

SEACOAST CHARTER SCHOOL

Application for Charter and Authorization

SUBMITTED BY

A.P.A.S.T.

Alliance for Public Academies and Sensible Taxes

P.O. Box 892

Exeter, New Hampshire 03833-0892

A non-profit organization committed to establishing a charter elementary school

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August 8, 2003

Nicholas Donohue, Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, New Hampshire 03301

Re: Cover Letter for Charter Petition Submission to State Board of Education

Dear Mr. Donohue,

We are pleased to provide the enclosed copy of our charter application for your review and action. We request 1) review and award of a charter, which will allow us to move forward to seek planning funding, and 2) authorization to open. We anticipate locating a specific facility and working energetically to open in January of 2004.

Our application represents the work of many people in the Exeter area. Our group has had numerous meetings—both small work meetings and community forums. We have collected and reviewed data, particularly as regards to demographics of growth, status, and organization of our schools. Our plan creates a high-performing charter public school offering a growth solution for our area.

We understand that should you have any questions or concerns, you will provide this feedback and we shall have a chance to respond.

Thank you for your consideration.

Sincerely,

Patricia Kiley Collopy, Board Chairman
A.P.A.S.T.

cc: Joyce Johnson, Administrator

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INTRODUCTION

This Seacoast Charter School application is for an upper elementary charter school in the Exeter New Hampshire area serving grades 3-6, beginning with grades 3 and 4 and increasing one grade each year or at an abridged schedule voted by the Board of Trustees. The projected student enrollment is approximately 40 in year one (two classrooms), and increasing up to approximately 130 students (6 classrooms) by the fifth year of operation. Our plan includes one full time teacher for each classroom and a student:teacher ratio of approximately 1:18-1:22 per class.

In the greater Exeter area, the communities tied together through one school administrative unit include Exeter, Brentwood, Kensington, East Kingston, Newfields, and Stratham. In the lower grades, K-5, each town is a school district and presently operates its own elementary school. In the 6th grade these towns send their students to a Cooperative Middle School located in the town of Stratham. These towns collaborate on high school education programs through a regional high school and vocational school.

Located just over the Massachusetts border, nestled within major highway systems, these once rural areas are seeing a major increase in the number of new homes being built and purchased by new families. Growth projections are high as development continues throughout this highly desirable seacoast area.

Students in these communities are served by traditional public schools. Also, three private Catholic schools are within a 20-40 minute drive and most have waiting lists. One private Montessori school serves grades 1-8 and several other private programs address preschool/kindergarten levels. One alternative private school serves only ages 10 and 11; with an enrollment of 12 and tuition in the \$25,000+ range.

These towns have just voted to build a new high school to accommodate a minimum of 500 additional students. This is indicative of the tremendous population growth in this area. Elementary schools are following similar growth patterns. Several towns have already been forced to use local funding for auxiliary trailers in response to overcrowding.

There are no public elementary school choices in this geographic area as part of the public system. Our charter school will provide a small public school with a specific style and curriculum approach that offers a choice. We will offer both a rigorous curriculum as well as a commitment to individualized instruction and close involvement of parents and families in the education of their children. We want to serve a population who are not typically "in" special education but who need a more experiential approach to learning and individualized attention. This school will not attempt to serve every type of student, but for the population we are designing our program to serve, our school will provide a highly successful school experience.

There is a strong current of support for a charter school in Exeter and surrounding communities including the support of businesses, school personnel, higher education personnel, and many concerned parents. Our founding group and supporters include many talented people, committed to making this school a success. Currently members of this charter school planning and development committee include a business Marketing Consultant, a former Community and Communications Director, and experienced New Hampshire certified teachers. We are also currently working with several advisors from Phillips Exeter Academy. Grant reviewers may find it interesting that Phillips Exeter Academy is New Hampshire's first chartered academy, founded shortly after Independence in the late 1700s.

a. Educational mission

The mission of Seacoast Charter School is to provide excellence in core academics and the arts while cultivating the individual qualities and strengths of each child.

