fitness, students learn about goals and motivation, levels of training, walking mechanics, safety and injury prevention, appropriate attire, walking in the elements, good nutrition and hydration, and effective cross-training. Students take a pre- and post-fitness assessment. Throughout this course students also participate in a weekly fitness program involving walking, as well as elements of resistance training and flexibility.

## High School Electives

### Academic Success

As in other areas of life, success in academics results from learning and practicing positive habits. This one-semester elective provides practical, hands-on guidance on developing and improving study habits and skills, regardless of a student's level of accomplishment. Academic Success includes five lessons and two course activities in a flexible structure that is adaptable to the needs and circumstances of individual students. The course can also be used for college-level developmental education.

### African American History 1 ▲

How have African Americans shaped the culture of the United States throughout history? Tracing the accomplishments and obstacles of African Americans from the slave trade through emancipation, and to the modern African diaspora, you will learn about the political, economic, social, religious, and cultural factors that have influenced African American life. In African American History, you'll come face to face with individuals who changed the course of history and learn more about slavery, racism, and the Civil Rights Movement. You will also explore how the history of African Americans influences current events today.

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

### Anthropology 1: Uncovering Human Mysteries 1 ▲

What makes us human? Is it our ability to use language? Is it our abstract thinking skills or our use of tools and technology? In Anthropology 1: Uncovering Human Mysteries you will trace the history of homo sapiens and explore our evolutionary trail. This course offers an anthropologic lens to observe our movement from cave dweller to modern humans. It sheds light on how we forged our way and developed all of the things that make us human, such as our cultures, languages, and religions. We, as humans in the 21st century, are highly intelligent, innovative people with astounding technological ability – how did we get this way?

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

# Course Catalog



## Anthropology 2: More Human Mysteries Uncovered 1 ▲

How does your culture influence you? Find out how different locations shape various cultures and, in turn, how these cultures shape people's lives around the world – from the jungles of the Amazon to the islands of Indonesia. Anthropology II: More Human Mysteries Uncovered provides a fascinating look at this puzzle of culture. Many of our ancient cultures and languages were shaped by the geographical locations of our ancestors, and in this course, you will begin to visualize new ideas about how ancient cultures flourished through examining their views on life, death, art, and survival. In looking back and learning about cultures through the ages, we are better equipped to understand the world around us today.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Archaeology: Detectives of the Past 1 ▲

The famous Spanish philosopher and writer George Santayana once said, "Those who cannot remember the past are condemned to repeat it." We know from studying history how true this statement is, and the age-old field of archaeology helps us to better understand, through discovery and analysis, how ancient civilizations have shaped the modern world. This fascinating course, Archaeology: Detectives of the Past, explores the various techniques, methods, and theories of this field and illustrates how archaeologists conduct their studies. What is it like to uncover precious artifacts? How are they located and preserved? Find the answer to these questions and more as you learn how ancient discoveries can unlock the secrets of a long and colorful past.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Art History & Appreciation 1 ▲

This course explores the main concepts of art, expression, and creativity as it helps students answer questions such as what is art; what is creativity; and how and why people respond to art. It covers essential design principles such as emphasis, balance, and unity. Units include: Art, History, and Culture; Western and World Art Appreciation; and Art and the Modern World.

## Art in World Cultures 1 ▲

Who do you think is the greatest artist of all time? Maybe Leonardo da Vinci? Michelangelo? Maybe a more modern artist like Claude Monet or Pablo Picasso? Or is it possible that the greatest artist of all time is actually someone whose name has been lost to history? In Art in World Cultures, you'll learn about some of the greatest artists in the world while creating your own art, both on paper and digitally. This course explores basic principles and elements of art and teaches you how to critique different art works art. And along the way, you will get to discover some traditional art forms from various regions of the world including the Americas, Africa, and Oceania.

