WINDHAM

ACADEMY

PUBLIC CHARTER SCHOOL

WINDHAM ACADEMY CHARTERED PUBLIC SCHOOL APPLICATION

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Mission

The Windham Academy Public Charter School will focus on STEM Prep education incorporating reading and art to provide a well-rounded STREAM educational experience for its learners within a culture that incorporates the excitement of project-based learning, the satisfaction of subject mastery in areas of literacy, numeracy and social studies, and lasting values through civic understanding and personal character.

Vision

The Windham Academy Public Charter School will excite, inspire, and empower our children to embrace the wonders of science, technology, reading, engineering, arts, and mathematics.

Basic Features of the Windham Academy

- Windham Academy's purpose is to provide students an exceptional learning experience while increasing students' interest in science, engineering, and math through technology. This will better prepare students for higher education and future careers in our technologically driven economy.

- Reading and the Arts are equally essential to the students' preparation for higher education and future careers in modern society. Marketing of 21st century ideas will need to be backed up with strong communication skills and include presentations with high artistic quality. The STREAM focus will intentionally develop these reading/writing/artistic components.

- Windham Academy's cross-curricula approach to learning allows students to gain a deeper understanding and knowledge of the content, which will enable students to achieve higher assessment scores.

- A variety of Project-Based Learning opportunities will be-included. Our educational framework is designed to help students attain their highest learning ability. Project-based learning requires students to use specific skills such as collaboration, teamwork, time and task management, and presentation skills in order to conclude a project successfully. These same skills prepare them to become productive, capable citizens in a technology-dependent society. Exploration provides an opportunity to investigate a variety of approaches to a given topic. Approaching a subject or a topic from different points of view and in different ways is essential. At Windham Academy, our educational approach will require students to stretch their interests

- Student Advisory and Morning Meetings will be held which-will offer opportunities for students to discuss their academic progress, share individual or school issues and to offer suggestions and support for improvement in the social and academic life of the school.

- Wherever possible, the curriculum will consist of the use of primary texts and source documents. Textbooks will be used strategically.

- The school is committed to the healthy development of the well rounded person: academic, social, physical, ethical, emotional, and creative. A balance between strong academic rigor and student well-being will be sought and maintained at all times.

- A variety of instructional methods will be used including but not limited to; large and small group instruction and discussions, collaboration, cooperative learning, project-based learning and inquiry, hands-on opportunities, and facilitated demonstration.

- A developmental and sequential literacy program will be implemented, ensuring a strong foundation is provided in literacy, writing, communication and reading across the curriculum.

- Student achievement will be measured using formative and summative assessments in order to determine mastery of standards taught.

- Windham Academy will utilize a diverse selection of classroom environments including learning experiences in the community at local businesses, parks and other educational environments that will offer students authentic instructional opportunities.

- Students will learn to recognize and appreciate their own accomplishments and the accomplishments of others.

- Pursuant to RSA 194-B:5, V, the Windham Academy chartered public school will seek to enter into mutually advantageous contractual relationships with the host school district resulting in the sharing of transportation, instructional, athletic, maintenance, and other services and facilities.

(B) Governance, Organizational Structure, and Plan

Ability to Submit Application

In accordance with provisions to RSA 194-B:3, V, the Windham Academy application to establish a state authorized charter school has been submitted by The Foundation for Student Achievement (FSA), a non-profit organization.

The Founding Board

The Foundation for Student Achievement is the sponsoring entity for the Windham Academy (see Appendix A for a list of board members).

The Foundation for Student Achievement is a New Hampshire registered not-for-profit organization comprised of five founding members, and established to create and sustain a charter school in Windham, New Hampshire.

The immediate work of the Foundation is to prepare the charter school application for approval, serve as an ambassador-organization in promoting the School, and to select the first Board of Trustees of the Windham Academy. Windham Academy's mission, program, and team are designed to implement the legislative goals of the NH Charter Schools Act, including improving pupil learning abilities, creating

new professional opportunities for teachers, and providing expanded public school choice for parents and students.

Officers of the Board of Trustees of the Windham Academy

Initial officers shall be appointed by the Founding Board and include: Chairperson, Vice Chairperson, Secretary, and Treasurer of Windham Academy. Officers of the board shall be elected by majority vote of the board of trustees at the annual organizational meeting to be held in June of each year and shall serve until the next annual organizational meeting. If a replacement officer is needed, the replacement officer will be selected by a majority vote and will serve out the unexpired term of the departing officer.

The Chairman shall:

- Prepare the agenda for all meetings.
- Open each Board meeting at the scheduled time by calling the members to order.
- Announce the business before the Board in the order in which it is to be acted upon.
- Recognize members entitled to the floor.
- State and put to vote all the questions which are regularly called or necessarily arise in the course of the proceedings
- Announce the result of any vote.
- Protect Board meetings culture, integrity and effectiveness.
- Assist in expediting all business in every way compatible with the rights of the members by:

   a) Managing and/or limiting the flow of remarks when motions are pending.

   b) Calling a recess to permit restoration of order or clarification of an unclear point. c) Guiding the members when engaged in a debate to stay within the rules of order.

   d) Ensuring on all occasions the observance of order and decorum among the members.

   e) Deciding all questions of order (subject to an appeal by any two (2) members) unless s/ he prefers to submit the question for the decision of the Board.

   f) Informing the Board on a point of order, or practice pertinent to pending business.

   g) To authenticate by his/ her signature, when necessary, all acts, orders, and proceedings as directed by vote of the Board.

The Vice-Chairperson shall have the powers and duties of the Chairperson in his/her absence or for the duration of the disability, and any other powers and duties assigned by the Board.

The Secretary shall keep a true record of each Board meeting, make any required reports to the State of New Hampshire, and carry out duties as required by law.

The duties of the Treasurer of the Windham are outlined in the New Hampshire statutes relating to public schools.

Board of Trustees

The Board of Trustees will establish a set of policies and procedures defining the responsibilities and authority of the School Administration.

In accordance with RSA 194-B:5, Windham Academy will be governed by up to nine (9) members of the Board of Trustees. The Board will have general supervisory control and authority over operations of the charter school.

Trustees will be selected based on personal and professional background and a commitment to the school's mission, support, and sustainability. Trustees shall represent a diversity of stakeholders not to exceed the following guidelines:

- One (1) representing the professional/educational community (external member, one year term)
- Five (5) founders or major contributors to the school (three year terms)
- Three (3) parents (two of which may also serve on the parent steering committee, three year terms)

The Board of Trustees shall maintain no more than a nine (9) member board, and in addition can establish *ex officio* board members and/or advisors who will be non-voting. The board is not required to maintain nine (9) members but once the school officially opens for business shall strive to maintain at all time a board of at least five (5) board members. All decisions made by the Board of Trustees will be determined by majority vote.

Committees

The Board of Trustees will develop subcommittees as it deems necessary to pursue specific topics and report back to the Board for action. Initial subcommittees will include: start-up, board recruitment, strategic planning, finance, curriculum development, personnel, outreach, technology, and others as needed. The Board of Trustees may authorize one or more of its members to serve on a board committee. A quorum of the Board of Trustees shall hold the authority for selecting and naming the Committee Chair person. No opinion, decision, or commitment on behalf of the Board however, can be made by a Board representative or subcommittee without Board authorization.

Policies for School Board Governance and Operations, Records Retention, Promoting School Safety (including reporting of suspected abuse or neglect, sexual harassment as detailed in Ed 303.01(j) and (k), RSA 193-F pupil safety and violence prevention, RSA 126-U, limiting the use of child restraint practices), and developmentally appropriate daily physical activity pursuant to Ed 310 will be developed upon authorization by the State Board of Education and made publicly available prior to opening.

(C) Methods by Which Trustees and Their Terms Are Determined

It is important to founders that board terms be staggered in order to benefit from the experience of veteran board members while also welcoming fresh perspectives that new members may offer. First-year trustees will be appointed for one, two, or three year terms to establish initial staggered terms and governance stability. The Board may appoint a trustee to fill a vacancy if vacated but that Board member will only be allowed to serve until the original term expires, but may be renewed by a majority vote of the Board of Trustees. Board members may serve consecutive terms if so voted by a Board majority. No term limits for any of the Board of Trustees will be imposed.

For the purpose of conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of trustees

physically present or participating through video or voice conferencing systems. Records and meeting minutes will be kept in accordance with statutory guidelines and made available online

The Board of Trustees will begin governance within three months after receiving charter authorization. The Board's first task will be to create a selection process for the school Director. The school Director will be a non-voting member of the Board.

Start-up Committee

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

- Forming initial subcommittees
- Securing general and board liability insurance
- Securing an appropriate site for the school
- Developing applications and marketing materials
- Developing job descriptions and the hiring process
- Publicizing staff, administration, and faculty positions
- Obtaining health, fire, and safety code approvals for facility
- Purchasing supplies and materials for school setup

In accordance with RSA 194-B:2, II, the Windham Academy shall make available information about its curriculum and policies to all persons, and parents and pupils considering enrollment in the Windham Academy.

Board of Advisors

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

D. General Description and Proposed or Potential Location of Facilities to be Used, if Such Information is Available.

It is the intent of the founding members that Windham Academy be located in Windham, NH. Several potential locations have been identified in Windham with ongoing discussions.

The initial space requirements are determined to be approximately 9,000 square feet. This will include 5 classrooms, space for tutoring, art and music, science labs, as wells as the schools administrative staff. Our estimated growth over the next five years will have us reaching approximately 13,500 square feet. Windham Academy will prefer a location that will be an ecofriendly, sustainable building environment, and one that will provide for safe and convenient access for students.

In accordance with RSA 194-B:8, II, the Windham Academy shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to:

a. Fire safety;

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

c. Plumbing;

d. Electrical; and

e. Requirements of Ed 321.23(u) and (v);

(E) Maximum Number, Grade or Age Levels, and, as Applicable, Other Information About Pupils Served.

Enrollment

Windham Academy anticipates initial enrollment of approximately 107 students, anticipated in grades K-4 in the first year, as the board decides. First year enrollment will be capped at 115 students. The exact capacity for enrollment in the first year is highly dependent on the space chosen and the ability to make needed renovations, if applicable. New students will be added each year thereafter until the school is fully enrolled; it is anticipated by the end of the fifth year the school will have 195 students enrolled with an average teacher/student ratio of 1:21. The school will serve a maximum of 390 students in grades K-8.

On a space-available basis, the Board of Trustees will accept students funded in alternative ways for available slots, including tuition students from out of state, as is the custom of other public schools.

Information about Pupils Served

Windham Academy will be a welcoming community with a diverse student body. We see Windham Academy as an option for *all* families interested in a strong foundational education utilizing innovative instructional models with a focus on STREAM prep. We are committed to bringing this opportunity to the public. The school is designed for students from all academic and economic backgrounds who seek a public school with challenging academic study in all areas, with a unique commitment to combining a mastery of strong foundational learning using innovative instructional delivery methods and uniquely specializing STREAM learning opportunities.

Students who are apt to choose the Windham Academy Charter School will:

- Seek the challenge of a school based on high standards and expectation of academic achievement
- Want to explore and deepen interests in studies of science, technology, engineering, mathematics, history and literature
- Desire a program where students may assist in their own program design and educational goal-setting
- Welcome a personalized school environment designed to cultivate student interests and talents
- Choose a school community based on respect, citizenship, and personal responsibility.

RSA 194-B:8, IV is not applicable, however, if the Windham Academy provides the only available public education services at a specific grade level in the resident school district, the Windham Academy shall offer those educational services to all resident pupils of that grade level.

(F) Curriculum That Meets or Exceeds Stated Standards in the Subject Areas Offered

Windham Academy's curriculum will be developed using NH State and National Standards as a guideline to ensure that students demonstrate mastery in all subject areas. Based upon our current knowledge of best educational practice, the design of Windham Academy curriculum will address three leading statements for ensuring a learner-centered approach to education:

1. Windham Academy students will learn to reason and become independent thinkers as they progress through school.

2. Students will understand and demonstrate mastery of subject matter considered essential for acquiring advanced knowledge and skills.

3. Personal responsibility for all students, including leadership skills in higher grade levels. Students' growth in academic and leadership ability is anchored in learning that builds strong ethical character and contributes to leading a healthy, productive life.

Curriculum and State Required Testing

The curriculum will ensure that all students will achieve or exceed competency expectations for grade levels and required courses as they progress toward secondary school readiness. Per RSA 194-B:8 V, Windham Academy will administer statewide assessments as required by law. Please see Section H "Achievement tests to be Used" for more information.

Windham Academy will employ the use of existing and vetted elementary STREAM curriculum and standards of practice as a platform for school specific curricula to be developed in collaboration with hired educational professionals.

Distinguishing Curriculum Features
Instruction

Instructional philosophy will guide teaching style and school culture. The school's instructional methods will allow teachers creativity but also stress collaboration among and between faculties. Project-based learning, case studies, real-world applications, hands-on projects, and self-selected research projects will emphasize and develop student interest and talent. Windham Academy instructional methods will be based on combining effective school research — understanding how young people learn best — and the achievement results. Students may have a role in planning their educational program. Teachers will both present information and facilitate student pursuit of independent learning.

Curriculum

The school will offer a rigorous preparatory program specializing in combining innovative programming with current research in best practices towards providing well-rounded educational opportunities. Students will be given a strong foundation in literacy and numeracy along with curricula, which will allow them to explore leadership through the study of civics and history. This will provide them with the tools necessary to fully experience the STREAM program offered by Windham Academy. Essential components of the well-rounded education the Windham Academy will include the incorporation of literature and writing, geography and world language, health and personal fitness, and music and art exploration into our students' curricular experience.

The school will have generalized emphasis on real-world learning, hands on experiences, project based learning, and student-centered approaches including goal setting and self-assessment.

Girls in STEM

The development of a child's self-concept regarding capabilities and possibilities begins early. Although a majority of girls show interest in STEM activities at early ages, many gravitate away from STEM pursuits due to stereotypes and lack of career role models.

The school will consciously support students' positive perceptions and attitudes concerning the abilities of females in STEM. Activities and play will focus on developing spatial skills, working with hands, and creative building games. These skills can promote interest and confidence in mathematics, engineering, physics, and other areas.

The school will expose students to both men and women in STEM careers, with a special emphasis to invite women in these fields to participate in collaboration and mentoring.   Students can observe firsthand what these careers are, and what they can offer. Girls can begin to identify with a broad range of future possibilities, and recognize how women in these fields have succeeded.

Course Accomplishments

Student learning will be measured by the mastery of overall learning objectives. Teachers will use a variety of instructional methods that will acknowledge that students learn at different rates and have various talents and needs. Teachers will differentiate instruction according to each level of learning for each subject, based upon his or her individual achievement and aptitudes. This shift requires teachers to know the standards for their courses, plan instructional time around goals and objectives, and track academic progress for each student.

Diverse Learning Spaces

Students will take courses at Windham Academy campus as well as in diverse learning environments, e.g., local courthouses, businesses, and research institutes. "School" and "schooling" will not always be based on place.

Active Engagement

Students will be actively engaged in learning and have experiences that require different kinds of thinking. Windham Academy will use a STREAM Instructional Model to develop and strengthen students understanding and encourages more hands-on learning. Using best practices, students will be expected to play an active role in their learning environment. Teachers will plan instruction to encourage higher level thinking across-curricula while challenging students to push their cognitive boundaries. Their assignments will include age appropriate written analysis of their own and others' work, reflective journals, quantitative and qualitative studies, projects, and oral presentations.

Genuine Achievement is Valued

In order for students to reach their highest academic and personal potential, classroom management and positive student behavior needs to be addressed proactively. In creating a world-class school, the leadership and teachers will be trained in proactive behavior management strategies based on a combination of the Positive Behavioral Intervention Support and Responsive Classroom models that will provide clear classroom and school wide expectations. Teachers will be provided professional development opportunities to strengthen and reinforce classroom management skills. Clear and measurable goals will be set for teachers and students.

Genuine achievement is best reached through continual reflection on efficacy of teaching practices. Formative and summative data collected will be analyzed and used to inform and drive instruction.

The Windham Academy is committed to using and demonstrating the growth mentality. Teachers will actively participate in self-reflection and the setting of personal goals. New teachers will have a mentor for the first year of employment to learn Windham Academy's instructional approaches.

Fostering student input encourages a sense of well-being and comfort with the way their classroom and school functions, encourages and supports more engagement with learning activities, and fosters a more lasting investment in the process of becoming a life-long learner.

Technology

Windham Academy will offer specific age-appropriate classes in computer science and graphic design as well as integrating information and communication technology. The school will strive to provide students access to current technology. Technology will be used intentionally as a tool to the learning experience. Teachers will plan accordingly and refer to best practices when using technology in the classroom. Students will have the option of attending enrichment programs that use technology in a more exploratory way in after-school and summer camp settings.

A Culture of Mutual Support/ Character Education

Students will learn to notice and recognize their own accomplishments and the accomplishments of others. As students' progress through their studies, portfolios will be developed that include special research and projects. Manners, appreciation of diversity and good citizenship will not allow for harassment, hazing, or compromising anyone's opportunity or welfare.

Windham Academy believes strongly in a character education program that works in conjunction with the academic program. Quality character education is critical in order to create a safe, caring, and successful learning environment that supports academic development.

Character education helps students act upon core ethical values. Every adult in the school shapes the character of the students they come into contact with by the way they talk, the behaviors they model, and the expectations they transmit. Effective character education transforms the culture and life of the school.

Administration will use a system based on proven blue print models, such as the School-Wide Positive Behavioral Intervention and Support (SWPBIS)/Responsive Classroom in an effort to implement a positive school-wide climate and develop and support student skills with positive behavior.

Challenging Material & Provision for Acceleration

Teachers will be expected to recognize each student's understanding of topic courses at hand. The school will support preliminary and ongoing assessment of student knowledge and skill. The school supports acceleration or accommodation, as might be needed to assure students are challenged. Students who complete courses prior to their classmates will have the ability to pursue other subjects and enrichment opportunities.

Leadership Strand

Leadership will be introduced in an age-appropriate manner, and explored across the curriculum and through all aspects of school life, such as school governance, community projects, and extra-curricular activities.