- Provide a rigorous core academic program with a thematic approach to curriculum
- Cultivate the individual qualities and strengths of each student
- Offer a comprehensive, multidisciplinary arts program that allows students to explore new ways of thinking, behaving, and learning
- Support student achievement by creating an inclusive learning community that actively engages parents
- Promote character development and good citizenship

Primary Goals and Strategies

(1) *To provide a well-defined and rigorous curriculum across the grades—emphasizing core subjects and research-based literacy programs. Other subjects, e.g. foreign language, world cultures, technology, and social skills/communication, will be taught through integration in core content areas. The core curriculum program will receive no less than 60% of time available.*

Program	Strategy	Accountability
<ul style="list-style-type: none">• Sequential, skill-based reading, mathematics, spelling curriculum	<ul style="list-style-type: none">• Study state standards and model elementary curriculum programs/materials• Select a research-based curricular program and assessment program• Change thematic units every six to eight weeks	<ul style="list-style-type: none">• Annual pre-testing and mid- and end-year post-testing with results integrated into individual program planning• Analyze and evaluate student progress at least annually and longitudinal achievement patterns
<ul style="list-style-type: none">• Develop a 3-year rotating plan for core curriculum thematic topics and units (literature, culture, science)	<ul style="list-style-type: none">• Develop learning objectives for each unit that are clear and suited for different developmental levels	<ul style="list-style-type: none">• Pre-and post-assessment for students for each unit• Portfolio, exhibition, resource team, district or state standardized tests, ongoing teacher assessment

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- Have an active committee comprised of teachers, parents, consultants, and volunteers who:
 - a) Identify resources for each thematic unit, e.g. speakers, field experiences, reference materials, project options, sponsors
 - b) weave topics into thematic units to enhance learning connections
 - Study and model programs integrating communications, social pragmatics and peer mentoring
 - Provide parents curriculum units and resource offerings for review bi-annually
 - Incorporate technology at each level
 - Committee visit and/or reviews of successful charter school models
 - Technology skills competency checklist and/or projects
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(2) To help students realize their intellectual and social potential by providing individually planned instruction founded on each child's individual qualities, strengths and innate curiosity.

Program	Strategy	Accountability
<ul style="list-style-type: none"> A curriculum program based on known standards, course objectives, and rubrics that challenges students to progress 	<ul style="list-style-type: none"> Use assessment and skill-screening data to assure accurate information for creating each child's <i>Personal Learning Plan</i> (PLP), including regularly-updated skill levels and content mastery data 	<ul style="list-style-type: none"> Ongoing reviews with parents, staff and students
<ul style="list-style-type: none"> Strong assessment and skill-screening program 	<ul style="list-style-type: none"> Parents and students complete a comprehensive questionnaire and interview with staff to determine strengths, weaknesses, interests, talents and goals prior to school start (PLP) 	<ul style="list-style-type: none"> Measure student performance against goals of PLP; teacher and parent observation of student progress against (PLP)s
<ul style="list-style-type: none"> Individually planned instruction founded on each student's strengths and /interests 	<ul style="list-style-type: none"> Project-based curriculum 	

- (3) *To provide an exploratory and experiential arts program, including visual arts, movement, dance, theatre, music, and photography, allowing students to explore new ways of thinking, behaving, and learning. The arts program will receive 15% of time available.*

Program	Strategy	Accountability
<ul style="list-style-type: none"> A separate, varied arts program in addition to the core curriculum 	<ul style="list-style-type: none"> Create one or more program design teams of parents, staff and specialists to design program under an assigned director Define units in terms of vocabulary to be learned and skills/ content to be introduced 	<ul style="list-style-type: none"> Portfolios of student work Appropriate pre- and post-unit screening of student information and understanding Summarize data on student learning at least once annually

- (4) *To support student achievement by creating a learning community that actively engages parents in significant and substantial ways so that they become learning partners with students and teachers.*

Program	Strategy	Accountability
<ul style="list-style-type: none"> Goal: 100% parent or family participation 	<ul style="list-style-type: none"> Offer orientation materials that define a mission and philosophy of a shared teaching community between staff, parents, and students Continually reaffirm the goal to create a learning community comprised of parents, students and teachers Have 100% of parent/guardians review and sign agreement about goals and expectations for parent involvement Provide options to parents for meeting this involvement expectation, accommodating different parent situations 	<ul style="list-style-type: none"> Staff and Parent Opinion Survey, responsiveness Collect data on % of parent and type of parent involvement Provide summary in annual report

(5) *To promote sound character development by helping students relate and communicate with others, develop leadership skills, and understand their individual rights and those of others. The Young Leaders Program will receive at least 5% of time available.*