*Note: This course has 12 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Creative Writing 1 ▲

Literature is an important form of art that allows us to give voice to our emotions, create imaginary worlds, express ideas, and escape the confines of reality. Explore the writing process and find inspiration to build a story of your own, and learn literary techniques to create hybrid forms of poetry and prose. Let's turn your creative thoughts and ideas into pieces of creative writing.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Creative Writing: Unleashing the Core of Your Imagination 1 ▲

Writing can change the world. Think about the Declaration of Independence, the Bill of Rights, and Lincoln's 2nd Inaugural Address. How have these writings shaped our country and the future? While you learn how to unleash the core of your imagination to develop your own creative writing, you'll also explore creative writing through foundational literary works from the 18th to 20th century of Colonialism to American Gothic to Modernism, and everything in between, while evaluating original writings and their interpretations.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Gothic Literature: Monster Stories 1 ▲

It was a dark and stormy night, and the vampires, ghouls, and undead were on the prowl... Gothic Literature is riddled with the spooky, but did you know that this genre is so much more than a scary form of entertainment? In Gothic Literature, you'll learn about how some of the world's greatest authors from the 19th century through today used Gothic elements to tackle issues that needed serious attention: the class system, gender norms, racism, social injustice, and more! Grab your monster gear and explore why Gothic literature has retained its appeal even with today's audiences.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## History of the Holocaust 1 ▲

"Never shall I forget that night, the first night in camp, which has turned my life into one long night, seven times cursed and seven times sealed." Elie Wiesel, a Holocaust survivor, wrote these words about his experiences in a Nazi concentration camp. History of the Holocaust will take you through the harrowing details of anti-Semitism, the power of the Nazi party, the persecution of European Jews and other groups, and the tremendous aftermath for everyone involved in World War II. You'll explore the causes of the Holocaust, the experiences of Jews and other individuals during this time, and what has been done to combat genocide since WWII. "For the dead and the living, we must bear witness."

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Music Appreciation: The Enjoyment of Listening 1 ▲

Have you ever heard a piece of music that made you want to get up and dance? Cry your heart out? Sing at the top of your lungs? Whether pop, classical, or anything in between, music provides a powerful way for people to celebrate their humanity and connect with something larger than themselves. Music Appreciation: The Enjoyment of Listening not only will provide a historical perspective on music from the Middle Ages to the 21st century, but it will also teach you the essentials of how to listen and really hear (with a knowledgeable ear) the different music that's all around you. Learning how to truly appreciate sound and melody is the best way to ensure a continued love of this delightful art form.

*Note: This course has 8 units and is recommended to be taught over a single semester.*



# Course Catalog



## Mythology and Folklore: Legendary Tales 1 A

Since the beginning of time, people have gathered around fires to tell stories of angry gods, harrowing journeys, cunning animals, horrible beasts, and the mighty heroes who vanquished them. Mythology and folklore have provided a way for these colorful stories to spring to life for thousands of years and helped humans make sense of the world. Explore how these compelling tales continue to shape society even today.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Philosophy: The Big Picture 1 A

Go on an exciting adventure covering over 2,500 years of history! Along the way, you'll run into some very strange characters, like the dirty barefoot man who hung out on street corners pestering everyone with questions, or that eccentric fellow who climbed inside a stove to think about whether he existed. Despite their odd behavior, these and other philosophers of the Western world are among the world's most brilliant and influential thinkers and originated the fundamental ideas of Western civilization. Introduction to Philosophy: The Big Picture asks some of the same questions these great thinkers pondered, so by the time you've "closed the book" on this course, you will better understand yourself and the world around you – from atoms to outer space and everything in between.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Reading and Writing for Purpose 1 A

This course introduces useful, real-world information by having students learn to read legal, insurance, employment, and vehicle related documents. Furthermore, students will explore media bias, trends in journalism, word structures, and research strategies. To entrench real-world applications, students will learn how to critically read, identify good sources of information, and create an outline, making this course an asset to building life and study skills.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Structure of Writing 1 A

This semester-long course focuses on building good sentences. Students will learn how to put words, phrases, and clauses together and how to punctuate correctly. They will start using sentences in short compositions. As an extra bonus, students will add some new words to their vocabulary, and they will practice spelling difficult words. Near the end of the course, students are to submit a book report. Early in the course, encourage students to start looking for the books they want to read for the book report. They might also preview the introduction to that lesson so they know what will be expected.