Social Studies/History classes will include but not limited to age-appropriate study of great leaders of the past, understanding what made them great leaders, and what traits students can incorporate into their own lives, and what flaws/mistakes to avoid, to become great leaders themselves.

Other topics such as Ethics, Constitutional Studies, History and Civics, and Economics will focus on leadership in the modern world, calling on the resources of state and local leaders in the areas of government, business, technology, current affairs, philanthropy, health, and education, among others. It will also include short studies and special presentations on current issues.

Project-Based Learning

Windham Academy will offer a variety of project-based and cooperative learning opportunities, which will enrich the student's learning experience. Community-based, and "real-world experiences" will also be an integral component to the learning program. This approach will give students the opportunity to select and study topics with great depth and breadth according to their interests.

A strong emphasis on the disciplines of science and mathematics will provide Windham Academy students with a competitive edge in a globalized, high-tech marketplace. Student confidence will be built through educational competitions and showcases where students can 'show-what-they-know' in a presentational format. The feeling of success that will come from these opportunities will build student motivation.

A variety of approaches will be used, such as inquiry-based teaching methodologies and active partnerships with local STEM focused companies that provide real-world applications for STEM disciplines. Using technology such as electronic books, Skype and video conferencing will be used as tools for students to collaborate in an online classroom environment and learn with students in other schools locally and globally.

Continuous communication and teacher collaboration during the planning stages will be a focus point at Windham Academy. Our innovative approach to teaching and learning are set into place with a STEM educational blueprint that included, (1) Integrating technological tools into the daily educational experience, (2) recruiting teachers trained to know how to best use technology as a teaching tool, (3) incorporate inquiry-based interactive teaching methodologies throughout learning, (4) A robust curriculum with ongoing formative and summative assessment practices.

(G) Academic and other learning goals and objectives

Among the variety of measures to be used for accountability and informing instruction, heavy emphasis will be placed on practices that meet the criteria for authentic assessment. Of central importance in this process will be the development and periodic review of electronic student portfolios, uniquely designed to chart progress in demonstrating growth in the characteristics of thoughtful, imaginative, and productive young leaders. Windham Academy will strive for academic excellence as defined below.

- All academic courses will have succinctly stated learning goals and objectives,

- Students will meet the performance objectives for applicable subjects for all subgroups each year, or will meet any alternative state performance goals.

- Research based assessments will demonstrate that students are proficient or advanced in reading,

- Students will master the performance objectives each year as measured by multiple formative and summative assessments (tests, performance tasks, exhibitions).

- Students will demonstrate positive levels of interest in learning at high levels each year in at least a majority of their classes as measured by documented teacher observation and a student survey instrument.

- All eighth graders will satisfactorily complete a capstone project that represents a culmination of each student's learning and research that draws both broadly and specifically from each student's education.

  ◦ Upon promotion from grade eight, students will demonstrate an advanced ability to originate and proceed with exploring a line of questioning that leads to a deeper understanding of ideas and concepts.

  ◦ Upon promotion from grade eight, students will demonstrate an understanding and performance skills of language as used in influencing how one perceives the world, thinks about it, and chooses to act upon it - as measured by a rubric for assessing relevant evidence contained in each student's portfolio.

- Upon promotion from grade eight, 100% of graduates will have given public presentations.

- All students will contribute to a respectful community environment.

(H) Achievement tests to be Used to Measure Pupil Academic and Other Goal Achievement
Standardized Testing

Per RSA 194-B:8 V, Windham Academy will administer state assessment testing for all grade levels as required by law. Research-based assessments will be used to measure pupil academic and other

goal achievement including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, writing, history, geography, science, and mathematics.

Windham Academy will rely on research-based assessments to determine how students are progressing through these areas. In addition to research-based assessments, a variety of rubrics will be developed by the appropriate faculty to measure age-appropriate academic progress in each student's critical thinking, presentation, team participation, quality of writing, research skills, and quality of overall project/presentation, leadership skills and mathematics.

Developmentally appropriate progress monitoring and benchmark assessments will be applied to measure student academic progress. They may be administered throughout the year with a minimum of two times per year. Ideally testing will be administered in September and again in May. Initially, Windham Academy is planning to test as needed to measure student progress against the curriculum. The data will be used to reflect upon previous instruction and inform future instruction as needed for each student. Assessments will be completed on a time schedule that allows ample opportunity to make any necessary changes needed to achieve student academic success.

(I) Graduation Requirements.

NA

(J) Staffing Overview

Planning and Development

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

Tasks related to school development include:

- Board initiations and governance training

- Define and create committees

- Facility initiatives

- Curriculum development and course design

- Create school policies and student handbook

- Teacher development and staff training

- Materials development and marketing

- Set-up of administrative systems

- Strategic planning

- Financial operations, revenue initiatives

- Dissemination of material to schools, parents and communities

Staffing

The Windham Academy shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a

Windham Academy will comply with all statutory requirements for teaching and staff qualifications. Windham Academy is committed to recruiting highly qualified staff with a diverse range of backgrounds, skills, teaching and administrative experience. Other desired qualities and qualifications include: a commitment to the mission and vision of the school; ability to work effectively on a team with colleagues, students, families, and community members; experience with a variety of instructional approaches, including project-based learning; interest or expertise working with a diverse student population; and a commitment to their own educational growth. All staff members shall share, commit to, and promote the mission and vision of Windham Academy.

Any contracts for teaching services will comply with RSA 194-B:8 VII(a).

School Director

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

- Allow students and faculty to maximize their achievements
- Establish a school culture built on respect, leadership, responsibility, and support
- Execute relationships to work with local school districts
- Assume overall responsibility for supervision of staff and students
- Hire additional administrative and teaching staff as needed, with approval of the Board
- Follow all State and Federal requirements and standards
- Supervise and evaluate the work of staff
- Oversee the class scheduling process
- Supervise adequate testing and evaluation of students' achievement
- Promote safety and good health practices by adherence to public codes/regulations.

Director Qualifications
- Meet all NH regulations for eligibility
- Master's Degree from an accredited university, preferred
- Minimum of 5 years teaching and/or school administration experience, preferred
- Experience with administrative duties in a school or business
- Background in primary school education, preferred
- Demonstrated leadership, people management, and business management experience
- Such other qualifications as the Board may find appropriate.

Business Manager
The Business Manager will report to the Director and will be responsible for:

- Setting up the school financial systems
- Working with the director to prepare budget and other financial documents for board review and approval
- Preparing purchase orders and banking deposits
- Preparing information for payroll processing

- Assisting the Director when needed

- Filing proper paper work with proper agencies

- Working with the Director to oversee proper ADM count

- Supporting grant writing and management

- All other responsibilities as determined by the Director and approved by the Board

Business Manager Qualifications:
- Bachelor's Degree from an accredited university, business and accounting preferred

- No less than three years of experience as a Business/Operations Manager

- Experience preparing purchase orders and bank deposits

- Experience preparing payroll processing

- Experience with grant writing and management

- Such other qualifications as the Board may deem appropriate

Teachers:

Windham Academy will comply with RSA 194-B:14. Section IV, which states that, *"IV. The teaching staff of a chartered public school shall consist of a minimum of 50 percent of teachers either New Hampshire certified or having at least 3 years of teaching experience".* In addition to those holding current NH educator certification, preference will be given to applicants with knowledge of child development, child psychology, and curriculum design and literacy instruction.

Teachers who are not certified may:
- Hold a Bachelor's Degree from an accredited university.

- Have experience working in particular areas of study

Teachers Aids

It is anticipated that the majority of teachers' aids will be sourced from local colleges and universities through paid and non-paid internship programs. Preference will be given to those applicants holding current NH paraeducator certifications.

Guidance Counselor

- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with coursework in counseling and guidance, and human growth and development.
- Preference given to Masters' Degree in School Counseling.
- Preference given to applicants holding a teacher certification.

Special Education Representative

- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with current teaching certification.
- Preference given to candidates with Special Education experience.
- Preference given to candidates with administrative experience.

Part Time Nurse

- A part time nurse that meets the certification requirements of RSA 200:29 will be available during core hours.

(K) Personnel Compensation Plan

Salary

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

Vacation

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

Sick Leave

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

Fringe Benefits

The Windham Academy will provide health insurance and retirement benefits, in accordance with applicable federal and state laws.

(L) Pupil Transportation

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

> "Attendance at a charter school for the purposes of transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school district in which the open enrollment or charter school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for in RSA 189:6 and RSA 189:8 and that transportation is provided to pupils attending other public schools within that district. However, any added costs for such transportation services shall be borne by the charter school."

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

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

As a state authorized charter school, Windham Academy anticipates that students may come

from many different communities around New Hampshire. Windham Academy will assist, to the extent possible, logistical assistance to parents and students who wish to coordinate personal transportation, e.g. arrange car pools.

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

(M) Statement of Assurances Related to Non-Discrimination

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

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

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

Pursuant to RSA 194-B:11, III, the decision-making responsibility for the special education process for children with disabilities attending a public charter school, remains with the student's

resident district. In addition, RSA 194-B:11, III provides that the resident district remains responsible for the funding for children with disabilities attending a chartered public school.

Windham Academy will work closely with a student's LEA to facilitate a smooth transition and will review all documentation pertaining to the student's educational needs. In the event that a student comes with a 504 Accommodation Plan or an Individualized Education Plan, Windham Academy's Special Education Representative will meet with the LEA's special education team at scheduled meetings to review and adjust educational goals and upon request from the student's LEA Windham Academy will make available a representative to be included in the IEP team. The resident district will be required to provide Windham Academy with a complete copy of each student's IEP for implementation and monitoring purposes.

The Special Education Representative will:

- Act as liaison between Windham Academy Charter School and public school of origin.

- Meet with LEA to review all documentation pertaining to student's educational needs.

- Participate in student's IEP/504 review team meetings.

- Meet with teachers and professionals of Windham Academy and LEA to ensure IEP/504 plans are implemented.

(O) Admission and Enrollment Policy and Procedures

Windham Academy is committed to building a strong and diverse community of learners. As an open enrollment public charter school any student that resides in the state of New Hampshire may apply for admission. Windham Academy methods of admission shall not be designed, intended, or used to discriminate or violate individual rights in any manner prohibited by law. Windham Academy will hold multiple, pre-enrollment information sessions, in an effort to allow prospective families to learn more about Windham Academy and the public charter school experience.

Admission Procedures:

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

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

Admissions Process Overview

- Prospective students and their families will be strongly encouraged to attend at least one informational meeting at which Windham Academy's educational approach and expectations of students and their families will be explained, prior to enrollment.

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

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

- Interested families will then submit their application.

- A committee will review applications for completeness.

- Should applicants exceed the number of spaces available, a blind lottery, organized by grade will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery.

- All accepted students would receive notification. Those who have been wait-listed will be notified.

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

Enrollment Provisions

- Windham Academy will offer automatic re-enrollment to its students, provided they are in good standing at the end of each year. Families will be asked to sign a letter of intent to re-enroll by a stated date preceding the lottery.

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

- Siblings of children already enrolled at the Windham Academy will receive preference.

- The Board maintains the right to reserve enrollment to children of school faculty, administration, and board members. Under non-regulatory guidance provided by the U.S. Department of Education the amount of reserved seats must constitute *"only a small percentage of the school's total enrollment"*.

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

The procedures for suspension and expulsion will include appropriate due process, will be specific, clear and will be compliant with state laws governing discipline. The purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment.

Windham Academy will develop student governance and discipline and age appropriate due process procedures in accordance with RSA194:13 and RSA 194-B:9, III. We will work with qualified staff with experience in these areas as we move forward. A general outline of how we plan to address these items is outlined below.

- A formal policy and procedure will be developed addressing student governance and age appropriate discipline with a code of honor being a major focus.

- The school will provide support to staff and faculty when an incident arises and try to use effective communication for problem solving as the first step.

- Behavioral plans will be developed as needed.

- The procedure will include clear steps for reporting inappropriate behavior to the designated staff/faculty.

- The family will be informed of the behavior and made aware of any future consequences that may occur if the behavior continues.

- The procedure will include steps for proper documentation beginning with the reporting of the behavior and ending with the final decision and outcome.

- If disruptive/disrespectful behavior continues and the options outlined in the procedure are exhausted expulsion may occur.

- Additional procedures will be outlined for violent behavior or bullying that may occur at the school. The procedure will allow for detention, suspension or expulsion depending on the severity of the incident.

    Windham Academy will account for suspended or expelled students in its average daily attendance accounting as provided by law. The Windham Academy respects the individual rights of each student and expects that each student be guaranteed the opportunity to respond to an accusation of wrong doing during the investigation of any violation of Board of Trustees approved school or district rules, codes, regulations and policies. In accordance with RSA 193:13 (Suspension and Expulsion of Students), students who face suspension or expulsion as a result of misconduct will be provided the opportunity due process before final disciplinary action is taken.

(Q) Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant.

Windham Academy will follow NH public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets and to prevent and detect financial statement misstatements. The School will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided including an audit by an independent certified public accountant.

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

The Board will approve an accounting policies and procedures manual to be followed by all employees, contractors and Board members to ensure the proper tracking and use of School funds. A general account will be set up for the administration of funds, and the Treasurer and named members of the Board of Trustees will have check-writing authority. Two signatures will be required on all check manifests. A fidelity bond in accordance with the guidelines of the New Hampshire Department of Revenue Administration will cover each individual with check-writing authority.

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

Annual Audit
RSA 194-B:10

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

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

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

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

The Foundation for Student Achievement recognizes that the financial sustainability of a charter school requires a long-term fiscal plan, especially after the expiration of the federal grant. The Foundation for Student Achievement is committed to working with the Board of Trustees to ensure projected revenue sources will be responsibly managed to guarantee long-term fiscal sustainability. Enclosed to this application in Appendix B is the proposed 5-year annual budget plan for the school outlining the use of budget and startup grant, as well as donated funds.

Fiscal Issues

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

Windham Academy may receive funding in accordance with NH State and Federal law

(S) School calendar arrangement and the number and duration of days' pupils are to be served pursuant to ED 306.19, and RSA 189:1 and RSA 189:24.

Windham Academy will follow, at a minimum, a 180-day school year in accordance with the RSA 189:1 and RSA 189:24. Windham Academy will coordinate with, and expects to follow the calendar of the Windham school district to best coordinate transportation services and better serve multi-student households. Any school-specific changes to the schedule will be monitored carefully to ensure that our students meet the required number of attendance hours. It is expected that days will begin at approximately 8:15 am and end at 3:25 pm, though some flexibility may be required to meet our host district's bus route schedule. Should transportation issues result in lost educational hours, we will address this loss and amend our students' school hours.

(T) Provision for Evidence of Adequate Insurance Coverage

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

The Board will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School, workman's compensation, board errors and omissions, and faculty coverage. The insurance program will be in place as the first Board of Trustees begins its duties and will be maintained through the life of the school. Copies of the insurance documents will be housed with the trustees contracted legal services.

(U) Identity of Consultants to be used for Various Services, if known

Melinda Labo - Educational Consultant

Melinda has worked in Elementary Education since 1989. She holds a New Hampshire teacher certification for grade levels K-8. Melinda received her Masters' Degree in Education, as well as her CAGS Degree in Leadership from the University of New England in Maine. She taught at various elementary grade levels in Windham, NH for 20 years. During this time, she managed the Professional Development for faculty, and held the role of team leader at different grade levels. She currently works as an interventionist for the subjects of math and reading in the Hudson NH school district. She also works as a bereavement counselor and outreach coordinator for the Dewhirst & Goundrey Funeral Homes in both Massachusetts and New Hampshire.

Tracie Neary – Educational Consultant

Tracie is a native of Windham, NH. She earned her BA from St. Lawrence University and her M.Ed from the University of NH. In her 22 years of experience in education, she taught grades one, two, and four. She has also been a Reading and Math Interventionist for grades two through five. She is currently the Title I Director for the Hudson School District and holds an Alt 4 certificate as a Reading and Writing Teacher.

(V) Philosophy of Parent Involvement and Related Plans and Procedures.

Parental involvement is a core philosophy of the school. The school will have a well-defined parent involvement initiative through the Parent Steering Committee. The parent steering committee can have up to two representatives on the Board of Trustees and have regular attendance at their meetings by the School Director. Windham Academy believes that parents are an integral part of the school community and bring valuable input, energy and skills to the school's success.

Because not all students have parents to share in their academic interests, Windham Academy will identify business and community members who are available as mentors, providing guidance specific to students' interests. In the first year, a Parent Steering Committee will be created within the first few weeks of school. For each year thereafter, the Steering Committee serves as the communication vehicle between parents, the School Director and Board of Trustees.

Parents outside of the Parent Steering Committee will be offered materials and training to help them with understanding what is happening in the classroom, such as literacy training, newly evolved functions of mathematics, and using technology. This will help to foster parent involvement, including the creation of the Windham Academy PTA (WAPTA).

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

(W) A Plan to Develop and Disseminate Information to Assist Parents and Pupils with Decision-Making About Their Choice of School.

To ensure that all residents have an equal opportunity to apply to Windham Academy, an extensive and widely broadcast marketing effort will be initiated through the Foundation for Student Achievement and the NH Center for Innovative Schools. Information will be widely broadcast through newspapers, websites, libraries and other public places and social media to ensure that families are aware of The Windham Academy as a choice, and is available to them. During the initial months of planning, information will be disseminated through bulletins, advisories, social media, and posting on informational websites. Materials for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and foundations. Upon approval of the charter, the Board of the Foundation for Student Achievement will develop informational brochures describing the school, its mission, its approach to education, and the expectations and opportunities the program hopes to provide. As students from lower income or minority families may suffer disproportionately due to a lack of access to technology or to advanced curriculum, equal attention will be paid to reaching those students through their schools, communities, and other public services, to ensure their families are aware of Windham Academy as a choice and is available to them. The Windham Academy will open lines of communication with these schools, community outreach services and public services. Materials including posters and informational brochures will be shared with:

- Local area school district At-Risk Coordinators

- Local food pantries

- Local town resources such as welfare offices and church leaders

- Charity organizations such as The United Way, Salvation Army, and Lion's Club

- Coordinators with the Department of Health and Human Services and Southern NH Services

- Community organizations such as the Lamprey Health Clinic and Harbor Homes

(X) Global Hold Harmless Clause

In accordance with RSA 194-B: 3, II(x), Windham Academy, its successors, and assigns, covenants and agrees at all times to indemnify and hold harmless the host school district and any other school district which sends its students to Windham Academy, 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 Windham Academy, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

(Y) Severability Provisions and Statement of Assurance That Any Provision of the Charter School Contract Found by Competent Authority to be Contrary to Applicable Law, Rule, or Regulation Shall Not Be Enforceable.