Program	Strategy	Accountability
<ul style="list-style-type: none"> • Interpersonal and group communications skills • Behavior classes • Citizenship and leadership units • Ongoing modeling and reinforcing of mannerly social interaction and qualities of citizenship 	<ul style="list-style-type: none"> • Offer a brief, structured morning assembly to build community • Offer guidelines and specific instruction related to behavior, respectfulness to others, grace and courtesy • Allow for learning opportunities that integrate students across the grades • Show examples of people known for their contributions to our communities • Develop teaching units using national citizenship curriculum on rights and responsibilities of citizens • Create a citizenship advisory group comprised of teachers, parents, consultants, and volunteers who identify resources • Modeling by adults, emphasizing politeness and kindness and enforcement of rules of the school 	<ul style="list-style-type: none"> • Portfolio, exhibition, resource team, ongoing teacher assessment

(b) Governance and organizational structure and plan

1. Founding Board

The *Alliance for Public Academies and Sensible Taxes* (A.P.A.S.T.) is a registered, not-for-profit organization committed to creating a charter school in the greater Exeter, New Hampshire area. The primary purposes of A.P.A.S.T. are preparing the charter school application for approval, promoting the school, selecting the first Board of Trustees, and assuring completion of all work required for planning. A.P.A.S.T. has a five-member board, which will appoint the initial Board of Trustees of the Seacoast Charter School. Following approval of the charter and appointment of the school's Board of Trustees, the purpose of A.P.A.S.T. will then be to support the school, its pupils, and its programs.

A list of A.P.A.S.T. board members is listed, with brief biographies, in Appendix A.

2. Board of Trustees

A nine member Board of Trustees will govern Seacoast Charter School with statutory responsibilities under RSA 194-B:5 for "general supervisory control and authority over operations of the charter school."

Three (3) trustee positions will be for parents of children attending the charter school; three (3) trustee positions will be for business community members and/or corporate sponsors; and three (3) trustee positions will be for members of the local community and/or philanthropic sponsors. A goal will be having one teacher representative on the Board—if not in one of the nine- (9) trustee positions then as a non-voting, *ex officio* member.

The Board will have officers including Chairperson, Vice Chair, Treasurer, Secretary, and Liaison to Schools and Donors. Role descriptions for Board officers will be developed by the Board and voted as part of operational guidelines.

The Board of Trustees will establish governing policies, including policies that establish subcommittees and standing committees of the Board. Such committees will include, but not be limited to, Board Recruitment, Fundraising, and Policy.

The charter school Board of Trustees will meet regularly, e.g., monthly, during the year to discuss charter school operations, hear reports, and take action as per their governance functions. Decisions will be made by a majority vote of those present and meeting. "Present" will apply not only to those physically present but also who hear and participate through alternative means (e.g. conference call). The Board will obtain contracted services to assist in its work, as needed.

Given the small size of the proposed school, administration and management services for day-to-day school administration will be largely accomplished by teachers, e.g. matters relating to curriculum, personnel, and daily school business and organization. Support personnel, as necessary, e.g. bookkeeping, business, purchasing, payroll, secretarial services, and the like, will provide office services. The Board of Trustees anticipates that a variety of contracted support services, in small amounts, will be necessary for the successful operation of the school and Board.

The Board of Trustees plan for governance will support National School Board Association's Key Work of School Boards, which focuses governance on student achievement. The eight- (8) key action areas are these:

1. Accountability: publishing an annual report with student achievement data; using data to improve the program and track the school's success; assuring students and staff know what is expected.
2. Systems thinking: acknowledging the twin imperatives of student achievement and community engagement.

3. Collaborative relationships: building relationships with political and business leaders and others who promote high student achievement as the top priority.
4. Alignment: basing staffing and resource allocations on student achievement priorities; staff training is exclusively tied to student achievement priorities in meeting charter school goals.
5. Assessment: measuring student success at regular intervals; the school will use multiple measures instead of relying on a single high stakes test; students will learn to do their own self-assessments as an integral part of instruction.
6. Continuous improvement - continually using data to improve the program.
7. Climate: creating a positive climate for student success; fostering a culture that promotes the highest expectation for achievement of all students.
8. Standards: using state and national standards that define what students are expected to know; keeping standards constantly in front of students, parents, and staff; developing curriculum so achievement is measurable.