## The Lord of the Rings: An Exploration of the Films and Their Literary Influences 1 A

Hobbits, Orcs, wizards, dashing knights, and powerful elves are all part of the magic created in J.R.R. Tolkien's famously epic tale, The Lord of the Rings. For years, the vivid characters within this beloved story could exist only in the readers' minds—until it was adapted into a movie that allowed fans to finally see, through the eyes of Hollywood magic and brilliant technology, the manifestation of these characters onscreen. What does it take to transport these well-known images like Gollum and the Shire from dusty pages to the giant screen? In The Lord of the Rings: An Exploration of the Films and Its Literary Influences, you will see first-hand how classic literature can become modern film and bring the fantasy alive for a whole new generation of believers.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Women's Studies: A Personal Journey Through Film 1 A

Maybe you grew up watching movies with female characters like Cinderella, Belle, Snow White, or Ariel. Maybe you've wondered why there are stereotypes about women being bad drivers or ignorant about sports. Maybe you want to know about feminism and the women's movement. Women's Studies: A Personal Journey Through Film can help you answer these questions. Though it focuses on the experience of women, it's appropriate for anyone who wants to learn to critically examine films while learning about the history of the women's movement and how gender, race, and social class influence us. Women have earned their right to stand up and be recognized as equal partners and reap the benefits of their hard work. As the anonymous quote goes, "History is Herstory too."

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## World Religions: Exploring Diversity 1 A

From Taoism, to Islam, to Christianity, religion inevitably affects us all in some way. On one level, religion can help us commune with and honor our spiritual natures, but it can also divide people and create great strife in the world. World Religions: Exploring Diversity will explore the various characteristics of faith and introduce the fundamentals of the major religions, including Judaism, Islam, Christianity, Buddhism, Confucianism, Hinduism, Shintoism, and Taoism. You'll trace how these powerful faiths have influenced cultures over thousands of years and helped to shape the face of humanity. After this course, you'll have a clearer understanding of how religion continues to affect the larger world.

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

### Alignments & Features

A NGSS Aligned

### State Lists

- 1 University of California "a-g" Online School List
- A University of California "a-g" Program

edmentum.com

800.447.5286

info@edmentum.com

**Cathy L. Pellerin**  
9 Beckwith Ave  
Claremont, NH 03743  
603-542-6427  
pellerin8@comcast.net

**Professional Summary:**

Executive Director of a nonprofit organization. Experienced in management, collaboration, and working with families and children. Assisted the most vulnerable and marginalized populations in our community find resources within the community. Self-motivated, flexible, and passionate about creating a better community for all.

**Experience:**

**Claremont Learning Partnership**

Claremont, NH

Executive Director

8/2017-present

Oversees CLP's strategic vision and leads business decisions to drive growth. Collaborates with the Board of Directors to identify, create and implement strategic plans to actualize objectives. Identifies, recruits, trains and develops a talented team of employees who can lead programs and manage strategic business functions. With the assistance of our grant writer, identifies appropriate grants, writes successful grants, manages grant funding, and reports out on grants Secured funding for the acquisition of the building that houses CLP programs. Designed and secured funding to bring Oasis Teen Shelter and Support Center to Claremont. Participates in Balance of State COC and Balance of State COC Youth Subcommittee meetings. Secured funding and designed a space for both One-4-All Child Care Center and One-4-All Drop-in Child Care Program. Perform day to day tasks associated with the running of a small nonprofit.