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

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

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

(AA) In the Case of the Conversion of a Public School to a Charter Conversion School.

Not Applicable

(BB) A Plan for the Education of the School's Pupils After the Charter School May Cease Operation.

A plan for each student 's continued education, should the school cease to exist, will be

determined individually with each student and his/her parent or legal guardian. Likely options would be,

1. re-integration into the student 's assigned public school,

2. application to a different chartered public school, if available, or

3. Other available options based on parent and student priorities.

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

(CC) In Addition to an Application, Each Charter School Applicant, in Consultation with the Local School Board, Shall Prepare a Proposed Contract.

Not Applicable

(DD) An Outline of the Proposed Accountability Plan Which Clarifies Expectations for Evaluating the School's Program and Which Contains an Acknowledgement That a Full Accountability Plan Shall Be Developed and Ready to Implement Prior to the Date of Opening.

Schools ought to be measured by results. Therefore, Windham Academy will develop and

implement prior to the date of opening, a specific accountability plan that seeks to report quantitative data

and qualitative information in order to measure success in relation to stated goals. The Board of Trustees

will seek to develop a timeline for the Director to report data and information in a manner that assesses

the progress of each goal statement in order to measure effectiveness and provide the opportunity to

revise practice, if warranted. If student learning is the broadest and most important goal set by the charter,

then the charter itself maintains a distinct obligation to self-declare and request independent assessments

to determine the state of affairs of its programming as defined by the following goal statement:

1. Windham Academy will increase the enrollment of the student body to a sustainable level while not compromising the mission established within the charter.

*   Reach cap enrollment in each successive year of operation.

*   Operate charter organization with existing fiscal resources.

*   Establish, maintain, and grow an endowment fund.

2. Mastery of Competencies

- Develop, structure, and track student mastery of competencies as defined in Section F, Course Accomplishment.

- Maintain an Advisor-Advisee relationship.

- Set goal of 100% of enrollment exiting WA with the knowledge, confidence and self-esteem to succeed in High School.

3. Windham Academy will extend the culturally relevant experience of its students.

- Connect competencies to student real-world experiences.

- Assess student performance when engaged in school sponsored, off-campus experiences.

4. Windham Academy will meet all reporting requirements as defined by RSA 194-B:10.

Appendix A: Charter School Foundation Board / Bios

Jim Fricchione – Founder

Jim has been in marketing, sales, and operations nationally for over 15 years.

With a degree in Psychology and Business, Mr. Fricchione has held various leadership roles throughout his career. With roles in California, New York, Massachusetts, North Carolina, Connecticut, Ohio, and now New Hampshire, Mr. Fricchione has an astute understanding of both local and regional marketing. Most notably, Mr. Fricchione was Chief Marketing Officer for a regional health insurance company in metropolitan NYC, responsible for its turn around and ultimate Wall Street acquisition.

Mr. Fricchione is currently involved in local town government as a former Planning Board Member (alt). He lives in Windham with his wife and three young boys.

Sean Donahue – Founder

Sean Donahue is a New Hampshire native, current Windham resident and father of three. Sean is an entrepreneur and has helped start several successful medical device companies. He has spent the last 18 years devoted to start-up device companies. He has extensive experience managing tight budgets and aggressive timelines while working with regulatory agencies around the world. In his roles he has been responsible for engineering, manufacturing, supply chain and facilities. Sean is an active member in the community and an ardent supporter of public education.

Chris Baker – Founder

Currently holds the position of Director of Operations of Twin Coast Properties. Has vast experience with contract negotiation, budget analysis, Profit and Loss, operational analysis, hiring, preventative maintenance of Buildings and structures and Human Resources

Chris was raised in Merrimack, NH and attended College at Johnson & Wales University in Providence, RI, where he received degrees in Culinary Arts and Foodservice Management. Chris subsequently earned an MBA with a concentration in Organizational Leadership.

Chris taught as a Fellow and Chef Instructor for the University, while working with Non-Profit Organizations (The Amos House, Share our Strength, Local Soup Kitchens, RI Food Bank, etc.) as part of the Community Service Department. He has been employed with a local Wendy's Franchisee for the past 13 years.

Chris lives in Windham with wife and two young children.

Andrea Alexander – Founder

Andrea is a licensed teacher and a special education attorney practicing in Massachusetts. She received her J.D. from New York University School of Law and began her career as a corporate attorney, focusing on corporate finance and Securities and Exchange Commission regulations. She has served as a pro bono attorney for The Children's Law Center of Massachusetts for the past two years, aiding school districts in compliance with regulations, and working with educational professionals and parents to plan and implement support services for students. Currently Andrea works as a civil rights attorney, and an international legal consultant.

Karl Dubay - Founder

Karl is President of The Dubay Group, Inc., an award-winning Engineering, Land Planning, and Surveying firm based in Windham, NH.

Committed to education and the community, Dubay was honored by the State of NH Partners in Education with the Gold Circle Award. An 18-year Windham resident with wife and son, Karl's support of education spans from hosting Cub Scout Rocketry Outings, sponsoring middle school Chess and Golf teams, Salem/Windham High Intern programs, hiring UNH Engineering Interns, supporting NH Tech Fest, school plays, and TEDx functions.

Karl is a multi-State licensed Professional Engineer and registered with the National Council of Examiners for Engineering and Surveying. He holds an Executive MBA from Suffolk University, focusing in Entrepreneurship, and a BS in Civil Engineering from UMaine, Dean's List, Engineering Curriculum Student Representative, President of ASCE Student Chapter. Karl was a dual major with studies toward a BA in Performing Arts with concentration in Classical and Jazz, and won the 1982 Maine State BSO Concerto Competition. He was Metropolitan Chapter Board Officer of Massachusetts Society of Professional Engineers, founding Co-Chair of the Windham Economic Development Committee. Currently a member of Plan NH and NH Commercial Investment Board of Realtors, and is 2015 Board of Director of the Salem Area Chamber of Commerce.

Appendix B: Projected Budget

Addendum:

A plan to develop and disseminate information (W): This requirement appears to be satisfied. The school has a comprehensive plan to disseminate material to the community. Because the school hopes to reach low income and minority families, the school would benefit from developing a targeted plan to reach these communities.

(W) A Plan to Develop and Disseminate Information to Assist Parents and Pupils with Decision-Making About Their Choice of School.

To ensure that all residents have an equal opportunity to apply to Windham Academy, an extensive and widely broadcast marketing effort will be initiated through the Foundation for Student Achievement and the NH Center for Innovative Schools. Information will be widely broadcast through newspapers, websites, libraries and other public places and social media to ensure that families are aware of The Windham Academy as a choice, and is available to them. During the initial months of planning, information will be disseminated through bulletins, advisories, social media, and posting on informational websites. Materials for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and foundations. Upon approval of the charter, the Board of the Foundation for Student Achievement will develop informational brochures describing the school, its mission, its approach to education, and the expectations and opportunities the program hopes to provide.

Addendum:

As students from lower income or minority families may suffer disproportionately due to a lack of access to technology or to advanced curriculum, equal attention will be paid to reaching those students through their schools, communities, and other public services, to ensure their families are aware of Windham Academy as a choice and is available to them. The Windham Academy will open lines of communication with these schools, community outreach services and public services. Materials including posters and informational brochures will be shared with:

- Local area school district At-Risk Coordinators

- Local food pantries

- Local town resources such as welfare offices and church leaders

- Charity organizations such as The United Way, Salvation Army, and Lion's Club

- Coordinators with the Department of Health and Human Services and Southern NH Services

- Community organizations such as the Lamprey Health Clinic and Harbor Homes

TOPIC				START UP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
				6/1/18-8/31/18	9/18/-6/19	9/19-6/20	9/20-6/21	9/21-6/22	9/22-6/23
		ANTICIPATED K ENROLLMENT		19	19	19	19	19	19
		ANTICIPATED 1-8 ENROLLMENT		88	110	132	154	176	← 22
		Non K Classrooms		4	5	6	7	8	8
		ANTICIPATED TEACHERS			5	6	7	8	9
		TEACHERS AIDS			5	6	7	8	9
1100		**INSTRUCTIONAL SERVICES**	NOTES	2 MONTHS PRIOR					
1100	100	Teacher Salaries	Good -	$40,000	$33,333	$200,000	$240,000	$280,000	$320,000	$360,000
		Outcomes bonus	quantifiable goals	$5,000		$25,000	$30,000	$35,000	$40,000	$45,000
1100	111	Stipends	for approved expenses	$150		$750	$900	$1,050	$1,200	$1,350
1100	112	Aides/Tutors Salaries	College interns, parental volunteers, etc.	$10,000		$50,000	$60,000	$70,000	$80,000	$90,000
1100	113	Administrative Support	one admin	$15,000		$15,000	$15,000	$15,000	$30,000	$30,000
1100	122	Substitutes	4 PTPY (Sub PerDiem ->)	$75		$1,500	$1,800	$2,100	$2,400	$2,700
1100	211	Teacher Benefits	Medical PTPM	$750		$45,000	$54,000	$63,000	$72,000	$81,000
1100	214	Workers Compensation	3% of salaries	3%		$6,000	$7,200	$8,400	$9,600	$10,800
1100	230	Substitute FICA	7.65% of sub salaries	7.65%		$115	$138	$161	$184	$207
1100	230	FICA	7.65% of salaries	7.65%		$15,300	$18,360	$21,420	$24,480	$27,540
0	240	Professional Development	PTPY	$150		$750	$900	$1,050	$1,200	$1,350
1100	260	Unemployment	(LGC?) 3% of salaries	3%		$6,000	$7,200	$8,400	$9,600	$10,800
1100	550	Printing	PTPM & PAPM	$50	$1,000	$6,000	$7,200	$8,400	$9,600	$10,800
1100	591	Curriculum Development	(contracted yr1)		$10,000	$0	$0	$0	$0	$0
1100	591	Arts, Music, Lang, PE. Prog- Contracted	Language/ PE	$200		$21,400	$25,800	$30,200	$34,600	$39,000
1100	610	Supplies for art, music, language	PSPY	$100		$10,700	$12,900	$15,100	$17,300	$19,500
1100	610	Supplies	PSPM	$50	$500	$3,000	$3,600	$4,200	$4,800	$5,400
1100	640	Text Books/Core Program Materials	PSPY	$150	$5,000	$16,050	$19,350	$22,650	$25,950	$29,250
1100	641	Books & Printed Matter		5000	$5,000	$500	$500	$5,000	$500	$500
1100	730	Equipment & Furnishings	PSPY	300	$45,300	$2,265	$2,265	$33,975	$1,699	$1,699
1100	734	Computer Equipment		250	$1,250	$125	$1,500	$150	$2,000	$200
		SUBTOTAL			$101,383	$425,455	$508,613	$625,256	$687,112	$767,095
1110		**COMPUTER TECHNOLOGY**	NOTES							
1110	100	Contracted IT Services	CONTRACTED		$10,000	$5,000	$5,000	$5,000	$10,000	$10,000
1110	734	Computer (student)	NA			$0	$0	$0	$0	$0
		Software	20% of hardware	20%		$0	$0	$0	$0	$0
		SUBTOTAL			$10,000	$9,400	$5,000	$11,600	$10,000	$10,000
1200		**SPECIAL EDUCATION**	NOTES							
1200	110	Teacher/Liaison, Special Education	PT SE coordinator	15000		$15,000	$15,000	$15,000	$15,000	$15,000
		SUBTOTAL			$ -	$15,000	$15,000	$15,000	$15,000	$15,000
2100		**STUDENT SUPPORT SERVICES**	NOTES							
2100	100	Salary	PT counselor	$15,000		$15,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00
		SUBTOTAL			$ -	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00
2130		**HEALTH SERVICES**	NOTES							
2130	110	Nurse	contracted/retiree	15000		$15,000	$15,000	$15,000	$15,000	$15,000
2130	610	Supplies		1000		$1,000	$1,000	$1,000	$1,000	$1,000
		SUBTOTAL			$ -	$16,000	$16,000	$16,000	$16,000	$16,000
2222		**LIBRARY & MEDIA SERVICES**	NOTES							
2222	641	Books & Printed Matter	Books - misc	10000	$10,000		$10,000			$10,000
		SUBTOTAL			$10,000	$0	$10,000	$0	$0	$10,000
2223		**AUDIOVISUAL SERVICES**	NOTES							
2223	430	Repair & maintenance		600		$600	$600	$600	$60	$60
2223	610	Supplies		1200		$1,200	$1,200	$2,400	$2,400	$2,400
2223	730	Equipment	smartboards, projectors, etc	10000	$10,000				$20,000	
		SUBTOTAL			$10,000	$1,800	$1,800	$3,000	$22,460	$2,460
2310		**SCHOOL TRUSTEES SERVICES**	NOTES							
	2317	Auditing	Contracted CPA	$500		$500	$500	$500	$500	$500
	2318	Legal	Start up, then annual retainer	$2,000	$2,000.0	$400	$400	$400	$400	$400
		E&O		$2,000		$2,000	$2,000	$2,000	$2,000	$2,000
		SUBTOTAL			$2,000.0	$900	$2,900	$2,900	$2,900	$2,900
2400		**SCHOOL ADMINISTRATION**	NOTES							

Code	Code	Description	Notes	Unit	Start Up	Year 1	Year 2	Year 3	Year 4	Year 5
2400	110	Director/School Leader Salary		$70,000		$70,000	$70,000	$70,000	$70,000	$70,000
		outcomes bonus	quantifiable targets	$10,000		$10,000	$10,000	$10,000	$10,000	$10,000
	320	Consultant Director Startup	# mos contracted, w/ no benefits	3	$17,500					
	110	Business Manager/CPA	pt time office mgr/ book keeper	$15,000	$2,500.00	$15,000	$15,000	$15,000	$15,000	$15,000
	320	Consultant Accountant/Setup books	start up and retainer	$10,000	$10,000	$5,000	$5,000	$5,000	$5,000	$5,000
2400	211	Benefits	Medical PTPM	$1,000		$12,000	$12,000	$12,000	$12,000	$12,000
2400	214	Workers Compensation	3% of salaries	3.00%		$2,550	$2,550	$2,550	$2,550	$2,550
2400	230	FICA	7.65% of salaries	7.65%		$6,503	$6,503	$6,503	$6,503	$6,503
2400	260	Unemployment	(LGC?) 3% of salaries	3.00%		$2,550	$2,550	$2,550	$2,550	$2,550
2400	449	Copier				$2,000	$4,000	$4,000	$4,000	$4,000
2400	534	Postage				$3,000	$1,500	$1,500	$1,500	$1,500
2400	550	Printing & Binding			$5,000	$2,000	$2,500	$3,000	$4,000	$5,000
2400	580	Travel & Conferences			$1,000	$2,000	$2,000	$2,000	$2,000	$2,000
2400	610	Supplies				$3,000	$3,000	$3,000	$3,000	$3,000
2400	730	Equipment				$4,000	$4,000	$4,000	$4,000	$4,000
2400	810	Dues & Fees			$5,000	$1,500	$1,500	$1,500	$1,500	$1,500
		SUBTOTAL			**$41,000**	**$ 141,103**	**$ 142,103**	**$ 142,603**	**$ 143,603**	**$ 144,603**
2600		**OPERATION AND MAINTENANCE OF FACILI**	**NOTES**							
2610	117	Custodial, contracted	monthly contracted service	$200		$2,400	$2,400	$2,400	$2,400	$2,400
2620	411	Water and Septic	PSPY	$50		$4,400	$4,400	$4,400	$4,400	$4,400
2620	421	Disposal Service				$2,500	$2,500	$2,500	$2,500	$2,500
2620	431	Building Readiness/Repairs	Try to negotiate as "rent"	$400	$35,200	$3,520	$4,400	$5,280	$6,160	$7,040
2620	441	Rent/Mortgage	9000sf yrs 1,2 13500sf 3,4,5...NNN	$12		$108,000	$108,000	$162,000	$162,000	$162,000
2620	530	Telephone service	(hardware set up) then PSPY	$100	$6,000	$500	$500	$500	$500	$500
2620	532	Data Communications	(hardware set up) then PSPY		$7,500	$2,500	$2,500	$2,500	$2,500	$2,500
2620	610	Supplies, Building and Grounds	PSPY	$100		$8,800	$8,800	$8,800	$8,800	$8,800
2620	622	Electricity	PSPY	$150		$13,200	$13,200	$13,200	$13,200	$13,200
		Insurances				$6,000	$6,000	$6,000	$6,000	$6,000
2620	624	Heating Oil	PSPY	$150		$13,200	$13,200	$13,200	$13,200	$13,200
		SUBTOTAL			**$48,700**	**$165,020**	**$165,900**	**$220,780**	**$221,660**	**$222,540**
2700		**STUDENT TRANSPORTATION**	**NOTES**							
2725	519	Field Trips	1 per class per quarter	$200		$3,200	$4,000	$4,800	$5,600	$6,400
		SAU Busing offset	50% enrolled / 50% diff /PSPM	$50		$13,200	$16,500	$19,800	$23,100	$26,400
		Bus								
		SUBTOTAL			**$0.00**	**$16,400**	**$20,500**	**$24,600**	**$28,700**	**$32,800**
		TOTAL ESTIMATED EXPENDITURES	**NOTES**		**$ 223,083**	**$ 806,077**	**$ 902,815**	**$ 1,076,738**	**$ 1,162,435**	**$ 1,238,398**
		ESTIMATED STUDENT ENROLLMENT			**0**	**107**	**129**	**151**	**173**	**195**
		REVENUE SOURCES								
		2017 State Revenue ($6450+ per pupil)	(inc. new $350) from NH state	$6,800		$663,000	$812,600	$962,200	$1,111,800	$1,261,400
		Federal Start Up Grant	1/3 of current avail. Federal Grant	$200,000	$134,000	$66,000				
		Parental fund Raising	Monetary, material or labor		$10,000	$7,500	$7,500	$7,500	$7,500	$7,500
		Community Fund Raising	Monetary, material or labor		$40,000	$40,000	$40,000	$40,000	$40,000	$10,000
		Corporate Fund Raising	Monetary, material or labor		$40,000	$40,000	$40,000	$40,000	$40,000	$10,000
		TOTAL ESTIMATED REVENUE			**$224,000**	**$816,500**	**$900,100**	**$1,049,700**	**$1,199,300**	**$1,288,900**
		TOTAL ESTIMATED SURPLUS / LOSS			**$ 917**	**$ 11,339**	**$ 8,624**	**$ (18,414)**	**$ 18,451**	**$ 68,953**

ASSUMPTIONS:

This budget assumes ZERO enrollement prior to 9/2018
START UP involves 3 mos pre-opening
$200,000 federal start up grant BROKEN UP 2/3 start up phase and 1/3 year one.
Parental, Community and Corporate fundraising efforts…
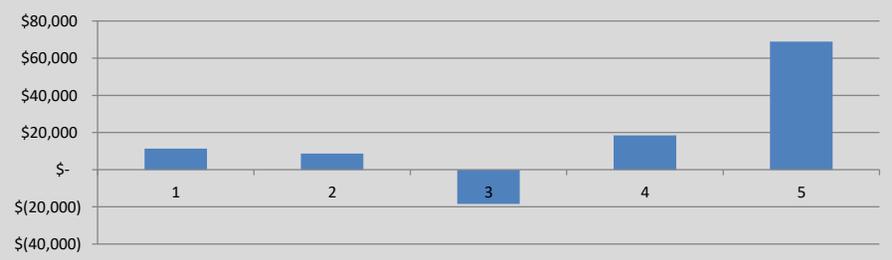
STREAM

Science

Science: **Kindergarten**

MOTION AND STABILITY: FORCES AND INTERACTIONS

Forces and Motion
- Pushes and pulls can have different strengths and directions.
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.