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

The Board of A.P.A.S.T., the non-profit entity submitting the charter school application and overseeing the charter school design, will appoint initial Trustees. The overarching goal in selecting Trustees is finding members who support the founders' vision and have a commitment to this charter school's goals. Founders will seek out trustees who bring the Board professional expertise, wisdom, and governance experience. Appointment of trustees will follow recommendation, discussion, and approval by a majority vote of the A.P.A.S.T. board.

Founding Trustees and business/community members Trustees will have terms of five (5) years. Parent members of the Board of Trustees will serve one-year terms, to allow for the broadest representation of parents on the Board. Initial terms will be for fewer than five years, as applicable; to stagger term completion dates. Terms can be renewed by nomination and majority vote of the Board.

Board members are expected to regularly attend board meetings. One role of the Chairman of the Board will be contacting Board members whose attendance involves multiple absences. Board members who miss 50% or more of meetings will be replaced.

Openings on the Board will be filled by recommendation, nomination, and vote of a majority of the Board present and participating. Board members elected to fill out the term of a Board member will have a term that completes the remainder of the prior trustee's term. Terms can be renewed by nomination and majority vote of the Board.

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

As of August, 2003, members of A.P.A.S.T. are actively reviewing facility options with the goal of locating appropriate space in the greater Exeter area. Among the options being pursued are: 1) rental of an available, appropriate school space; 2) rental of available space that can be modified to meet public school codes; and/or 3) purchase or donation of land for a school building financed on a lease-purchase arrangement. Meetings and discussions are underway to identify potential land and facilities and to review costs and adequacy of available options for school use.

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

The Seacoast Charter School, at the time of opening (anticipated January 2004), will serve 44 students whose age and prior schooling would appropriately place them at the grade 3 and 4 levels. The school plans to grow slowly but will remain a small school with an enrollment of approximately 130--six classes.

In the 2004-2005 school year, the charter school population would increase to 66, as current students move up one grade and a new grade 3 class enters the school. In 2005-2006, the school anticipates growth of one or two classes either by addition of one grade, e.g., grade 6, or addition of other classes at the grade 3, 4, or 5 levels.

Towns surrounding Exeter are mostly growth communities and the charter school desires to collaborate with area school districts to assist in providing a solution to their growth needs, provided the mission of the school is sustained. Therefore, growth of the school will be determined, in part, through ongoing discussions between representatives of the charter school and the school district(s).

The total enrollment anticipated over the five years of the charter will be approximately 130 students or six instructional classrooms (number of students will relate, in part, to classroom size and availability). The charter school Board of Trustees may determine it is in the best interest of the charter school to not grow to the maximum, anticipated level during the five-year period.

**(f) Curriculum &
(g) Instructional goals**

The following description gives an overview of curriculum objectives in core content areas. The curriculum will be based on known standards and have course objectives that challenge all students. Curriculum and instruction decisions need the commitment and buy-in of the school's teachers. Curriculum decisions are made in concert with student learning results. Accordingly, the charter school will have a curriculum committee to review student learning and use assessment results to make curriculum decisions.

Overarching Goals:

- >95% of students will make 1 year's gain in reading, writing, and math each year
- >95% of students will show gains in information and concept understanding in core curriculum areas, as per pre- and post-unit assessments

Our curriculum will be designed to develop knowledge and skills in reading, writing, mathematics, spelling, history and geography, and science. Foreign language, technology, and health content will be woven into the core academic program. The arts are emphasized through a comprehensive, multi-disciplinary arts program beyond core academic instructional time.

The curriculum will be thematic with themes changing every six to eight weeks to enhance learning connections. For each unit, key information and concepts will be outlined and developed to serve as a teaching and assessment tool, e.g., used for pre- and post- assessment of information and concepts known and learned. The school will offer a rigorous curriculum that, at the least, will cover state standards and will rely, in part, on the Core Knowledge Sequence, developed by the Core Knowledge Foundation. Our Charter School will not limit itself, however, to Core Knowledge materials for grades 3-5. See *Appendix B*.

Overview of Academic Program

Goal:

- >95% of students will show gains in information and concept understanding in core curriculum areas, as per pre- and post-unit assessments

LANGUAGE ARTS: Reading, Writing, and Literature

Goals:

- Acquisition of fluent word reading and comprehension skills.
- Acquisition of an extensive and advanced vocabulary
- Acquisition of spelling, handwriting, and expository writing skills
- Acquisition of speaking skills—expression and deportment

Students will progress through a research-based reading program that emphasizes phonemic awareness and decoding skills in early, skill-building stages, while nurturing the reader's ability to comprehend and interpret prose and poetry of different genres. The curriculum will guide students through phonics skills, identification of syllables and phonemes, blending and decoding through unfamiliar multi-syllabic words, and recognition of irregularly spelled words.