**Early Childhood Homeless Liaison**

Claremont, NH

Program Director

6/2015-8/2020

Provided services to homeless children and families between the ages of 0-5. Was responsible for developing a budget and working within that budget. Worked with the school district's grant writer to secure additional funding for our programs. Attended national homeless trainings. Developed and directed a drop-in playgroup environment for families in Claremont. Designed and directed a referral based, trauma responsive childcare center. Hired and supervised staff. Assisted homeless teens with children access educational opportunities, food, clothing, housing, and other necessary resources.

**FSC Child Care Resource and Referral**

Claremont, NH

Program Manager

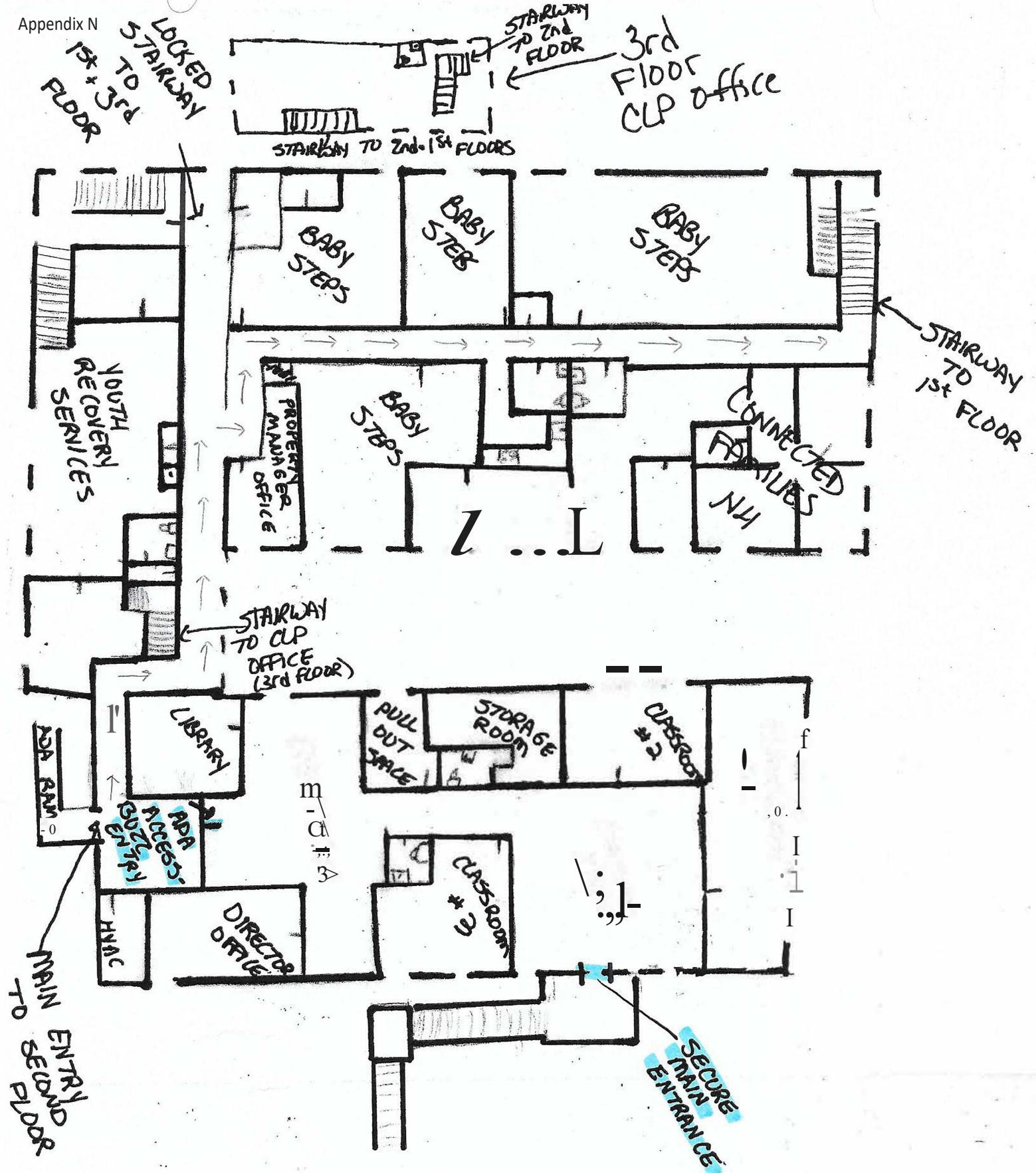
9/2013-6/2015

Coordinate child care resource and referral contracted services and enhance the delivery of child care services in my catchment area, including Sullivan and lower Grafton Counties. Maintain and update the statewide database. Responsible for creating a sustainable budget and working within that budget. Provide support services and consumer education for families. Participate in the development and coordination of provider trainings.

**Education:**

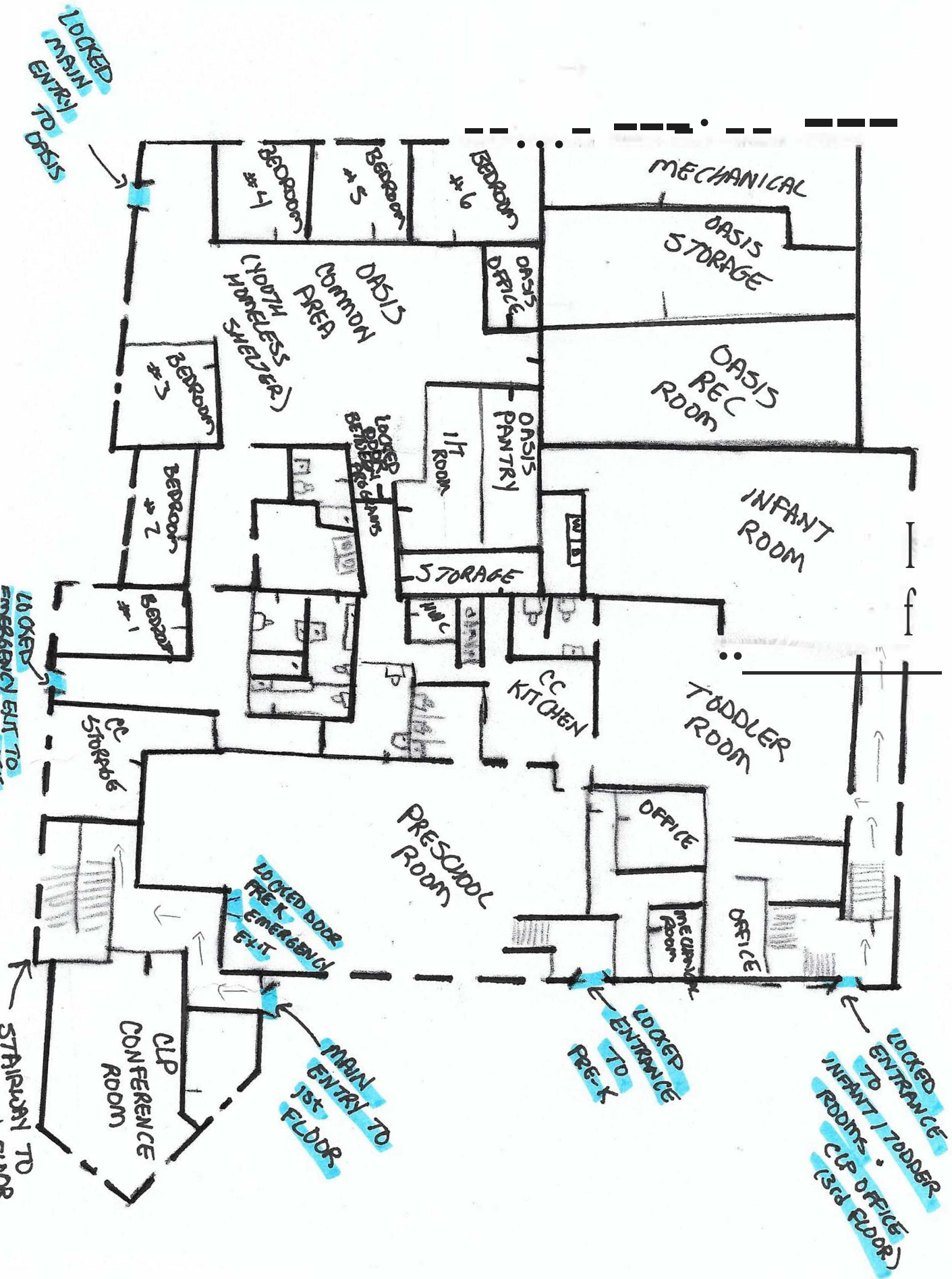
Granite State College  
BS Early Childhood Education/ Social Services