Types of Interactions
- When objects touch or collide, they push on one another and can change motion.

Relationship Between Energy and Forces
- A bigger push or pull makes things speed up or slow down more quickly.

Defining Engineering Problems
- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions.

ENERGY

Conservation of Energy and Energy Transfer
- Sunlight warms Earth's surface.

FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

Organization for Matter and Energy Flow in Organisms
- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

EARTH'S SYSTEMS

Weather and Climate
- Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.

Biogeology
- Plants and animals can change their environment.

Human Impacts on Earth Systems
- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.

EARTH AND HUMAN ACTIVITY

Natural Resources
Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

Natural Hazards
Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.

Human Impacts on Earth Systems
Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.

Defining and Delimiting an Engineering Problem
Asking questions, making observations, and gathering information are helpful in thinking about problems.

Developing Possible Solutions
Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

Science: *First Grade*

WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

Wave Properties
- Sound can make matter vibrate, and vibrating matter can make sound.

Electromagnetic Radiation
- Objects can be seen if light is available to illuminate them or if they give off their own light.
- Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach.
- Mirrors can be used to redirect a light beam.

Information Technologies and Instrumentation
- People also use a variety of devices to communicate (send and receive information) over long distances.

FROM MOLECULES TO ORGANISMS

Structure and Function
- All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

Growth and Development of Organisms
- Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.

Information Processing
- Animals have body parts that capture and convey different kinds of information needed for growth and survival
- Animals respond to these inputs with behaviors that help them survive.
- Plants also respond to some external inputs.

HEREDITY: INHERITANCE AND VARIATION OF TRAITS

Inheritance of Traits
- Young animals are very much, but not exactly like, their parents.
- Plants also are very much, but not exactly, like their parents.

Variation of Traits
- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

EARTH'S PLACE IN THE UNIVERSE

The Universe and its Stars
- Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.

Earth and the Solar System
- Seasonal patterns of sunrise and sunset can be observed, described, and predicted.

Science: *Second Grade*

MATTER AND ITS INTERACTIONS
Structure and Properties of Matter
- Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature.
- Matter can be described and classified by its observable properties.
- Different properties are suited to different purposes.
- A great variety of objects can be built up from a small set of pieces.

Chemical Reactions
- Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.

ECOSYSTEMS: INTERACTONS, ENERGY, AND DYNAMICS
Interdependent Relationships in Ecosystems
- Plants depend on water and light to grow.
- Plants depend on animals for pollination or to move their seeds around.

Developing Possible Solutions
- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY
Biodiversity and Humans
- There are many different kinds of living things in any area, and they exist in different places on land and in water.

EARTH'S PLACE IN THE UNIVERSE
The History of Planet Earth
- Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.

EARTH'S SYSTEMS
Earth Materials and Systems
- Wind and water can change the shape of the land.

Plate Tectonics and Large-Scale System Interactions
- Maps show where things are located. One can map the shapes and kinds of land and water in any area.

The Roles of Water in Earth's Surface Processes
- Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.

Optimizing the Design Solution
- Because there is always more than one possible solution to a problem, it is useful to compare and test designs.

Science: *Third Grade*

MOTION AND STABILITY: FORCES AND INTERACTIONS
Forces and Motion
- Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion.
- The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it.
Types of Interactions
- Objects in contact exert forces on each other.
- Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.

FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES
Growth and Development of Organisms
- Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.

ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS
Social Interactions and Group Behavior
- Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.

HEREDITY: INHERITANCE AND VARIATION OF TRAITS
Inheritance of Traits
- Many characteristics of organisms are inherited from their parents.
- Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.
Variation of Traits
- Different organisms vary in how they look and function because they have different inherited information.
- The environment also affects the traits that an organism develops.

BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY
Ecosystem Dynamics, Functioning, and Resilience
- When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.
Evidence of Common Ancestry and Diversity
- Some kinds of plants and animals that once lived on Earth are no longer found anywhere.
- Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.
Natural Selection
- Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.
Adaptation
- For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.

Biodiversity and Humans
- Populations live in a variety of habitats, and change in those habitats affects the organisms living there.

EARTH'S SYSTEMS
Weather and Climate
- Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
- Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.

EARTH AND HUMAN ACTIVITY
Natural Hazards
- A variety of natural hazards result from natural processes.
- Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Science: FOURTH GRADE

ENERGY
Definitions of Energy
• The faster a given object is moving, the more energy it possesses.
• Energy can be moved from place to place by moving objects or through sound, light, or electric currents.
Conservation of Energy and Energy Transfer
• Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
• Light also transfers energy from place to place.
• Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. Transforming the energy of motion into electrical energy may have produced the currents to begin with.
Relationship Between Energy and Forces
• When objects collide, the contact forces transfer energy so as to change the objects' motions.
Energy in Chemical Processes and Everyday Life
• The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use.

WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER
Wave Properties
• Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach.
• Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).
Electromagnetic Radiation
• An object can be seen when light reflected from its surface enters the eyes.
Information Technologies and Instrumentation
• Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa.
Optimizing The Design Solution
• Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.
FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES
Structure and Function
• Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.
Information Processing
• Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions.

EARTH'S PLACE IN THE UNIVERSE
The History of Planet Earth
• Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.

EARTH'S SYSTEMS

Earth Materials and Systems

- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.

Plate Tectonics and Large-Scale System Interactions

- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.

Biogeology

- Living things affect the physical characteristics of their regions.

EARTH AND HUMAN ACTIVITY

Natural Resources

- Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.

Natural Hazards

- A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.

Science: FIFTH GRADE

MATTER AND ITS INTERACTIONS
Structure and Properties of Matter
- Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.
- Measurements of a variety of properties can be used to identify materials.

Chemical Reactions
- When two or more different substances are mixed, a new substance with different properties may be formed.
- No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight do not need to be distinguished at this grade level.)

MOTION AND STABILITY: FORCES AND INTERACTIONS
Types of Interactions
- The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.

ENERGY
Energy in Chemical Processes and Everyday Life
- The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water).

Organization for Matter and Energy Flow in Organisms
- Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion.

FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES
Organization for Matter and Energy Flow in Organisms
- Plants acquire their material for growth chiefly from air and water.

ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS
Interdependent Relationships in Ecosystems
- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.

Cycles of Matter and Energy Transfer in Ecosystems
- Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment.

EARTH'S PLACE IN THE UNIVERSE

<u>The Universe and its Stars</u>
- The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.

<u>Earth and the Solar System</u>
- The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.

<u>EARTH'S SYSTEMS</u>
<u>Earth Materials and Systems</u>
- Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.

<u>The Roles of Water in Earth's Surface Processes</u>
- Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.

<u>EARTH AND HUMAN ACTIVITY</u>
<u>Human Impacts on Earth Systems</u>
- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

STREAM

Technology

Technology: Grades K-2

- Give credit when using code, music, or pictures (for example) that were created by others.
- Construct programs, to accomplish a task or as a means of creative expression, which include sequencing, events, and simple loops, using a block-based visual programming language, both independently and collaboratively.
- Plan and create a design document to illustrate thoughts, ideas, and stories in a sequential (step-by-step) manner (e.g., story map, storyboard, sequential graphic organizer).
- Use numbers or other symbols to represent data (e.g., thumbs up/down for yes/no, color by number, arrows for direction, encoding/decoding a word using numbers or pictographs).
- Decompose (break down) a larger problem into smaller sub-problems with teacher guidance or independently.
- Categorize a group of items based on the attributes or actions of each item, with our without a computing device.
- Construct and execute algorithms (sets of step-by-step instructions) that include sequencing and simple loops to accomplish a task, both independently and collaboratively, with or without a computing device.
- Analyze and debug an algorithm that includes sequencing and simple loops, with or without a computing device.
- Identify and use software that controls computational devices (e.g. use an app to draw on the screen, use software to write a story or control robots).
- Use appropriate terminology in naming and describing the function of common computing devices and components
- Identify, using accurate terminology, simple hardware and software problems that may occur during use.
- Collect data over time and organize it in a chart or graph in order to make a prediction.
- Use a computing device to store, search, retrieve, modify, and delete information and define the information stored as data.
- Create a mode of an object or process in order to identify patterns as essential elements.
- Compare and contrast examples of how computing technology has changed and improved the way people live, work, and interact.
- Use computers or other computing devices to connect with people using a network.
- Use passwords to protect private information and discuss the effects of password misuse.

Technology: Grades 3 to 5

- Apply collaboration strategies to support problem solving within the design cycle of a program.
- Use proper citations and document when ideas are borrowed and changed for their own use.
- Create a plan as part of the iterative design process, both independently and with diverse collaborative teams.
- Construct programs, in order to solve a problem or for creative expression, that include sequencing, events, loops, conditionals, parallelism, and variables, using a block-based visual programming language or text-based language, both independently and collaboratively.
- Use mathematical operations to change a value stored in a variable.
- Decompose a larger problem into smaller sub-problems, independently or in a collaborative group.
- Construct and execute an algorithm that includes sequencing, loops, and conditionals to accomplish a task, both independently and collaboratively, with or without a computing device.
- Analyze and debut an algorithm that includes sequencing, events, loops, conditionals, parallelism, and variables.
- Model how a computer system works. (Only includes basic elements of a computer system, such as input, output, processor, sensors, and storage.)
- Use appropriate terminology, simple hardware and software problems that may occur during use, and apply strategies for solving problems.
- Create a computational artifact to model the attributes and behaviors associated with a concept.
- Answer a question by using a computer to manipulate and analyze data that has been collected by the class or student.
- Use numeric values to represent non-numeric ideas in the computer (binary, ASCII, pixel, attributes such as RGB).
- Evaluate and describe the positive and negative impacts of the pervasiveness of computers and computing in daily life.
- Generate examples of how computing can affect society, and also how societal values can shape computing choices.
- Seek out and compare diverse perspectives, synchronously or asynchronously, to improve a project.
- Brainstorm ways in which computing devices could be made more accessible to all users.
- Explain problems that relate to using computing devices and networks.
- Create examples of strong passwords, explain why strong passwords should be used, and demonstrate proper use and protection of personal passwords.
- Model how a device on a network sends a message from one device (sender) to another (receiver) while following specific rules.

Computer Science Standards Information retrieved through a link on the technology planning toolkit page on the NH Department of Education Website.

STREAM

Reading

Reading/Language Arts: *Kindergarten*

<u>READING:</u>
<u>Foundational skills:</u>
•Develop understanding of how print works: following words left to right, top to bottom, and page-by-page
•Develop understanding that spoken words are represented by specific sequences of letters in written language with spaces between words
•Recognize and name all upper-and lowercase letters of the alphabet
•Recognize the form of language such as words, syllables, and sounds (phonemes)
•Recognize and produce rhymes; segment words into syllables and individual sounds; blend sounds into a word;
•Isolate and pronounce the first, last and middle sounds in 3-sound (phoneme) words
•Demonstrate knowledge of how letters and sounds correspond for consonants and vowels when reading words
•Read common high-frequency sight words for kindergarten
•Identify purpose for reading texts
<u>Reading Literature and Informational Texts:</u>
•Ask and answer questions about key details in a text
•Retell stories
•Recognize common types of texts such as storybooks, poems
•Name the author and illustrator of a text
•Ask and answer questions about words
•Compare and contrast the experiences of characters in stories
•Comprehend grade level text
•Read grade level text with speed, accuracy, and expression

<u>WRITING:</u>
•Use pictures, dictation and writing to compose pieces of writing that tell about a topic, a single event or several loosely linked events, or an opinion
•Respond to questions and suggestions from peers to strengthen writing
•Participate in shared research and writing projects
•Use technology to produce, publish and collaborate
•Understand grammar when linking words in writing and speaking

<u>SPEAKING AND LISTENING:</u>
•Participate in a range of collaborative discussions
•Ask and answer questions about key details
•Describe familiar people, places, things, and events with detail
•Express thoughts, feelings, and ideas clearly and audibly

Reading/Language Arts: Grade 1

READING
Print Concepts:
•Demonstrate understanding of the organization and basic features of printed sentences: first word, capitalization, ending punctuation
Phonological Awareness:
•Demonstrate understanding of how sounds work in words:
•Distinguish long from short vowel sounds in spoken single-syllable words
•Orally produce single-syllable words by blending sounds (phonemes)
•Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words
•Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
Phonics and Word Recognition Skills:
•Know and apply first grade phonics and word analysis skills in decoding words
•Know the spelling-sound correspondences for common consonant digraphs
•Decode regularly spelled one-syllable words including final–e and common vowel team patterns that represent long vowel sounds
•Decode two-syllable words following basic patterns by breaking words into syllables
•Read words with inflectional endings
•Recognize and read 1st grade irregularly spelled words
Fluency:
•Read grade level text with speed, accuracy, and expression
Reading Literature and Informational Texts:
•Ask and answer questions about key details in a text
•Retell stories, including key details, description of characters, settings, and major events in a story
•Describe the connections between individuals, events, ideas or pieces of information in a text
•Demonstrate understanding of the central message, lesson of a story, or main topic
•Identify words and phrases in stories and poems that suggest feelings and appeal to the senses
•Explain the difference between texts that tell a story and texts that give information
•Identify who is telling the story
•Compare and contrast the experiences of characters in stories or two ideas or pieces of information in a text
•Know and use text features to locate key information: headings, table of contents, glossaries
•Read literature and informational texts appropriately complex for 1st grade

WRITING:
•Produce at least three types of writing:
        •Opinion pieces with a reason for the opinion
        •Informative/explanatory pieces with facts about a topic
        •Narratives with two or more sequenced events and the use of signal/temporal words
•Add details to strengthen writing
•Use technology to produce and publish writing
•Use correct capitalization, punctuation and spelling, appropriate for 1st grade

Reading/Language Arts: **Grade 2**

<u>READING</u>
<u>Phonics and Word Recognition Skills:</u>
•Know and apply second grade phonics and word analysis skills in decoding words
•Distinguish long and short vowels when reading regularly spelled one-syllable words
•Know spelling-sound correspondences for additional common vowel teams
•Decode regularly spelled two-syllable words with long vowels
•Decode words with common prefixes and suffixes
•Identify words with inconsistent but common spelling-sound correspondences
•Recognize and read second grade irregularly spelled words
<u>Fluency</u>
•Read grade level text with speed, accuracy, and expression
<u>Reading Literature and Informational Texts:</u>
•Ask and answer who, what where, when, why, and how questions to demonstrate understanding of key details in a text
•Retell stories, including fables and folktales from diverse cultures, demonstrating understanding of central message, lesson or moral
•Identify the main topic of a multi-paragraph text
•Identify what the author wants to answer, explain, or describe in the text
•Describe how major characters respond to major events and/or challenges
•Understand points of view of characters, reflected in voice when reading dialogue aloud
•Describe how words and phrases supply rhythm and meaning to a text
•Determine the meaning of words and phrases
•Tell about the structure of a story including the introduction and the conclusion
•Know and use text features to locate key information efficiently such as captions, bold print, subheadings, and glossaries
•Compare and contrast different versions of the same story or important points presented by two texts on the same topic
•Describe the connection between a series of historical events/scientific ideas
•Explain how specific images clarify text
•Read and comprehend grade level literature as well as informational texts such as history/social studies, science and technical texts

<u>WRITING:</u>
•Produce at least three types of writing:
   •Opinion pieces using linking words to connect opinion and reasons
   •Informative/explanatory pieces, using facts and definitions to develop points
   •Narratives with a well-elaborated event or short sequence of events, including details of character thoughts, actions and feelings; use of temporal words to signal order of events
•Strengthen writing as needed by revising and editing
•Use technology to produce and publish writing
•Participate in shared research and writing projects such as recording science observations or reading multiple books on a topic and producing a report

Reading/Language Arts: Grade 3

READING:

Phonics and Word Recognition Skills:
- Know and apply 3rd grade phonics and word analysis skills in decoding words
- Read and understand common prefixes and suffixes
- Decode multisyllabic words
- Read grade-appropriate irregularly spelled words