Students will have regular and frequent lessons in the practice of writing of Standard English. Penmanship, including manuscript and printing, will be practiced and monitored. Using research-based proven programs, lessons will develop the mastery of the principles and applications of correct grammar usage-- including parts of speech, punctuation, spelling, sentence structure, and paragraph development. Students will have ample opportunity to practice and reinforce writing skills in composition and essays to develop writing style and creativity through prose and poetry.

Students will be exposed to a rich array of quality children's literature. Funds permitting, our school will offer such auxiliary programs as Accelerated Reader, which allows for self-monitoring of each student's progress in reading skills, including comprehension.

Our founders believe that public speaking and mannerly, interpersonal communications are also important assets of sound character development. Speaking and listening skills will be integrated into the school's academic and arts program.

MATHEMATICS

Goals:

- Acquisition of fluency with math facts
- Acquisition of math reasoning and estimation skills
- Acquisition of new concepts representing challenging international standards

Our math program will follow standards produced by the *National Council of Teachers of Mathematics* and implement recommendations from the *Second International Mathematics Study*. Our curriculum will use proven, research-based math curriculum such as *Saxon Math 3-5* and or *Chicago Math Project Series*. Our grade 5 exit standards will also reference *The Comprehensive Core Mathematics Program, Level 5, Archana Publications, New Delhi, India, which include area, volume, averages, speed, distance and time, percentage, and interest*. The specific material selections will be determined prior to school opening.

Children will be challenged to progress in the mastery of new mathematical skills and concepts. Math instruction will involve whole class and small-group presentations addressing ability and strengths at all levels.

SCIENCE

Goals:

- Acquisition of science concepts in a broad array of science areas
- Gain understanding of science in our lives and surroundings
- Students will have mastery of >75% of selected concepts, vocabulary, and skills of each unit

The science curriculum is diverse and covers an array of topics, with the aim of providing fundamental, age-appropriate knowledge in multiple sciences, including biology, anatomy, geology, astronomy, physics, meteorology, paleontology, technology, robotics, chemistry, and science industries. Each year, science topics will be the basis of several curriculum themes.

Students will be expected to think as scientists as they participate in a highly experiential program. Scientific method and process skills will be the basis of hands-on experiences in lab and field activities. Topics will be examined authentically, using real life practical applications, to encourage connection and understanding of our world, with increasing sophistication each year, or each grade level.

CULTURAL STUDIES/HISTORY/GEOGRAPHY

Goals:

- Gain understanding of different regions and people of the world
- Acquisition of history and geography concepts
- Students will have mastery of >75% of selected concepts, vocabulary, and skills of each unit

Our curriculum will cover topics in and foster respect for liberty, equality and the law. Students will explore topics in geography and history with a focus on the diversity of world peoples and cultures. The curriculum will be supported by independent and cooperative projects, some requiring research skills. The program will target critical thinking skills and problem solving.

In this program area, study skills such as organization, time management and study strategies plus long-range projects will be introduced.

FOREIGN LANGUAGE

Goals:

- Acquisition of introductory, conversational Spanish
- Exposure to countries where Spanish is spoken and their cultures

Spanish will be the foreign language featured in our curriculum. Students will practice conversational Spanish, developing facility with vocabulary words and phrases. Students will be introduced to cultural awareness and sequentially to more complex vocabulary and some grammar skills.

TECHNOLOGY

Goals:

- Acquisition of functional skills using a computer for word processing (writing and editing), and a multi media project
- Students will demonstrate mastery of >75% of computer vocabulary and skills

Students will be expected to develop basic technology skills; respect for and knowledge of hardware; understanding of the computer as a tool to assist learning; and how to use a computer for research projects, assignments, and presentations. Students will be introduced to multimedia software and equipment.

VISUAL AND PERFORMING ARTS

Goals:

- Exposure to a varied array of fine and performing arts
- Students will demonstrate >75% mastery of selected concepts, vocabulary, and skills of each unit

Students will explore the arts through integrated study during the core curriculum program. A unique feature of this school is a, comprehensive, multi-disciplinary arts program where students experience a wide range of artistic activities. Community support for our specific arts program is anticipated with involvement of local artists, performers, specialists, and art historians. Students will benefit from the arts a separated special extending beyond the academic core.