Claremont, NH  
2001



RIVER VIEW  
 CHARTER  
 SCHOOL  
 PARKING  
 LOT 151





## **Appendix O:**

### **Terri Casey, President (Truant Officer, Claremont School District)**

Ms. Casey has 12 years of experience as a truancy officer with SAU6 who specializes in working with homeless students. She started a Back to School Festival project that provides backpacks filled with supplies to students each year so that no one starts the school year feeling left out or less than. She also created a Clothing Closet program to help support Claremont's most needy families to ensure that homeless children are ready to attend school each day. Ms. Casey has a long history of advocacy at the local and state legislative levels.

### **April Royce, Treasurer (Operations Manager, Robert A. Lucas & Associates, Inc.)**

Ms. Royce holds a Master's degree in Accounting. She has served on a variety of boards in the capacity of Treasurer and also served a term on the Sunapee, NH school board. Her entire career has been focused on all aspects of corporate accounting. She brings a wealth of knowledge to the CLP board and ensures that all aspects of our finances are managed in accordance with local, state and federal law and generally accepted accounting procedures.

### **Kelly Mulloy, Secretary (Wraparound Coordinator, Claremont School District)**

Ms. Mulloy holds a Bachelor's degree in Psychology. In addition to her position as Wraparound Coordinator with SAU6, she has been a volunteer at the One-4-All Center since 2017. She has a deep understanding of our programs and is excited to help move Oasis forward. Kelly was an Executive Director for Habitat for Humanities and is able to assist the ED with non-profit nuances. She spent five years as the Residence Hall Director for Plymouth State University, which gave her experience in staff supervision and training, crisis management, coordination of services across inter-disciplinary systems and supporting young people in a group residential environment. She will provide invaluable guidance to Oasis staff as the opening draws near and she will be a resource for Wraparound facilitation.

### **Kerry Belknap-Morris, Board Member (Program Director - River Valley Community College)**

Ms. Belknap-Morris holds a Bachelor of Arts degree in English and a Master's degree in Early Childhood Education. She is a Master level instructor with the Vermont Northern Lights Career Development Center and a credentialed State of New Hampshire Early Childhood Master Professional. Ms. Belknap-Morris has been the director of the River Valley Community College Early Childhood Education program for nearly 20 years. She is an excellent resource for program curriculum and staff supervision support.

### **Jay Jason, Board Member (Senior Engineering Technician, Advanced Technology Dept. – Hypertherm Inc)**

Mr. Jason has held Electrical Engineering positions for thirty years at Fellows Gear Shaper, Kingsbury tool company, and Imtec labeling systems. During this time, he and his wife Sally have been respite providers for West Central Services, Foster parents for Casey Family services, and adoptive parents. Jay has served as president of the Together We Grow Pre-school Board between 2007 to 2019. Today, he is chair of the Parental Confidence Pillar of Hypertherm's Early Childcare initiative.