Fluency:
- Read on-level prose and poetry with speed, accuracy, and expression

Reading Literature and Informational Text:
- Ask and answer questions to demonstrate understanding of a text, citing the text as a basis for answers
- Recount stories, fables, folktales and myths from diverse cultures
- Determine the key message, lesson, moral, or main idea and how it is supported by text details
- Describe character traits, motivations, feelings and how actions contribute to story sequence of events
- Describe the connection between a series of historical events, scientific ideas, or steps in a technical procedure, using language of time, sequence and cause/effect
- Determine the meaning of words and phrases, literal and non-literal, general academic vocabulary and grade 3 subject area words and phrases
- Use text features and search tools to locate information efficiently
- Refer to parts of a text such as chapter, scene, and stanza
- Distinguish point of view from self, narrator, author, and/or characters
- Explain how words and illustrations contribute to understanding of mood, character, setting, details of a text
- Describe logical connection/structure of sentences and paragraphs (cause/effect, sequence, comparison/contrast)
- Read and comprehend grade level literature as well as informational texts such as history/social studies, science and technical texts

WRITING:
- Produce at least three types of writing:
    - Opinion pieces supporting a point of view with reasons and a concluding statement or section
    - Informative/explanatory writing, developing a topic with facts, definitions and details and a concluding statement or section
    - Narrative writing that establishes a situation, introduces a narrator or character, and uses dialogue and description of actions, thoughts and feelings with a sense of closure
- Strengthen writing by planning, revising and editing
- Write routinely for different purposes and audiences

Reading/Language Arts: Grade 4

READING:

Phonics and Word Recognition Skills:

•Know and apply fourth grade phonics and word analysis skills to accurately read unfamiliar multisyllabic words in context and out of context, including:
>•All letter-sound correspondences
>•Syllabication patterns
>•Morphology (roots and affixes)

Fluency:

•Read on-level prose and poetry orally with speed, accuracy, and expression

Reading Literature and Informational Text:

•Cite the text for explicit and inferential responses

•Determine theme from details in a text

•Summarize the text

•Describe in depth a character, setting or event based on text details

•Determine the meaning of words and phrases as they are used in text including general academic vocabulary and fourth grade subject area words and phrases

•Explain structural elements of poems (verse, rhythm, meter), and drama (casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text

•Describe structure of informational text: chronology, comparison, cause/effect, and problem/solution

•Compare/contrast points of view of narrators of different stories

•Understand the difference between first-and third-person narrations

•Describe differences in focus and information provided by author to support particular points in informational text

•Make connections between the text of a story and a visual/oral presentation of the text

•Compare/contrast treatment of similar themes and topics in stories, myths, traditional literature from different cultures, and informational texts

•Read and comprehend grade level literature, including history/social studies, science and technical texts

•Citing information from text, explain events, procedures, ideas in historical, scientific, and technical texts

•Interpret information presented visually, orally, or quantitatively

WRITING:

•Produce at least three types of writing:
>•Opinion pieces supporting a point of view with ideas grouped to support writer's purpose
>•Informative/explanatory writing, developing a topic with facts, definitions, details and quotations in formatted paragraphs, sections, and conclusion; precise language and domain-specific vocabulary supports explanation of a topic
>•Narrative writing that establishes a situation, introduces a narrator or character, and uses dialogue and description of actions, thoughts and feelings with a conclusion; use precise language to convey information

•Strengthen writing by planning, revising and editing

Reading/Language Arts: Grade 5

READING:

Phonics and Word Recognition Skills:

•Know and apply fifth grade phonics and word analysis skills to accurately read unfamiliar multisyllabic words in context and out of context, including:
- •All letter-sound correspondences
- •Syllabication patterns
- •Morphology (roots and affixes)

Fluency:

•Read on-level prose and poetry orally with speed, accuracy, and expression

Reading Literature and Informational Text:

•Quote accurately from text for explicit and inferential responses

•Determine theme of a story or two or more main ideas from details in a text, citing character's responses to challenges and speaker's reflections in poems;

•Summarize text

•Compare/contrast characters, settings, or events from text details

•Determine the meaning of words and phrases, including figurative language, as they are used in text including general academic vocabulary and fifth grade subject area words and phrases

•Explain how chapters, scenes or stanzas provide structure of a story, drama or poem

•Compare/contrast structure of informational text: chronology, comparison, cause/effect, problem /solution in two or more texts

•Analyze multiple accounts of the same event or topic noting similarities and differences in the point of view represented

•Analyze how visual and multimedia elements contribute to meaning, tone and beauty of a text

•Compare/contrast stories in same genre such as mysteries and adventure stories on approaches to similar themes and topics

•Citing information from text, explain interactions between two or more individuals, events, or ideas in historical, scientific, and technical texts

•Explain how author uses reasons and evidence in text to support point(s)

•Integrate information from several texts on the same topic

•Use information from multiple print/digital sources to locate an answer quickly and solve a problem efficiently

•Read and comprehend literature and informational texts with increasing difficulty, including history/social studies, science and technical texts;

WRITING:

•Produce at least three types of writing:
- •Opinion pieces supporting a point of view with ideas logically ordered to support writer's purpose
- •Informative/explanatory writing, developing a topic with facts, definitions, details and quotations in formatted paragraphs, sections, and conclusion; precise language, including clauses, and domain-specific vocabulary to support explanation of a topic
- •Narrative writing that establishes a situation, introduces a narrator or character, and uses dialogue, pacing, and description of actions, thoughts and feelings with a conclusion; use precise language to convey information;

•Strengthen writing by planning, revising and editing

Standards written based on information retrieved from http://www.corestandards.org/ELA-Literacy/.

STR*E*AM

Engineering

Engineering: **Kindergarten**

EARTH AND HUMAN ACTIVITY
Connections to Engineering, Technology, and Applications of Science Interdependence of Science, Engineering, and Technology
• People encounter questions about the natural world every day.

Influence of Engineering, Technology, and Science on Society and the Natural World
• People depend on various technologies in their lives; human life would be very different without technology.

ENGINEERING DESIGN
Defining and Delimiting Engineering Problems
• A situation that people want to change or create can be approached as a problem to be solved through engineering.
• Asking questions, making observations, and gathering information are helpful in thinking about problems.
• Before beginning to design a solution, it is important to clearly understand the problem.
Developing Possible Solutions
• Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
Optimizing the Design Solution
• Because there is always more than one possible solution to a problem, it is useful to compare and test designs.

Engineering: First Grade

WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER
Connections to Engineering, Technology, and Applications of Science
Influence of Engineering, Technology, and Science, on Society and the Natural World
- People depend on various technologies in their lives; human life would be very different without technology.

FROM MOLECULES TO ORGANISMS
Connections to Engineering, Technology, and Applications of Science
Influence of Engineering, Technology, and Science on Society and the Natural World
- Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world

ENGINEERING DESIGN
Defining and Delimiting Engineering Problems
- A situation that people want to change or create can be approached as a problem to be solved through engineering.
- Asking questions, making observations, and gathering information are helpful in thinking about problems. ETS1
- Before beginning to design a solution, it is important to clearly understand the problem.
Developing Possible Solutions
- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
Optimizing the Design Solution
- Because there is always more than one possible solution to a problem, it is useful to compare and test designs.

Engineering: **Second Grade**

MATTER AND ITS INTERACTIONS
Connections to Engineering, Technology, and Applications of Science
Influence of Engineering, Technology, and Science on Society and the Natural World
• Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.

EARTH'S SYSTEMS
Connections to Engineering, Technology, and Applications of Science
Influence of Engineering, Technology, and Science on Society and the Natural World
• Developing and using technology has impacts on the natural world.

ENGINEERING DESIGN
Defining and Delimiting Engineering Problems
• A situation that people want to change or create can be approached as a problem to be solved through engineering.
• Asking questions, making observations, and gathering information are helpful in thinking about problems.
• Before beginning to design a solution, it is important to clearly understand the problem.
Developing Possible Solutions
• Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
Optimizing the Design Solution
• Because there is always more than one possible solution to a problem, it is useful to compare and test designs.

Engineering: **Third Grade**

MOTION AND STABILITY: FORCES AND INTERACTIONS
Connections to Engineering, Technology, and Applications of Science
Interdependence of Science, Engineering, and Technology
- Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process.

BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY
Connections to Engineering, Technology, and Applications of Science
Interdependence of Science, Engineering, and Technology
- Knowledge of relevant scientific concepts and research findings is important in engineering.

EARTH AND HUMAN ACTIVITY
Connections to Engineering, Technology, and Applications of Science
Influence of Engineering, Technology, and Science on Society and the Natural World
- Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones).

ENGINEERING DESIGN
Defining and Delimiting Engineering Problems
- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.
Developing Possible Solutions
- Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.
- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.
- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.
Optimizing the Design Solution
- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.
Influence of Engineering, Technology, and Science on Society and the Natural World
- People's needs and wants change over time, as do their demands for new and improved technologies.
- Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.

Engineering: *Fourth Grade*

ENERGY

Defining Engineering Problems
- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.

Connections to Engineering, Technology, and Applications of Science

Influence of Science, Engineering and Technology on Society and the Natural World
- Engineers improve existing technologies or develop new ones.

WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology
- Knowledge of relevant scientific concepts and research findings is important in engineering.

EARTH AND HUMAN ACTIVITY

Designing Solutions to Engineering Problems
- Testing a solution involves investigating how well it performs under a range of likely conditions.

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology
- Knowledge of relevant scientific concepts and research findings is important in engineering.

Influence of Science, Engineering and Technology on Society and the Natural World
- Over time, people's needs and wants change, as do their demands for new and improved technologies.
- Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands

ENGINEERING DESIGN

Defining and Delimiting Engineering Problems
- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.

Developing Possible Solutions
- Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.
- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.
- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.

Optimizing the Design Solution
- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.

Influence of Engineering, Technology, and Science on Society and the Natural World
- People's needs and wants change over time, as do their demands for new and improved technologies. -
- Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.

Engineering: *Fifth Grade*

ENGINEERING DESIGN

Defining and Delimiting Engineering Problems

- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.

Developing Possible Solutions

- Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.
- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.
- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.

Optimizing the Design Solution

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.

Influence of Engineering, Technology, and Science on Society and the Natural World

- People's needs and wants change over time, as do their demands for new and improved technologies.
- Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.

Engineering standards pulled from Next Generation Science Standards.
NGSS Lead States (2013). Next Generation Science Standards: For States, By States (Standards by DCI). Retrieved from https://www.nextgenscience.org/overview-dci

STRE*A*M

Arts

ARTS

<u>NATIONAL CORE ARTS STANDARDS</u>:
<u>ANCHOR STANDARDS</u>

<u>Creating</u>
Conceiving and developing new artistic ideas and work
- Generate and conceptualize artistic ideas and work
- Organize and develop artistic ideas and work
- Refine and complete artistic ideas and work

<u>Performing/ Presenting/ Producing</u>
Performing:
Realizing artistic ideas and work through interpretation and presentation
Presenting:
Interpreting and sharing artistic work
Producing:
Realizing and presenting artistic ideas and work
- Analyze, interpret and select artistic work for presentation
- Develop and refine artistic techniques and work for presentation
- Convey meaning through the presentation of artistic work

<u>Responding</u>
Understanding and evaluating how the arts convey meaning
- Perceive and analyze artistic work
- Interpret intent and meaning in artistic work
- Apply criteria to evaluate artistic work

<u>Connecting</u>
Relating artistic ideas and work with personal meaning and external context
- Synthesize and relate knowledge and personal experiences to make art
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

STREAM

Mathematics

Mathematics: *Kindergarten*

Counting and Cardinality
- Know number names and the count sequence
- Count to 100 by ones and tens
- Count to tell the number of objects and write numbers from 0-20
- Compare numbers

Operations and Algebraic Thinking
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Add and subtract within 10 using objects and drawings

Number and Operations in Base Ten
- Work with numbers 11-19 to gain foundations for place value

Measurement and Data
- Describe and compare measurable attributes such as length or weight
- Classify objects and count the number of objects in categories

Geometry
- Identify and describe shapes, number of sides, and number of corners
- Analyze, compare, create, and compose shapes

Mathematics: **Grade 1**

Operations and Algebraic Thinking:
- Represent and solve problems involving addition and subtraction within 20
- Understand and apply properties of operations such as commutative property and associative property of addition
- Work with addition and subtraction equations

Number and Operations in Base Ten:
- Count to 120, starting at any number less than 120
- Read and write numerals
- Represent a number of objects with a written numeral
- Understand place value: Two digits in a two-digit number represent amounts of tens and ones
- Add within 100
- Understand that in adding a two-digit number, one adds tens and tens and ones and ones, sometimes composing a ten
- Given a two-digit number, mentally find 10 more or 10 less without counting
- Subtract multiples of 10 in the range 10-90

Measurement and Data:
- Measure lengths indirectly, comparing the length of two objects by using a third object
- Understand that length measurement of an object is the number of same-size length units that span it with no gaps or overlaps
- Tell and write time in hours and half-hours
- Ask and answer how many more or less questions about data from up to three categories with data points

Geometry
- Define attributes of 2-D and 3-D shapes, finding halves and fourths of shapes

Mathematics: *Grade 2*

Operations and Algebraic Thinking:
- Represent and solve problems involving addition and subtraction within 100 to solve one-and two-step word problems
- Fluently add and subtract within 20 using mental strategies
- By end of second grade, know from memory all sums of two one-digit numbers
- Work with equal groups of objects to gain foundations for multiplication

Number and Operations in Base Ten:
- Understand place value and use this understanding when adding and subtracting
- Understand that a three-digit number represents an amount of hundreds, tens and ones
- Count within 1000, including skip counting by 5s, 10s, and 100s
- Read and write numbers to 1000
- Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits (>,<, =)
- Fluently add and subtract within 100
- Add and subtract within 1000 using concrete models, drawings, and strategies

Measurement and Data:
- Measure and estimate lengths in standard units: inches, feet, centimeters, and meters
- Relate addition and subtraction to length that are given in the same units
- Work with time: tell and write time to the nearest five minutes, a.m.-p.m.
- Solve word problems involving money: dollar bills, quarters, dimes, nickels and pennies, using $ and ¢ appropriately
- Use a bar graph and picture graph with up to four categories representing data

Geometry:
- Reason with shapes and their attributes
- Identify triangles, quadrilaterals, pentagons, hexagons and cubes
- Partition circles and rectangles into two, three or four equal shares and use the words, halves, thirds, fourths

Mathematics: *Grade 3*

Operations and Algebraic Thinking:
- Represent and solve problems involving multiplication and division
- Use multiplication and division within 100 to solve word problems involving equal groups, arrays and measurement quantities
- Understand properties of multiplication and the relationship between multiplication and division (commutative, associative, distributive properties)
- Multiply and divide within 100
- Know from memory all products of two one-digit numbers
- Solve two-step word problems using the four operations

Number and Operations in Base Ten:
- Use place value understanding and properties of operations to perform multi-digit arithmetic
- Fluently add and subtract within 1000
- Multiply one-digit whole numbers by multiples of 10 in 10-90 range

Number and Operations with Fractions:
- Develop understanding of fractions as numbers, including representation on a number line
- Understand equivalence of fractions, including visual fraction models
- Compare two fractions, recording the results using >,<,=

Measurement and Data:
- Solve problems involving measurement and estimation of intervals of time (minutes), liquid volumes (liters), and mass (grams, kilograms)
- Draw and use scaled bar graphs to represent data
- Measure length using rulers marked with halves and fourths of an inch

Geometric Measurement:
- Understand concepts of area and relate area to multiplication and addition
- Solve perimeter problems of polygons

Geometry:
- Reason with shapes and their attributes

Mathematics: **Grade 4**

<u>Operations and Algebraic Thinking:</u>
•Use the four operations with whole numbers to solve problems
•Gain familiarity with factors and multiples
•Generate and analyze patterns

<u>Number and Operations in Base Ten:</u>
•Generalize place value understanding for multi-digit whole numbers
•Read and write multi-digit whole numbers using base-ten numerals, number names and expanded form; use >,<,= symbols for comparison
•Perform multi-digit arithmetic using place value understanding and properties of operations, including understanding of dividing to find quotients
•Fluently add and subtract multi-digit whole numbers using standard algorithm
•Multiply a whole number (up to four digits) by a one-digit whole number
•Multiply two two-digit numbers

<u>Number and Operations with Fractions:</u>
•Extend understanding of fraction equivalence and ordering
•Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
•Understand decimal notation for fractions, and compare decimal fractions
•Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
•Represent and interpret data

<u>Geometric Measurement:</u>
•Understand concepts of angle and measure angles

<u>Geometry:</u>
•Draw and identify lines and angles, and classify shapes by properties of their lines and angles

Mathematics: Grade 5

Operations and Algebraic Thinking:
•Write and interpret numerical expressions using parentheses, brackets, or braces
•Analyze patterns and relationships

Number and Operations in Base Ten:
•Understand the place value system in multi-digit numbers
•Explain patterns in the number of zeros when multiplying by powers of 10
•Read, write and compare decimals to thousandths
•Fluently multiply multi-digit whole numbers using the standard algorithm
•Find whole-number quotients with up to four-digit dividends and two-digit divisors
•Add, subtract, multiply and divide decimals to hundredths

Number and Operations with Fractions:
•Use equivalent fractions as a strategy to add and subtract fractions
•Apply and extend previous understandings of multiplication and division to multiply and divide fractions

Measurement and Data:
•Convert like measurement units within a given measurement system
•Represent and interpret data

Geometric Measurement:
•Understand concepts of volume and relate volume to multiplication and to addition;
•Recognize volume as additive
•Understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume

Geometry:
•Graph points on the coordinate plane to solve real-world mathematical problems
•Classify two-dimensional figures into categories based on their properties

Standards written based on information retrieved from http://www.corestandards.org/Math/