HEALTH/FITNESS

Goal:

- Exposure to varied health and fitness topics
- >75% will have mastery of selected concepts, vocabulary, and skills of each

(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

1. Our charter school students will be assessed in each of the core academic skill areas by a combination of ongoing curriculum-related assessments and standardized tests, including the Stanford 9 Test and the New Hampshire State standardized tests as required for grades 3-5.
2. For core content areas (related to the thematic curriculum), students will each keep a portfolio of their work, which will be used to discuss and review what has been covered and learned during the school year. The curriculum units will have pre- and post-assessments.
3. A Personal Learning Plan for each student will have individual learning expectations and will be reviewed as part of each student's accomplishments. This will provide a third source of data on student learning and achievement.

Assessment Calendar (based on 180-day school year):

September	Pre-test on Stanford 9 (or equivalent) each grade
1 st 6 weeks of School:	Review individual literacy skills and identify goals for student's personal learning plan
Throughout year:	Curriculum Unit Pre- and Post-Tests
Mid-Year	Skill-screening Reviewed Personal Learning Plan Review of Progress
End of May	Stanford 9 (or equivalent) Post-Test
May-June	Required State Assessment (or on state schedule)

(i) For schools offering high school grade levels . N/A

(j) Staff overview including qualifications sought for professionals and Paraprofessionals

The school anticipates a teaching staff of one FTE teacher and one FTE assistant for each classroom, with some assistant services provided by volunteers or teachers in training.

No less than 50% of teachers employed by the school will have New Hampshire teaching certificates as required by New Hampshire Charter School statute. Because of our rigorous core curriculum, the school anticipates hiring elementary teachers with four-year degrees and strong liberal arts backgrounds. In addition, we will seek adults who have prior experience working with children and have strong recommendations as ethical role models.

Teacher assistants hired to work in the Seacoast Charter School will meet three criteria: intelligence, very supportive with children, and strong recommendations as ethical role models.

(k) Personnel compensation plans, including provision for leaves and other benefits, if any.

The charter school will comply with all state and federal laws pertaining to employment compensation and leave provisions. The school will comply with all laws pertaining to pre-employment requirements, such as Criminal History Records under RSA 91-A: 1.

The Founding Board has had sustained discussions about compensation for school staff. The base teacher compensation will be aligned within 10% of state average salary based on first year teachers with BA/BS degree. Teachers will have opportunities to receive additional salary for assuming responsibilities for operational needs of the school. This system will allow for a teacher directed school to the extent agreed upon by teachers and the Board and allow for more experienced teachers to have more supervisory roles and increased compensation. The Board will reserve the right to provide bonuses to the entire teaching staff, based on availability of funds, for collective achievement of school goals.

In addition to offering public teacher retirement plan according to state requirements, benefits for full-time teachers will be provided on a choice system with a specific annual allocation. Board policy and specific benefit programs themselves will determine to what extent part-time personnel will be eligible for benefits and at what percent of full-time equivalent allocation. The personal choice benefit plan for each teacher will include, but not be limited to, health, life, and other insurances; professional development; child care; private retirement contributions; health and wellness; and/or personal services.

Each full-time teacher will receive a maximum of ten days of personal leave a year with pay, to be used in whole or in part as determined by the individual employee, according to his or her needs. There will be a cash-in provision for leave days unused at the end of the school year.

Non-teacher personnel will be paid on an hourly rate as employees or as independent professionals based on negotiated rates.

(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.

Site location will be finalized during the charter school's initial planning period. Several facilities in the greater Exeter area are being considered. The facility location will, in part, define transportation arrangements.

For purposes of transportation, Seacoast Charter School will follow guidelines of 194-B: 2, IX, which states *"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 is RSA 189:6 and 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 the charter school who reside in the host school district shall ride district transportation with the charter school providing for added route costs, if so billed.

For students attending the charter school from outside the host district, the charter school shall serve as an open enrollment school under 194-B: 1, VI: *"Open enrollment school" means any public school which, in addition to providing educational services to pupils residing within its attendance area or district, chooses to accept pupils from other attendance areas within its district and from outside its district."*

Under RSA 194-B: 2, IX, the charter school has no obligation to transport students from outside the host district who are choosing to attend the charter school. *"For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's resident district"* (RSA 194-B: 2, IX).