**Joshua Mulloy**, Board Member (Director of Technology-Hanover High School)

Mr. Mulloy has served as a district technology leader, mathematics educator, database application designer, network administrator, and business intelligence integrator. He has led IT related projects in a variety of industries including energy, construction, retail, hospitality, and education. He enjoys working with people to solve problems, utilizing his technical background to efficiently and effectively manage information technology services to help people enrich their lives. He enjoys finding ways to use technology to amplify and accelerate the good things people do and free people to engage in innovative problem-solving. He enjoys strategic planning and authentic networking with people that focus on better outcomes for stakeholders.

**Jim Keady**, Board Member (Entrepreneur)

A successful business entrepreneur starting up four prior profitable businesses ventures. Jim took a break from business start-ups to teach K-12 school in 2006. In 2012 Jim used his previous experience to start Keady Family Practice and now just 18 months later is looking to duplicate this profitable business model 25 miles away in Newport NH.

This hazard specific annex is to define the actions and roles necessary to provide a coordinated emergency response. Should the school experience a medical emergency event; the school will determine the appropriate course of action based on the number and severity of the medical needs of the students, staff and visitors. Life safety is the main consideration for all decisions. Policies and procedures are outlined with the school Director or designee typically taking the lead in this annex. *(For purposes of this annex, the school's Incident Commander can be any person of authority or who has been given the authority to take a leadership role in an emergency situation. Generally, this person will be the highest-ranking position within the school building, but may be another based upon their availability.*

- A. **Purpose** - This hazard specific annex is activated when it is necessary to protect and treat staff, students or visitors during medical emergencies events.
- B. **Scope** - The Medical Emergencies Annex response procedure outlines steps to be taken by staff and students in order to mitigate injury(s) or illness beyond the assigned school nurse(s) or medical staff(s) intervention capabilities. Designated staff members should be required to participate in the development, implementation, and evaluation of the school's Emergency Operation Plan (EOP) as it relates to this annex.
- C. **Responsibilities** - Appropriate staff will be provided with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; and include procedures that the teacher may follow in these specific emergencies.
- Staff will undergo training and participate in medical incident management exercises.
  - Staff will be assigned to coordinate and maintain training and licensing requirements for medical training (ex. CPR, AED and first-aid), and the maintenance of related equipment.
  - Develop a "trauma and mass casualty response team" and supplies for potential critical medical events.
  - Staff assigned to work with functional needs students will undergo training which pertains to the medical treatment and preparation for transport of their student(s).
  - Local emergency response personnel will review and provide input into the plan and the activation of this annex.
- D. **Specialized Procedures** - The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

Notice of a medical emergency event:

- Stay calm and keep your voice calm when giving directions; especially to students.
- A medical emergency is a life-threatening injury, illness or physical situation. Should a medical emergency occur, immediately notify the School Nurse, Main Office or School Administration. Request notification of Emergency Medical Services for transport via 9-1-1, if appropriate.
- The school's Incident Commander or School Administration shall notify emergency services via 9-1-1 as soon as possible. Provide the following information for emergency services:
  - Description of injury, illness or physical situation(s).
  - Approximate age(s) and number of patients
  - Location of patient(s)



- Point of contact information
- Do not move patient(s) unless they are in immediate danger of further injury
- If appropriate, move other students or staff to an unaffected area while medical event is occurring.

Decision to Transport:

- Will be determined by highest trained medical professional(s), Principal, designee or supervising teacher
- Notify SAU(#6)
- Notify parents, guardian or appropriate agencies
- Assign a school representative to respond to receiving medical facility to act as guardian for the transported student or faculty member until the arrival of patient's family member
- Complete appropriate documentation

D. **After the Incident/Next Steps** - The following procedures will be implemented by staff after an event occurs to assess the effectiveness of this annex and whether changes should be implemented to the emergency operations plan.

- Conduct an after-action briefing, in a no-fault environment, to discuss and reassess the procedures utilized to determine if changes need to be implemented.
- Makes changes to procedure as needed and approved by policy group.