STREAM

Social Studies

Social Studies: **Grades K-2**

<u>Civics and Governments</u>
- Compare rules of the classroom to the rules of the United States
- Identify documents and symbols of the US Government: bald eagle, Pledge of Allegiance
- Identify basic purposes of state and national government
- Evaluate the effectiveness and fairness of rules and laws at the school level
- Explain that the world is divided into different countries
- Describe ways in which countries interact with each other culturally
- Describe why it is important for countries to work together to resolve issues
- Examine the responsibilities of individuals as members of a family, school, and community
- Discuss ways individuals can be involved in their community

<u>Economics</u>
- Define good and services, producers and consumers
- Describe the steps and materials needed to make a product
- Distinguish between needs and wants
- Identify the characteristics of money
- Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses
- Define the term resources

<u>Geography</u>
- Identify the characteristics and purposes of globes and maps
- Introduce spatial information on maps and other geographic representations
- Identify major physical and human features in the US and on Earth
- Explore the physical and human characteristics of place
- Recognize that areas of the Earth's surface share unifying geographic characteristics
- Observe the ways in which different people perceive places
- Investigate how the Earth-Sun relationship affects our daily lives
- Explore the components and distribution of ecosystems
- Explore the distribution of a population
- Identify what are natural resources
- Recognize the role of natural resources in daily life
- Investigate how people use resources

<u>US/NH History</u>
- Identify national and NH celebrations, monuments, symbols, and documents
- Recognize that the world is interconnected
- Identify individuals and/or groups who have profoundly affected life in the US
- Explore art, music, and literature of various time periods
- Recognize that groups have enhanced art, music, and literature of our nation
- Identify different segments of the US economy
- Identify how the lives of women and children have changed over time in our country
- Identify the concept of diversity

<u>World History</u>
- Recognize that people of different countries have different social and political systems
- Explore ways that societies around the world express themselves artistically
- Identify the concepts of values and beliefs

Social Studies: **Grades 3-4**

Civics and Government
- Explain the ideal of the US system of government
- Analyze how government addresses social, political, and geographic issues
- Identify the individual functions of the three branches of government and the organization of the NH state government
- Explain how law and/or policies are made at local and state levels
- Explain that the world is divided into different countries with their own governments and that all governments are not the same
- Describe the rights of citizens as outlined by the Constitutions of NH and the US

Economics
- Identify the factors of production and explain how businesses use these to produce goods and services
- Describe what markets are and define individual's roles as consumers and producers in a market economy using circular flow models
- Explain how decisions by consumers and producers affect and are affected by the economy
- Describe why most jobs today require greater specialization and result in greater productivity
- Explain why needs and wants are unlimited while resources are limited
- Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve and opportunity cost
- Describe different ways individuals, households, businesses, and governments make economic decisions
- Define supply and demand and describe factors that can cause a change in supply and demand
- Explain how prices of goods and services are set in the US and describe different factors that affect price
- Illustrate cycles of economic growth and decline
- Describe how changes in the business cycle can impact people's lives
- Describe different methods people use to exchange goods and services
- Identify goods and services provided by local government
- Describe that countries have different kinds of resources
- Explain why some countries' resources are in greater demand than others
- Explain that trade between countries involves imports and exports and the reasons why countries trade

Geography
- Identify and describe the characteristics and purposes of geographic tools
- Display spatial information on maps and other geographic representations
- Locate major physical and human features in the US and on Earth
- Illustrate that places and features are distributed spatially across Earth's surface
- Recognize the causes and consequences of spatial interaction on Earth's surface
- Describe the physical and human characteristics of places
- Recognize how physical and human processes together shape places
- Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics
- Illustrate the ways in which regions change
- Compare and contrast the ways in which different people perceive places

- Illustrate the components of the Earth's physical systems
- Demonstrate how physical processes shape features of Earth's surface
- Describe how the Earth-Sun relationship affects conditions on Earth.
- Recognize the components and distribution of ecosystems
- Investigate how humans interact with ecosystems
- Recognize the distribution of population and it's underlying causes
- Describe the types and historical patterns of human migration
- Evaluate the effects of migration on the characteristics of places
- Analyze the spatial patterns of settlement in different regions of the world
- Illustrate how people modify the physical environment
- Examine the ways in which the physical environment provides opportunities or limitations
- Examine the effects of the use of renewable and nonrenewable resources on human systems
- Describe the role of natural resources in daily life
- Compare how people in different regions use the same resource

US/NH History
- Explore biographies of key political figures who helped shape our community, state, and country
- Trace the political development of NH governance
- Describe the significance of national and NH celebrations, monuments, symbols, and documents
- Describe the interconnectedness of the world developed using examples
- Explore how individuals' ideals have profoundly affected life in the US
- Explore how art, music, and literature often reflect and/or influence major ideas, values, and conflicts of particular time periods
- Explore how groups have enhanced the art, music and literature of our nation
- Explore major developments and changes in economic productivity
- Explore the impact of important technological inventions
- Investigate the evolution of the US economy
- Explain the unique contributions of different ethnic and religious groups to NH history and culture
- Describe the impact of major national and state events on everyday life
- Trace the changes in the roles and lives of women and children and their impact on society
- Explore attitudes towards diversity
- Describe the reasons why various groups have come to the US

World History
- Explain that people of different countries create social and political systems
- Explain how events or global issues affect interactions between countries
- Describe ways that societies around the world express themselves artistically through forms
- Explore how improvements in agriculture enhance human survival using examples
- Describe different ways that societies around the world express their values and beliefs through practices

Social Studies: Grades 5-6

Civics and Governments
- Apply the ideals and principles of the American system of government to historic and contemporary examples
- Identify the core ideals and principles of American government by citing documents
- Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels
- Differentiate among the major forms of limited and unlimited governments
- Illustrate ways in which government in the US is founded on the conviction that Americans are united by the principles they share
- Identify and illustrate the heritage that early settlers brought to the development and establishment of American democracy
- Identify other countries in the world and their different forms of government
- Describe ways in which countries interact with each other culturally, economically, diplomatically, or militarily
- Discuss the reasons for conflicts between and among countries and peoples
- Evaluate those characteristics that promote good citizenship

Economics
- Identify the role of the individual in factor and product markets
- Explain how specialization and productivity are related
- Recognize the relationship between productivity and wages, and between wages and standard of living
- Determine the opportunity cost of decisions
- Identify the factor of production
- Recognize that shortage and surplus affect the price and availability of goods and services
- Describe gross domestic product and its components
- Recognize the effects of inflation on people under different circumstances

Geography
- Translate mental maps into appropriate graphics to display geographic information and answer geographic questions
- Apply the spatial concepts of location, distance, direction, scale, movement, and region
- Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns
- Describe the ways in which regions change
- Describe how places and regions preserve culture
- Describe how physical processes shape patterns in the physical environment
- Identify the components of Earth's physical system
- Illustrate how physical processes produce changes in ecosystems
- Explain how human activities influence changes in ecosystems
- Recognize the demographic structure of a population and its underlying causes
- Know the types and historical patterns of human migration
- Understand the effects of movement on the characteristics of places
- Analyze the spatial patterns of settlement
- Know the functions, sizes, and spatial arrangements of settlement
- Understand the consequences of human modification of the physical environment
- Examine the role of technology in the human modification of the physical environment
- Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities
- Assess why people have different viewpoints regarding resource use

US/NH History
- Explain how and why people have developed forms of self government
- Explain how the foundation of American democracy are rooted in European, Native American, and colonial traditions, experiences, and institutions
- Examine how the art, music, and literature of our nation has been enhances by groups
- Demonstrate an understanding of major developments and changes in American economic productivity
- Evaluate the importance of technological inventions and inventors and their impact on American life
- Demonstrate an understanding of how westward movement led to personal opportunities and a more diverse economy as seen in events
- Explain the impact ethnic and religious groups have had on the development of the US
- Describe the impact of major national and state events on everyday life
- Examine changes in the roles and lives of women and their impact on society
- Describe similarities and differences in the immigrant experience for various ethnic groups

World History
- Describe different types of political systems created by people
- Explore the use and abuse of power
- Describe the impact of land and water routes on trade
- Explore the spread and impact of ideas and technology
- Describe major migrations
- Examine how military encounters have led to cultural exchange
- Differentiate the spread of world religions
- Explore the development of education and its impact on societies
- Analyze the impact of the agricultural revolution on humans using examples
- Understand the tensions over land use between settled farmers and nomadic herders using examples
- Analyze the impact of inventions and new technologies on the agricultural systems using examples
- Trace improvements in communication
- Trace the rise and impact of cities on daily life
- Understand how societies have educated their members
- Explain the impact of ethnic and religious groups on the development and stability of empires and nation states
- Examine the forms of entertainment and leisure time activity
- Describe the types of families that various societies have created

To Whom It May Concern: October 5, 2017

It is a pleasure to write this letter of support for the Charter Application for the Windham Academy. Current research on educational reform calls for transformational change that reaches not only our public schools, but also the higher education institutions that mold our new teaching force. The Southern New Hampshire University School of Education hopes to partner with Windham Academy to educate students and develop teachers that are prepared for the challenges the future holds.

In particular, the founders of the Windham Academy envision a world class primary school preparing students for education and careers in science, technology, engineering and mathematics that is truly based on competitive educational programs and cutting edge international applications. The school would address the growing national concern for STEM studies. More importantly, the Windham Academy is focused on the advancement of Women in the STEM fields. The attrition rate for women in these fields is alarming and the founders want to meet that challenge.

Windham Academy's focus on community partners is important to the SNHU community as well. Over the past few years, SNHU has reached out to its alumni, local businesses and civic organizations to build a shared understanding of how to strengthen our community and empower our students with authentic experiences. Envisioned as a resource to other public education providers, the Windham Academy will broaden the scope of curriculum in science, technology, engineering, mathematics, and global competitiveness by evolving as a center for collaborative learning.

The Windham Academy's mission statement calls for creative approaches to meet students' needs so they may enter society as confident young adults who have the ability to address the challenges of the next phases of their educational development. In the same respect, it is the SNHU School of Education's goal to develop educators who not only ground students in reading, writing, and problem solving, but also find out what excites kids about learning. Ultimately, teachers should be effective and knowledgeable guides in helping students to navigate the real world with the tools of the 21st century.

The Windham Academy Charter School Founders have the support of Southern New Hampshire University's School of Education as they take the first steps forward in building a school of the future. Over the last year and a half, they have developed the Windham Academy proposal to include the critical eye of trained educators, as well as the important advice of community and business groups. Their willingness to move forward as reflective educators is powerful.

Sincerely,

Raymond J. McNulty
Dean, School of Education
Southern New Hampshire University

External and Internal Legal Reviews

Memorandum

To: Caitlin Davis, Lori Kincaid, and Michelle Gauthier

From: Talesha L. Saint-Marc

Date: August 11, 2017

Re: Legal Review of the Charter School Application of The Windham Academy
Public Charter School

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

2.   Ability to file: This requirement appears to be satisfied. The Foundation for Student Achievement is a New Hampshire non-profit corporation, organized for charitable and educational purposes. Its principal purpose is "to explore, support and create opportunities for student achievement." The corporation, which was organized on July 15, 2015, is in good standing.

3.   Name of school: This requirement appears to be satisfied. RSA 194-B:5 requires that the school's name include the words "chartered public school." Although the school's name does not contain the exact phrase referenced in the statute, the name, "The Windham Academy Public Charter School," substantially complies with the statute's requirement.

4.   Ed 318.08(i): This requirement is not satisfied as the application does not include the total number of teachers and the average teacher/student ratio for the first five years of the school.

5. Ed. 318.08(i)(1) – (7):

     i.   This subsection is satisfied.

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

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

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

    v.   This subsection is likely not applicable.

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

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

RSA 194-B:3, II (a) – (bb) and (dd)

6. <u>Educational mission (§ a)</u>: This requirement appears to be satisfied. The school's mission is clear and focused, and it is supported by a detailed vision, which presents attainable goals for student achievement.

7. <u>Governance and organizational structure and plan (§ b)</u>: This requirement is not satisfied. Although the application describes Board structure and plan, the organizational plan is silent with regards to the roles and responsibilities of the Board vis-à-vis the school administration. The application also does not indicate whether decisions, besides decisions to fill vacant Board seats, will be determined by majority vote.

8. <u>Methods by which trustees and their terms are determined (§ c)</u>: This requirement is likely satisfied. The application identifies the initial trustees, the method for selecting replacement and/or new trustees, and how their terms are determined. The application does not address, however, whether there are term limits for trustees.

9. <u>General description and proposed or potential location of facilities to be used (§ d)</u>: This requirement appears to be satisfied. Although the applicant has not found a location for the school, the application specifically describes the type of facility necessary to carry out the school's mission and goals.

10. <u>Maximum number, grade or age levels (§ e)</u>: This requirement is likely not satisfied, as it is inconsistent with the data submitted on the cover sheet. For instance, the application states the first year enrollment will be capped at 100 students, but the cover sheet states 95 students.

11. <u>Curriculum that meets or exceeds state standards in the subject areas offered (§ f)</u>: This requirement appears to be satisfied. The application provides a description of the STREAM curriculum the school intends to adopt, and notes how it will achieve its goals in each area. The curriculum is consistent with the school's mission and appears to align with New Hampshire's educational standards.

12. <u>Academic and other learning goals and objectives (§ g)</u>: This requirement appears to be satisfied. The application proposes specific measurable goals that reflect the school's mission and vision.

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

14. <u>Graduation requirements (§ i)</u>: This section is not applicable as the school serves elementary and middle school students.

15. <u>Staffing overview (§ j)</u>: This requirement is not satisfied. The statute requires a complete staff overview, but the application includes only the director, business manager and teachers. The budget references other staff positions (e.g. aides, counselors, etc.), and these positions should be detailed in this section. Additionally, besides a single sentence referencing that teachers will satisfy the requirements of RSA 194-B:14, there are no other qualifications listed for teachers.

16. <u>Personnel compensation plan (§ k)</u>: This requirement is not satisfied. With the exception of personal and sick time, the application is silent regarding fringe benefits (i.e. health insurance). Similarly, the application does not address retirement benefits. The budget, however, includes a line item for teacher benefits, suggesting, therefore, that they will be provided.

17. <u>Pupil transportation plan (§ l)</u>: This requirement may be satisfied. The statute requires that the application include "reasonable provision from the . . . school's own resources for transportation of pupils residing outside the district[.]" <u>Application</u> at p. 22. Although the application recognizes that the school may attract students from different districts, the application states only that the school "will assist, to the extent possible, parents and students who wish to coordinate personal transportation. This language may be sufficient to satisfy the statute's mandate that the school utilize its own resources for the transport of out-of-district students.

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

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

20. Admission procedures (§ o): This requirement appears to be satisfied. The application describes the school's enrollment policies and procedures, and the lottery process is fair and equitable. One minor concern with this section is that the school states, "[p]rospective students and their families will be required to attend at least one informational meeting . . . ." Application at p. 24. Because the school is an open enrollment charter school, it likely cannot deny admission merely because a student and his/her parent or guardian did not attend an information section. Rather than stating families are "required" to attend, the school should modify the language to "strongly encouraged," or language to that effect.

21. Philosophy of pupil governance and discipline (§ p): This requirement may be satisfied. The application describes the school's proposed polices for discipline, but while it references that there will be policies for suspension and expulsion, the application does not describe the due process procedures for student discipline, suspension, and expulsion. If the mere reference to these procedures sufficiently satisfies the statute, this requirement is met. If the State Board determines the reference is insufficient, this requirement is not satisfied.

22. Method of administering fiscal accounts and reporting (§ q): This requirement appears to be satisfied. There is a clear description of how the school's finances will be managed and appropriate checks and balances regarding fiscal accounts. The school is also prepared to fulfill all reporting requirements.

23. Annual budget (§ r): This requirement is not satisfied. Although this section meets the statutory requirement by providing a 5-year budget, the budget does not appear to be based on realistic revenue and expenses. For instance, the budget anticipates high parent contributions, and yet, in other sections, the school indicates it will encourage enrollment from low income families. Next, the budget has several unfunded line items such as, the library and media service, which is only funded in year 2, the special education teacher, which is not funded in the first two years, and a nurse, which is unfunded in all years.

24. School calendar (§ s): This requirement appears to be satisfied. The school intends to provide a 180-day school year. The school intends to start at 8:15, but notes that transportation issues with the district's buses may result in lost educational hours.

The school will address any loss by amending its school hours. It is not clear whether the proposed budget accounts for the flexibility the school envisions.

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

26. <u>Identity of consultants to be used for various services (§ u)</u>: This requirement appears to be satisfied. The application identifies two education consultants, who have 20+ years of experience in education.

27. <u>Philosophy of parent involvement and related plans and procedures (§ v)</u>: This requirement may be satisfied, but would benefit from further development. The application identifies a parent steering committee, but does not provide an adequate description of the committee's role. Additionally, the application does not detail the purpose and expectations for parent involvement beyond the committee.

28. <u>A plan to develop and disseminate information (§ w)</u>: This requirement appears to be satisfied. The school has a comprehensive plan to disseminate material to the community. Because the school hopes to reach low income and minority families, the school would benefit from developing a targeted plan to reach these communities.

29. <u>A global hold-harmless clause (§ x)</u>: This requirement appears to be satisfied. It accurately tracks the statutory language.

30. <u>Severability provisions (§ y)</u>: This requirement appears to be satisfied. The application acknowledges that if provisions of the charter agreement are determined to be unenforceable or invalid, such provisions are severed from the remainder of the agreement and will not be enforced.

31. <u>Provision for dissolution of the chartered public school (§ z)</u>: This requirement appears to be satisfied. After the satisfaction of contractual and financial obligations, the application provides for the return of all borrowed assets, and the donation of any remaining assets.

32. Section (aa) is not applicable.

33. <u>A plan for the education of the school's pupils after the chartered public school may cease operation (§ bb)</u>: This requirement appears to be satisfied. The application identifies the steps the school will take to assist in the smooth transition of its students to other schools.

34. Section (cc) is not applicable.

35. <u>Outline of proposed accountability plan (§ dd)</u>: This requirement appears to be satisfied. The application details the expectations for evaluating the school's program.