Under the State Board authorization, charter schools have no guarantee of funding above the state aid per pupil allocation; accordingly, the reasonable provision is that students attending from out of district must either request their assigned district to transport them, which could be possible in some cases, or arrange for their own transportation. The charter school will, with parent permission, share names and phone numbers of parents from similar geographic areas so that parents or non-resident pupils might collectively explore their own transportation arrangements.

(m) Statement of Assurances related to Commitment to Nondiscrimination

The charter school celebrates diversity in all its forms. The school will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability or marital status in the selection of students or staff or in the administration of its educational programs or in any other way that is prohibited by law. The Board of Trustees will develop and adopt a policy and will have administrative procedures to address any concerns.

(n) Method of coordinating with a pupil's local education agency formatters pertaining to special education.

The charter school will comply with all federal and state special education laws and rules applicable to a New Hampshire charter school setting. These laws and rules are continually being revised, but over time the basic concepts are consistent.

Charter Public Schools & Special Education

Under New Hampshire's charter school statute, RSA 194-B: 11, III, the local school district continues to be responsible for special education decision-making for any identified student who seeks attendance at a charter school. Decision-making for special education services needed and student placement stays with the local school district. In an individualized program with tutorial support, students otherwise requiring special education may be more independent of special education services.

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

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

- 1) the parent accepting or rejecting the district-proposed education plan in full or in part,
- 2) the local education agency providing some services to the child outside the assigned district school or outside the typical school hours,
- 3) an education plan of short duration or one that allows for a trial period in a program,
- 4) either the parent or the schools initiating the resolution of disagreements about the district's recommended program through the Department of Education.
- 5) the charter school will recommend a transition period for special students to assure that the placement decision is appropriate and successful.

Coordinating With A Pupil's School District

The charter school will respect the role and responsibility of the local school district. In coordinating with the student's local education agency charter school personnel will

- 1) respect the LEA's statutory authority for handling special education decision-making, and
- 2) assign a charter school liaison to collaborate with the local education agency on individual student matters.

Current School District Special Education Responsibility

In 1994, Section Ed 1102.11 defined "educational decision making process" in RSA 186-C: 14 II (b), as the "identification, evaluation, and placement, as well as the hearing, mediation, and appeal procedures." Under ED 1106.01 in the 2002 rules revised, the special education process is defined as:

- 1) referral,
- 2) evaluation,
- 3) determine eligibility,
- 4) development of an IEP (individualized education plan), and
- 5) placement.

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

Ed 1102.31 "Local education agency" (LEA) means the local school district "as defined in 34 CFR 300.18, and includes "school district" as defined in RSA 198:38, II. (CFR refers to federal special education law.)

Ed 1102.32 "Local school board" means the elected governing body of the LEA (local education agency) which is responsible for providing elementary and secondary education to all children who reside in the district.

Responsibilities for the Local Education Agency are:

CHILD FIND: State compliance code ED 1103.01 says the district will comply with federal code 34 CFR 300.125, relative to child find procedures. The local district is required to identify, evaluate, and classify all students determined to be students with educational disabilities who are under 22 years of age. "The LEA

shall develop a written child find system which assures all potential children with disabilities residing within its jurisdiction are referred to the IEP team.”

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

Decision Making Components

The educational decision making process has many components, all defined in federal and state law and rule. This is a very specialized area of school administration. It is in the school district's interest to assure that properly trained and licensed administrators oversee these procedures for all district children, wherever they go to school. Some broad components where decisions are made:

Ed 1107.02 Process; Provision of Free & Appropriate Education

- (a) The local education agency shall establish a process for referral and evaluation that includes individual participants responsible for decision-making and implementation.
- (b) §300.344 IEP TEAM: General: The <school district> shall ensure that the IEP team for each student with a disability includes a representative of the public agency who is knowledgeable about the general curriculum §300.347 and is likely to be responsible for <implementing any part of the students special ed program> (e.g. a charter school representative).

Ed 1109.02 IEP Meetings & Development

The local education agency is responsible for review and revision of the IEP and will initiate and conduct meetings for the purpose of developing, reviewing and revising the individualized education programs for students placed in district programs and for those placed in private facilities and/or other non-district programs. An IEP must be in place at the beginning of each school year.