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

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

	after the charter school may cease operation.	

cc	In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract. The contract shall include, but shall not be limited to, the following elements:
	    (1) Purpose.
	    (2) Written policies.
	    (3) Authority of trustees.
	    (4) Reporting, fiscal accounting and fiscal audits to be performed by a certified public accountant.
	    (5) Contract agreements.
	    (6) Indemnification.
	    (7) Secular orientation.
	    (8) Non-discrimination.
	    (9) Health and safety.
	    (10) Enrollment.
	    (11) Attendance.
	    (12) Availability of services.
	    (13) Assessment of pupils.
	    (14) Tuition and funding.
	    (15) Property ownership.
	    (16) Records.
	    (17) Severability in accordance with subpargraph (y) above.
	    (18) Assignment of contract.
	    (19) Insurance.
	    (20) Revocation.
	    (21) Amendment.
	    (22) Renewal.
	    (23) Entire agreement.
	    (24) Location, which shall be identified prior to submission to the legislative body.
		N/A

dd	Proposed accountability plan	This requirement appears to be satisfied.

<u>Internal Legal Review</u>

by NHDOE Attorney Erin McIntyre

Windham Academy

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

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

After further submission by Windham, additional comments have been added. These comments are in <u>green</u>. Only those sections that did not appear to be satisfied, at the time of the initial internal legal review, were reviewed.

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

The updated application is neither signed nor certified. Therefore, Ed 318.08(g) is not satisfied.

This resubmitted application has been signed and certified.

The initial legal review did not comment on Ed 318.08 (i) and (i) (1)-(7)[1]. This analysis contains a review of those provisions.

The initial legal review determined that the name of the school "substantially complies" with the statute's requirements. However, the statute says that a charter public school shall "adopt a name and corporate seal, provided that any name selected shall include the words 'chartered public school.'" RSA 194-B: 5, III (a). Therefore, Windham Academy may not be in compliance with the statute. However, as was stated in the initial legal review, the name of the school does "substantially comply" with the statutory requirements.

Ed. 318.08

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

(1) The total number of teachers and the average teacher/student ratio for the first 5 years;
The budget contains the anticipated number of students, teachers and teacher aids. Section (E) on p. 9 of the Resubmitted Application indicates that the average teacher/student ratio will be 1:21.

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

This requirement appears to be satisfied.

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

The applicant indicates that "several potential locations have been identified in Windham with ongoing discussions." Resubmitted application p. 8.

This requirement appears to be satisfied.

(3) A summary of the school's focus including a description of the characteristics, methods, and goals of the school.
A summary of the school's mission and vision has been provided. p.4-5.

This requirement appears to be satisfied.

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

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

a. Methods for admission which shall not be designed, intended or used to discriminate or violate individual civil rights in any manner prohibited by law;
This requirement appears to be satisfied.

b. How the school will conduct lottery selection as provided for in RSA 194-B:9, I(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process; and
The application indicates that siblings of enrolled students will have preference. However, the application also states that "the Board reserves the right to reserve enrollment to children of school faculty, administration, and board members." Application p. 26. It is unclear how a conflict between these two admission practices will be resolved.

When discussing reserving enrollment slots for children of school faculty, administration and board members, the application references non-regulatory guidance provided by the U.S. Department of Education which states that "the amount of reserved seats must constitute 'only a small percentage of the school's total enrollment.'" Further clarification, which could include an anticipated number of students related to faculty, administration and board members, may clarify this issue.

This requirement appears to be partially satisfied but would benefit from further clarification.

It does not appear that any changes were made to this section.

2

c. How the school will provide for educationally disabled students;
The application references RSA 194-B:11. The application indicates that the "sending district" will be responsible for the services identified in the IEP. The statute uses the term, "resident district." However because the statute provides specific language, Windham should use the precise language provided.
This requirement will be satisfied with clarification.

This requirement appears to be satisfied.

(2) A policy that either sets forth the guidelines for the optional contracting of services as allowed under RSA 194-B:5, V and RSA 194-B:8, VII, or states how and why the school declines to choose the option;
This requirement does not appear to be satisfied.

The resubmitted application does not provide a specific policy but it does indicate that "pursuant to RSA 194-B:5, V, the Windham Academy chartered public school will seek to enter into mutually advantageous contractual relationships with the host school district resulting in the sharing of transportation, instructional, athletic, maintenance, and other services and facilities" and will comply with RSA 194-B:8, VII. (Resubmitted application pp. 5 and 20).

This requirement may be satisfied.

(3) A statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a;
This requirement does not appear to be satisfied.

Additional information has been provided. This requirement appears to be satisfied.

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

a. Fire safety;

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

c. Plumbing;

d. Electrical; and

e. Requirements of Ed 321.23(u) and (v);
This requirement does not appear to be satisfied.

In its resubmitted application, additional information has been provided. This requirement appears to be satisfied.

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

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

This requirement may be satisfied.

Additional information has been provided. This requirement appears to be satisfied.

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

This requirement does not appear to be satisfied.

This requirement may be satisfied with additional information regarding the distribution of its curriculum and policies to all persons, parents and pupils considering enrollment in the school in §(w).

Additional information has been provided. (Resubmitted application p. 34). This requirement may now be satisfied.

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

a. Records retention;

b. Promoting school safety including:

1. Reporting of suspected abuse or neglect;

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

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

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

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

The application states that polices related to governance and operations "will be developed upon authorization by the State Board of Education and made publicly available prior to opening." Resubmission of Application p. 7. However, the application does not specifically identify the policies required by Ed 318.08 (i)(7).

This requirement is not satisfied.

(k) Within 10 business days of the initial filing, the charter school office shall acknowledge receipt of application and notify the applicant of any missing information, and when the application is complete.

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

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

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

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

(a) Educational mission.

The educational mission and vision are outlined on pages 4 and 5 of the resubmitted application.

This requirement appears to be satisfied.

(b) Governance and organizational structure and plan.

The initial legal review determined that this requirement was not satisfied. The initial application was silent on the roles and responsibilities of the Board vis-à-vis the school administration and did not indicate whether decisions, besides decisions to fill vacant Board seats, will be determined by majority vote.

In its resubmission, Windham has updated its application to state that all decisions made by the board will be by majority vote. Resubmitted Application p. 6.

However, the resubmission still does not detail the roles and responsibilities of the Board and Officers. Rather, it states that the "Board of Trustees will establish a set of policies and procedures defining the responsibilities and authority of the School Administration." Id.

This requirement may be satisfied, but could benefit from further clarification as to the responsibilities of the officers: Chair, Vice Chair, Secretary and Treasurer.

Additional information has been provided which outlines the roles and responsibilities of the officers. This requirement appears to be satisfied.

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

The initial application determined that this requirement appeared to be satisfied but highlighted that the original application did not include term limits for trustees. In the resubmitted application, Windham clarified that there are no term limits for Trustees.

This requirement appears to be satisfied.

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

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

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

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

In reviewing the resubmitted application, the data provided appears to be inconsistent. The cover sheet indicates that the school will consist of grades 5 -8. However, the application discusses grades k-4.

This requirement has not been satisfied.

Additional information has been provided. This requirement may be satisfied.

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

The review of the initial application determined that this requirement appeared to be satisfied, as the application provided a description of the STREAM curriculum that the school intends to follow and states that "the curriculum will ensure that all students will achieve or exceed competency expectations for grade levels and required courses as they progress toward secondary school readiness." Resubmitted Application p. 10.

This requirement appears to be satisfied.

Material related to the STREAM curriculum has been included with the resubmitted application.

(g) Academic and other learning goals and objectives.

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

(h) Achievement tests to be used to measure pupil academic and other goal achievement including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, expository writing, history, geography, science, and mathematics.

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

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

Not applicable

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

The initial legal review determined that this requirement was not satisfied. In its resubmission, Windham has provided additional information regarding teacher, guidance counselor and special education representative qualifications.

However the requirements for the part time school nurse were not provided.

This requirement may be satisfied with additional information.

Additional information concerning the school nurse has been provided. This requirement may be satisfied.

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

The initial legal review determined that this requirement was not satisfied because it was silent regarding fringe benefits (i.e., health insurance) and retirement benefits.

In its resubmission, Windham has provided additional information, acknowledging that it will provide health insurance and retirement benefits in accordance with state and federal laws. Resubmitted application p. 22.

This requirement appears satisfied, provided the state board concludes that Windham's submission satisfies its requirements.

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

This requirement may be satisfied.

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

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

It does not appear that any changes were made to this section.

(n) Method of coordinating with a pupil's local education agency (LEA) responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities.

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

In its resubmission, Windham has provided additional information regarding the responsibilities of its Special Education Representative. Resubmitted application p. 24.

This requirement appears to be satisfied.

(o) Admission procedures.

The initial legal review determined that this requirement appeared to be satisfied but suggested modifying the language that required families to attend an information session. The initial legal review suggesting changing the language in the application from "required" to "strongly encouraged" to attend informational meetings. That suggested change has been made.

When discussing reserving enrollment slots for children of school faculty, administration and board members, the application references non-regulatory guidance provided by the U.S. Department of Education which states that "the amount of reserved seats must constitute 'only a small percentage of the school's total enrollment.'" Further clarification, which could include an anticipated number of students related to faculty, administration and board members, may clarify this issue.

This requirement appears to be partially satisfied but would benefit from further clarification.

It does not appear that any changes were made to this section.

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

The initial legal review determined that this requirement may be satisfied.

(q) Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant.
The initial legal review determined that this requirement appeared to be satisfied.

(r) Annual budget, including all sources of funding, and a projected budget for the next 2 years.
The initial legal review determined that this requirement was not satisfied. The initial legal review raised the concern that the budget anticipated "high parent contributions" yet the application indicated that it would encourage enrollment by low income families. It also identified elements of the budget that were unfunded or only funded for certain years.

In its resubmitted application, the budget expects a $1,000 annual "gratuity" from parents of kindergarten students and a $750 annual gratuity from families of children in grades 1-8. It is unclear what is meant by "annual gratuity."

In its resubmitted application, the budget allows for $15,000/year for a school nurse, $20,000/year for a special education teacher and the library and media are only funded in years two and five.

This requirement appears to remain unsatisfied.

In its resubmitted application, changes were made to the budget. The budget now allows for parental fundraising to include "monetary, material or labor." The "parental gratuity" has been removed.

Additional adjustments have been made to the budget.

This requirement may be satisfied.

(s) School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III.
.
The initial legal review determined that this requirement appeared to be satisfied. However, it did raise a concern related to the school's ability to amend its school hours if

it falls short on educational hours due to transportation issues resulting from sharing transportation with the local school district. This concern has not been addressed.

It does not appear that any changes were made to this section.

(t) Provision for providing continuing evidence of adequate insurance coverage.
The initial legal review determined that this requirement appeared to be satisfied.

(u) Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name.
The initial legal review determined that this requirement appeared to be satisfied.

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

The initial legal review determined that this requirement may be satisfied, but would benefit from further development.

In its resubmission, Windham provided additional information regarding the role of the parent steering committee. It also provided additional information about Windham Academy PTA and its role in engaging parents.

This requirement appears to be satisfied.

(w) A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.
The initial legal review determined that this requirement appeared to be satisfied. In its original application, Windham recognized that particular attention/efforts would be made to make lower income and minority families aware of Windham Academy. The initial legal review suggested developing a targeted plan to reach these communities.

In its resubmitted application, Windham Academy removes the reference, in this section, to reaching lower income and minority families.

This requirement remains satisfied. However, the dissemination of information appears to be reduced.

An addendum has been added to the resubmitted application. This requirement appears to be satisfied.

(x) A global hold-harmless clause which states:
The chartered public school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the chartered public school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses,

including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the chartered public school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

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

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

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

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

(bb) A plan for the education of the school's pupils after the chartered public school may cease operation.
The initial legal review determined that this requirement appeared to be satisfied.

(cc) In addition to an application, each chartered public school applicant, in consultation with the local school board, shall prepare a proposed contract. The contract shall include, but shall not be limited to, the following elements:
  (1) Purpose.
  (2) Written policies.
  (3) Authority of trustees.
  (4) Reporting, fiscal accounting and fiscal audits to be performed by a certified public accountant.
  (5) Contract agreements.
  (6) Indemnification.
  (7) Secular orientation.
  (8) Non-discrimination.
  (9) Health and safety.
  (10) Enrollment.
  (11) Attendance.
  (12) Availability of services.
  (13) Assessment of pupils.
  (14) Tuition and funding.
  (15) Property ownership.
  (16) Records.
  (17) Severability in accordance with subparagraph (y) above.
  (18) Assignment of contract.

(19) Insurance.
(20) Revocation.
(21) Amendment.
(22) Renewal.
(23) Entire agreement.
(24) Location, which shall be identified prior to submission to the legislative body.

This section is not applicable.

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

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

However, there is no indication in the application that the accountability plan will be developed and ready to implement prior to the date of opening.

In addition, there is no reference to the reporting requirements of RSA 194-B:10. The application would benefit from additional information that addresses the statutorily required reporting. This requirement may be satisfied with additional information.

Additional information has been provided. This requirement appears to be satisfied.

III. (a) [Repealed.]

Peer Reviews

Peer Review # 1
July 28, 2017

Windham Academy Public Charter School

Evaluation scoring guide-Total Points=<mark>73</mark>

1. **Mission Statement <mark>(8)</mark>**
   - Descriptive statements of their ideal school related to hopes and dreams for students, staff, families, and the community is present. These statements also describe the context, systems, and structures that support those hopes and dreams.
   - Reading is in the vision statement-vision statement should focus on STEAM. Reading is naturally integrated throughout components of project-based learning. This needs to be flushed out a little more.

2. **Governance and Organizational Structure <mark>(6)</mark>**
   - Should be a teacher on the board.
   - A lot of subcommittees-how do you plan to recruit the manpower to implement all of these subcommittees?
   - Start Up committee-good plan

3. **General Description of school facilities and student to be served? <mark>(6)</mark>**
   - Realistic goal of number of pupils served over a 5-year period.
   - Again, if STEAM focused, why the emphasis on history and literature?
   - Which towns is Windham pulling from?
   - Are there other charter schools close by?
   - Why a charter school in this geographical area?

4. **Curriculum <mark>(5)</mark>**
   - Why explore leadership through civics and history? Can't leadership be explored through leaders in math, science, and art that have made significant discoveries in the field?
   - Curriculum focuses on too many areas and not enough on what the mission is intended to do.
   - Great focus on women in STEM fields. Again, wouldn't this lend itself to leadership models rather than going into civics and history?
   - Technology use-good; however, in what other ways will technology be used? Rather than textbooks? Dashboards for assessments? Etc.
   - What grades will ethics, constitutional studies, civics, and economics be taught at?

5. **Academic and other Learning goals and objectives/Assessment <mark>(5)</mark>**
   - Not clear on assessment practices that is aligned with exploratory and hands on learning? What competencies per grade level are students expected to reach in a STEAM based school?

- How will teachers track academic progress for each student?
- Portfolio Assessments?
  - What is collected in the portfolio?
  - How many times will the portfolio be assessed?
  - Will the portfolio review be student led?
- What types of work will be collected in the portfolio?
- After deciding the purpose of the portfolio, you will need to determine how you are going to grade it. In other words, what would a student need in their portfolio for it to be considered a success and for them to earn a passing grade?
- Outline on page 16 is general, but contains good concepts.
- Page 17-Is it necessary to assess all of these? Numeracy? Spelling? Reading? Writing? History? Geography? Science? Mathematics? A lot of assessments.

6. **Staffing Overview and benefits plan, if any?** (4)
- What is the motivation to send my child to a charter school when only 50% of teachers are required to hold a teacher's credential? I want my child taught by a certified educator that has a license to practice, just as I would expect a lawyer, doctor, etc. no less. This is a huge oversight on Charter School Regulations. Since a Charter School has increased autonomy to help achieve the specific missions on which they are founded, the charter school should be held to a higher standard.
- Can the business manager be rolled into a dual position? Is there enough day to day affairs to support a business manager?
- Rather than specifying 3 personal days and 5 sick days-would it be more feasible to offer 8 discretionary days which employees have the option for sick or personal leave?
- How will Windham Charter school go about recruiting mentors from the community?

7. **Pupil Transportation plan** (10)
- Clear cut.

8. **Serving Students with Special Needs** (4)
- What happens to students from different sending school districts?
- Does each school send their own related services personnel?
- Is there an economy of scale? Should there be one special education person hired by the surrounding towns to split the costs?

9. **Admission Procedures** (8)
- Sufficient
- A committee will review applications for completeness-page 24 (What does this mean?) Is their a rating scale that the Board is using to admit applicants?

10. **Student Discipline** (4)
- More information needed
- PBIS is not the end and be all of behavioral measures. (Cannot just throw out the term PBIS-Many times, PBIS is implemented wrong and becomes very hard to manage. PBIS is just a structure-what will this structure look like?)

- What skills are expected for student to get along with each other? To cooperative with each other? To engage in-group work together? What do these expectations look like and what are the consequences when these expectations are not met. Do students have the opportunity to rate other members of their group if they are expected to work together on a project? How do students receive effective feedback from their peers?
- Like to hear mote about character education. Will this be studied through role models in the field of science, technology, etc.?
- Behavior plans developed-good.

11. <u>Budget</u> <mark>(7)</mark>
- Head of school-check signing authority?
- Calendar days-Should 1 day be devoted to internships? Community exploration?
- How is the charter going to sustain funding?

12. <u>Parent and Community Engagement</u> <mark>(6)</mark>
- No mention of Parent engagement on page 4 under basic features of the Windham Academy. How will parents play a more active role in the day to day life of the school? As aids, lunchroom monitors, volunteers, room parents, etc.?
- Mentions community members to serve on the Board for 3 year terms ((Pretty much standard however across all charter schools)
- Will community members be serving on the subcommittees?
- Students will be going into the community for learning experiences (huge plus)
- No identification of any social service agencies in the community that the school can connect with for emotion and behavioral supports for students.

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NEW HAMPSHIRE DEPARTMENT OF EDUCATION

**CHARTER SCHOOL EVALUATION SCORING GUIDE FOR
PROPOSED CHARTER SCHOOL APPLICATIONS**

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

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

NAME OF PROPOSED CHARTER SCHOOL:
Windham Academy

Topic - Mission and vision statements

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

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

Comments: The Vision and the Mission are both clearly stated. The educational paths of STEM, and STREAM are stated, project based, with a vision to excite, inspire, and empower.

Supporting factors can be found on page(s):	4, 5		Maximum Score	10	Rating	10

Topic – Governance and organizational structure

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

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

Comments: There is a clear understanding of state law regarding charter schools, and the board of trustees requirements. Structure is clearly stated. Founding members have a variety of qualifications that will support the the school's organization, and structure.

Supporting factors can be found on page(s):	5 - 8		Maximum Score	10	Rating	10

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

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

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

Comments: The square footage desired to begin, and the square footage need anticipated at full capacity are stated. There is a desire to be located in Windham. There is no mention of green space, gymnasium, cafeteria, parking, etc…were not mentioned. It was unclear if they would be a consideration.

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

Topic – Curriculum

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

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

Comments: The curriculum basis, course of studies, use of technology to achieve goals, use of assessment to adjust curriculum are all clearly stated. Use of state, and national standards will be used.

Supporting factors can be found on page(s):	9		Maximum Score	8	Rating	8

Topic – Academic and other learning goals and objectives/Assessment

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

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

Comments: The school's academic goals are clear. How they intend to achieve those goals is extensively outlined. The use of technology, assessments, data, as well as the state wide assessment will be used to assess performance, as well as projects, goal setting, and self assessment.

Supporting factors can be found on page(s):	9-16		Maximum Score	8	Rating	8

Topic – Staffing overview and benefits compensation plan, if any						
The application should include an overview of school staffing to include qualifications, job responsibilities and benefits to be offered for particular positions, i.e., administration, teachers, aides.						
Criterion #6	Adequate description is provided on staff member qualifications and job responsibilities. A benefits compensation plan is outlined in the application.					
Comments: The staff requirements, who is to be salaried vs hourly, sick days, vacation days, are stated. There is no salary range listed. Qualifications for admin staff is stated clearly. No mention of aides or base qualifications (education requirement) of teachers.						
Supporting factors can be found on page(s):		18-20		**Maximum Score**	8	**Rating** 7

Topic – Pupil transportation plan						
Description of the school's transportation plan to include reasonable provision from the charter's own resources for transportation of students residing outside the district where the charter school is located.						
Criterion #7	Student transportation needs are considered and adequate plans are in place to address those needs. In the application, there is acceptance that the charter school will take responsibility for any additional costs surrounding transportation.					
Comments: There is a clear understanding of Section 194-B:2 of NH State law concerning transportation of students within the district. The school offers to assist families from outside the district with coordinating transportation, to the extent it is possible.						
Supporting factors can be found on page(s):		21, 22		**Maximum Score**	8	**Rating** 8

Topic – Serving students with special needs						
A plan must be in place to identify and meet the needs of all students enrolled at the school. A description should be provided on how the school will: (1) ensure students with disabilities will have an equal opportunity to attend the charter school; (2) work collaboratively with the resident school district and parents/guardians to determine the appropriate placement for each student with a disability based on the student's needs; and, (3) ensure appropriate services will be provided for students enrolled in the charter school.						
Criterion #8	Strategies are in place to meet individual student needs and to ensure that the appropriate services will be provided in compliance with state and federal requirements.					
Comments: The school has a clear understanding of existing law regarding students with special needs, and the school's obligations. It is stated that they will take a hands on approach in helping to transition the student to the Academy, and provide a representative of the school to meet with the IEP team.						
Supporting factors can be found on page(s):		23		**Maximum Score**	8	**Rating** 8

Topic – Admission procedures

Description of a student recruiting plan, including strategies for reaching the school's targeted population. Description of the school's registration policies and procedures including enrollment timeline and lottery process.

Criterion #9	The school's enrollment policies and procedures are clearly described. The enrollment and lottery processes are fair and equitable and reflects compliance with applicable laws.

Comments: The admission procedures are clearly stated. The application will be made available online. A lottery system will be in place should it be needed. There is a clear understanding of applicable law. There is no mention, in this section, of a recruiting plan or how the registration period will be announced.

Supporting factors can be found on page(s):	24		Maximum Score	8	Rating	7

Topic – Student discipline, suspension and expulsion

Description of the school's proposed policies and due process procedures for student discipline, suspension, or expulsion that meets applicable law.

Criterion # 10	Adequate description is given of the school's proposed policies and due process procedures to address discipline, suspension, and expulsion.

Comments: Understanding of existing law regarding suspension, or expulsion is clear. Parental involvement regarding the disciplinary process is stated. A formal policy is yet to be developed.

Supporting factors can be found on page(s):	25,26		Maximum Score	8	Rating	7

Topic – Budget and financial management

A five-year operating budget, that includes the start-up budget, to contain revenue projections, expenses and anticipated fund balances based upon the projected student enrollment. A detailed budget narrative and fundraising plan should also be provided. Description of who will manage the school finances and how financial resources will be properly managed.

Criterion # 11	The budget is based on realistic revenue and expenses for a five-year period; the budget narrative is based on valid assumptions. There is a clear description of how the school finances will be managed along with an internal process to safeguard finances.

Comments: The budget and fiscal management are clearly laid out. System of audits, and transparency are outlined. Projects appear to be valid.

Supporting factors can be found on page(s):	26-28, Append B		Maximum Score	8	Rating	8

	Topic – Parent and community involvement/Dissemination of information
	The application should demonstrate the expectations and plans for ongoing parent and community involvement. Communication and networking with the entire community and surrounding school districts is a priority in developing the school and beyond. Charter school developers need to provide adequate notice to the community about the possibility of a new charter school. **Letters of support, from business and community leaders, elected officials, and/or local school districts, are strongly encouraged**

Criterion #12	The school's purpose and expectations for parent and community involvement are clearly defined in the application. A plan is in place to develop and disseminate material to the community about the implementation and action steps of the school.

Comments: The intention to have a parent steering committee in place within the first few weeks of school is stated. Up to 2 representatives of this committee shall serve on the board. The intention to provide information about the school, and how that will be achieved is stated.

Supporting factors can be found on page(s):	29, 30		Maximum Score	8	Rating	8

	SCORE TOTAL:	96

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

Reviewed by:	Victoria Sullivan, *Charter School Representative*	Date:	8/4/2017

Peer Review #3
July 26, 2017

Windham Academy Public Charter School

(1) MISSION AND VISION STATEMENTS

Pages: 4-5
Rating: 7/10

Mission is straightforward, although apart from a focus on STEM, not very
distinguishing, and therefore not very compelling.

Vision is nebulous, and probably not achievable. (You can't 'excite' and 'inspire'
people. That's not something you can control. You can, however, provide
opportunities for them to become excited and inspired. Maybe that's what they meant
to say.)

Under 'Basic Features', they say the purpose of the academy is to 'increase interest
in science, engineering, and math through technology'. Does this mean that the use
of technology is a central element of their approach? Will they use technology
differently than other schools already use it? If so, that would set them apart
from other schools, and should be a component of their mission or vision statement.

There doesn't seem to be anything special here, e.g., 'Student achievement will be
measured using formative and summative assessments in order to determine mastery of
standards taught'. Well, duh.

(2) GOVERNANCE AND ORGANIZATIONAL STRUCTURE

Pages: 5-8
Rating: 10/10

Nothing special here. 'We will follow the law.' Stating the obvious, but at least
it's done clearly.

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

Pages: 8-9
Rating: 6/8

They need to grow from 9,000 to 20,000 square feet over 5 years. (No idea how these

numbers were calculated.) Does this mean they would change locations? Apart from
that, not much information here at all.

Designed for 'all families', which again makes it sound not much like a charter
school. Also, the emphasis has somehow switched from STEM to STREAM. STREAM is
just basic education, right? Is there anything *not* included in STREAM?

(4) CURRICULUM

Pages: 10-15
Rating: 6/8

To be 'developed using NH State and National Standards as a guideline to ensure that
students demonstrate mastery in all subject areas', 'in collaboration with hired
educational professionals', in order to provide 'a rigorous preparatory program
specializing in combining innovative programming with current research in best
practices towards providing well-rounded educational opportunities'. And so on.

And in case there was any doubt, 'instructional philosophy will guide teaching style
and school culture'.

Hard to be more generic than this. They will try to encourage girls to pursue STEM
education. If they made this an all-girl school, they might have something.

This,

  Social Studies/History classes will include but not limited to [sic]
  age-appropriate study of great leaders of the past, understanding what
  made them great leaders, and what traits students can incorporate into
  their own lives, and what flaws/mistakes to avoid, to become great leaders
  themselves.

is pretty much the first non-jargon sentence in the entire proposal, and it doesn't
appear until page 15. But it's a great idea.

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

Pages: 16-17
Rating: 7/8

Not just portfolios, but *electronic* portfolios!

Lots of sentences starting with 'Students will master...', 'Students will
demonstrate...', and so on. No mention at all of what happens when they *don't*.

Some interesting graduation requirements, for moving on from grade eight. Again,

not much mention of what happens if the requirements are not met, or are met poorly.
 ('Every student will have given a public presentation.' That's a pretty low bar.)

(6) STAFFING OVERVIEW AND BENEFITS COMPENSATION PLAN

Pages: 18-21
Rating: 6/8

'Windham Academy is committed to recruiting highly qualified staff with a diverse range
of backgrounds, skills, teaching and administrative experience.' That's nice, but
it's not a plan.

The usual stuff: 'We will follow the law, and pretty much do what everyone else
does.'

(7) PUPIL TRANSPORTATION PLAN

Pages: 21-22
Rating: 8/8

Summary: 'We will follow the law.'

(8) SERVING STUDENTS WITH SPECIAL NEEDS

Pages: 22-23
Rating: 8/8

Summary: 'We will follow the law.'

(9) ADMISSION PROCEDURES

Pages: 23-25
Rating: 8/8

Summary: 'We will follow the law, and pretty much do what everyone else does.'

Siblings of current students get priority, along with children of employees.

(10) STUDENT DISCIPLINE, SUSPENSION, AND EXPULSION

Pages: 25-26
Rating: 8/8

The usual.

(11) BUDGET AND FINANCIAL MANAGEMENT

Pages: 26-29
Rating: n/a

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

(12) PARENT AND COMMUNITY INVOLVEMENT/DISSEMINATION OF INFORMATION

Pages: 29-30
Rating: 8/8

Parental involvement is 'a core philosophy of the school'. Interestingly, children
who do not have parents will be assigned mentors.

An 'extensive and widely broadcast marketing effort' will be launched to attract
students. (Is this in the budget? It doesn't seem to be.) But it doesn't seem to
be targeted towards anyone in particular, which makes sense, since the mission of
the school is so generic.

OVERALL ASSESSMENT

The descriptions in this application are so generic that it's hard to get any real
sense of what is intended, beyond that some students should get a well-rounded
education, at taxpayer expense, which may be higher in quality than what is
available in their local public schools. That's a nice goal, but it's not really
what charter schools are for, at least not in New Hampshire.

As noted earlier, if they (1) made this into an all-girl school with a focus on STEM
and special programs to encourage female participation in STEM fields, and (2)
dropped the secondary emphasis on STREAM, I think they'd have a stronger
application.

It would also be stronger if they followed up on the idea of 'increasing interest in
science, engineering, and math through technology'. Apart from 'hiring people

familiar with best practices', do they have any interesting ideas about how technology could be better used to promote interest in STEM subjects? Do they have ideas about how technology is being misused, or under-utilized in other schools? This seems like a good opportunity to make those known.

A worthwhile goal for an elementary/middle charter school might be to just engage in selling students (especially girls) on the idea of learning more about STEM disciplines. There are enough great free or low-cost resources out there that once an interest is cultvated, the hardest part is done.

Overall, this might make a nice private school, but I don't see a compelling case for making it a charter school.

Ian Underwood, Public Educator Representative

Miscellaneous

NH Public Charter Office Preliminary Application Review
The Windham Academy Public Charter School

Documents used
A. Initial legal Review, dated August 11, 2017
B. Original Windham Academy Public Charter School Application dated June 1, 2017
C. Most current Windham Academy Public Charter School Application dated

The basis of the notes below are in reference to numerical items contained in the legal review (i.e., Document A above), of The Windham Academy Public Charter School
Application that "did not address" or "did not appear to address" the requirements of a NH Public Charter School. The numerical referenced items were taken directly from the Bernstein, Shur, Sawyer, & Nelson August 5, 2017 Memorandum of The Windham Academy Public Charter School Application. The items were compared against the school's most recent updated application and budget received by the office on September 11, 2017.

The two highlighted colors, yellow and green are intended to quickly assess the current status of the school's application and whether requirements remain open (yellow) or were addressed (green) per the NH Public Charter School Office review.

They are:

4. Ed 318.08(i): This requirement is not satisfied as the application does not include the total number of teachers and the average teacher/student ratio for the first five years of the school.
Added to the top of the budget document

5. Ed. 318.08(i)(1) – (7):

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

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

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

RSA 194-B:3, II (a) – (bb) and (dd)
DQ Note: Did not find references to the three review items above

7. Governance and organizational structure and plan (§ b): This requirement is not satisfied. Although the application describes Board structure and plan, the organizational plan is silent with regards to the roles and responsibilities of the Board vis-à-vis the school administration. The application also does not indicate whether decisions, besides decisions to fill vacant Board seats, will be determined by majority vote.
DQ Note: See Board of Trustees, first and fourth paragraphs, page 6
The Board of Trustees will establish a set of policies and procedures defining the responsibilities and authority of the School Administration.

All decisions made by the Board of Trustees will be determined by majority vote

8. Methods by which trustees and their terms are determined (§ c): This requirement is likely satisfied. The application identifies the initial trustees, the method for selecting replacement and/or new trustees, and how their terms are determined. The application does not address, however, whether there are term limits for trustees.
DQ Note: See page 7
No term limits for any of the Board of Trustees will be imposed

10. Maximum number, grade or age levels (§ e): This requirement is likely not satisfied, as it is inconsistent with the data submitted on the cover sheet. For instance, the application states the first year enrollment will be capped at 100 students, but the cover sheet states 95 students.

DQ Note: See page 9 – Cover sheet matches data in application with one exception (serving a maximum of 360 students in grades K-8)

Windham Academy anticipates initial enrollment of approximately 103 students, anticipated in grades K-4 in the first year, as the board decides. First year enrollment will be capped at 115 students. The exact capacity for enrollment in the first year is highly dependent on the space chosen and the ability to make needed renovations, if applicable. New students will be added each year thereafter until the school is fully enrolled; it is anticipated by the end of the fifth year the school will have 187 students enrolled with an average teacher/student ratio of 1:21. The school will serve a maximum of 360 students in grades K-8

15. Staffing overview (§ j): This requirement is not satisfied. The statute requires a complete staff overview, but the application includes only the director, business manager and teachers. The budget references other staff positions (e.g. aides, counselors, etc.), and these positions should be detailed in this section. Additionally, besides a single sentence referencing that teachers will satisfy the requirements of RSA 194-B:14, there are no other qualifications listed for teachers.
DQ Note: See bottom of page 20 to middle of page 21 starting with Teachers and including Teachers aids, Guidance Counselor, Special Education Representative and Part Time Nurse. The Part Time nurse's certification and minimum requirements are not listed.

16. Personnel compensation plan (§ k): This requirement is not satisfied. With the exception of personal and sick time, the application is silent regarding fringe benefits (i.e. health insurance). Similarly, the application does not address retirement benefits. The budget, however, includes a line item for teacher benefits, suggesting, therefore, that they will be provided.
DQ Note: See middle of page 22

Fringe Benefits
The Windham Academy will provide health insurance and retirement benefits, in accordance with applicable federal and state laws

17. Pupil transportation plan (§ l): This requirement may be satisfied. The statute requires that the application include "reasonable provision from the . . . school's own resources for transportation of pupils residing outside the district[.]" Application at p. 22. Although the application recognizes that the school may attract students from different districts, the application states only that the school "will

assist, to the extent possible, parents and students who wish to coordinate personal transportation. This language may be sufficient to satisfy the statute's mandate that the school utilize its own resources for the transport of out-of-district students.

As a state authorized charter school, Windham Academy anticipates that students may come from many different communities around New Hampshire. Windham Academy will assist, to the extent possible, logistical assistance to parents and students who wish to coordinate personal transportation, e.g. arrange car pools.

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

20. Admission procedures (§ o): This requirement appears to be satisfied. The application describes the school's enrollment policies and procedures, and the lottery process is fair and equitable. One minor concern with this section is that the school states, "[p]rospective students and their families will be required to attend at least one informational meeting . . . ." Application at p. 24. Because the school is an open enrollment charter school, it likely cannot deny admission merely because a student and his/her parent or guardian did not attend an information section. Rather than stating families are "required" to attend, the school should modify the language to "strongly encouraged," or language to that effect.

21. Philosophy of pupil governance and discipline (§ p): This requirement may be satisfied. The application describes the school's proposed polices for discipline, but while it references that there will be policies for suspension and expulsion, the application does not describe the due process procedures for student discipline, suspension, and expulsion. If the mere reference to these procedures sufficiently satisfies the statute, this requirement is met. If the State Board determines the reference is insufficient, this requirement is not satisfied.

Windham Academy will account for suspended or expelled students in its average daily attendance accounting as provided by law. The Windham Academy respects the individual rights of each student and expects that each student be guaranteed the opportunity to respond to an accusation of wrong doing during the investigation of any violation of Board of Trustees approved school or district rules, codes, regulations and policies. In accordance with RSA 193:13 (Suspension and Expulsion of Students), students who face suspension or expulsion as a result of misconduct will be provided the opportunity due process before final disciplinary action is taken.

23. Annual budget (§ r): This requirement is not satisfied. Although this section meets the statutory requirement by providing a 5-year budget, the budget does not appear to be based on realistic revenue and expenses. For instance, the budget anticipates high parent contributions, and yet, in other sections, the school indicates it will encourage enrollment from low income families. Next, the budget has several

unfunded line items such as, the library and media service, which is only funded in year 2, the special education teacher, which is not funded in the first two years, and a nurse, which is unfunded in all years.
DQ Note: They've made alterations accommodating some of the concerns regarding funding.