Ed 1109.03 IEP Team

The public agency shall ensure the IEP team for each child with a disability includes at least one regular education teacher of the child if the child is participating in the regular education program (must invite a charter school teacher).

Ed 1109.04 Parent Participation

- (a) The local education agency shall ensure that one or both of the parent or parents with educational decision-making authority for the child with a disability receive written notice and
- (c) parent participation shall be in accordance with 34 CFR.300.345.

Ed 1109.05 Copies Of IEP

- (a) The local education agency shall provide each teacher and service provider listed as having responsibility for implementing the IEP with a copy of the complete IEP for working and monitoring purposes. In addition, the LEA shall provide a private school or non-LEA provider responsible for implementing the IEP with a copy of the IEP. (The public school must give any other school copies of the program they and the parent have agreed to implement.)

Ed 1109.06 The local education agency, as the responsible public agency, shall ensure the attendance or participation of teachers of private school and/or other non-district program representatives at IEP meetings. If the representative cannot attend, the agency shall use other methods, including individual or conference calls, to ensure participation by the private school or facility. (§300.349) Any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility at the discretion of the public agency. (The public school district decides how much

responsibility they would like the charter school staff to have in holding meetings, if any.)

Ed 1009.10 (a) Monitoring And Evaluation of IEPs

The local education agency shall develop and implement procedures designed to ensure that individualized education programs are monitored in a regular and systematic manner. The individualized education program team may be reconvened at any time to review the provisions of the IEP.

Should a parent or legal guardian want his/her special education-eligible child to be considered for the charter public school program, nothing prevents that parent from applying to the charter school. However, the local education agency and the parent(s) or legal guardian(s) would need to discuss this placement at a required decision-making meeting. A representative of the charter public school should be invited to attend this meeting. It is customary to invite a representative from the potential receiving school when a different school placement is being considered.

RSA 194-B:11,V.(a) states "A sending district may provide funds, services, equipment, materials or personnel to a charter or open enrollment school, in addition to the amounts specified in this section in accordance with the policies of the sending school district." This important provision allows the responsible local education agency and the charter school to cooperate creatively to meet a student's special education needs which are not part of the school's charter.

Monitoring and annual evaluation of an individual education program is the responsibility of the local education agency. The charter school will cooperate with the LEA by designating a liaison for each student with an IEP.

In sum, the charter school will collaborate with our local education agency in the following manner:

1. designating a designated special education liaison for the charter school who will coordinate with the local public school on any matters pertaining to special education;
2. considering a trial period for student whose placement appropriateness is not fully known;
3. providing time for training for staff to better understand the needs of a student's educational disability and program;
4. providing a welcoming and supportive environment.

(o) Admissions Procedures

The Charter School will actively recruit a diverse population of students from the district who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the State of New Hampshire.

Methods of admission shall not be designed, intended or used to discriminate or violate individual rights in any manner prohibited by law.

Procedures

1. **Committee.** A Recruitment and Admissions Committee, appointed by the Board, will establish admission procedures and calendar and will direct recruitment of students.
2. **Application Packet.** The Charter School will provide application packet to parent(s) or guardian(s) of any prospective student. This packet will include information about the school's instructional and operational philosophy and a copy or summary of the school's

student-related policies. It will give instructional procedures for transfer of student with all appropriate state acceptable forms necessary. These packets will be made available to interested parents/guardians.

3. **Informational Meetings.** The Charter School will offer information for prospective applicants.
4. **Submit Application.** Parents will submit to Recruitment and Admissions Committee chair the returned application, which must include complete school record and health forms for incoming students.
5. **Application Review.** Recruitment and Admissions Committee will review applications for completeness and to determine eligibility of candidates according to established guidelines.
6. **Notification.** Recruitment and Admissions Committee will notify candidate of status of application and information about openings, special education, and lottery.
7. **Lottery.** In the event that there are more applicants than spaces in the school, enrollment will be determined by lottery conducted either by the Charter School or the School Districts, or both (see below). Remaining students will be placed on a waiting list by grade in order determined by lottery. Recruitment and Admissions Committee will inform all applicants of admission/lottery results.
8. **Meeting.** Admitted students and their parents/guardians will have an individual entrance meeting with members of the committee to confirm interest and compatibility with the mission, goals, and objectives of the school.

Recruitment timeline (tentative)

* for school opening January 2004

Sept. 15	Admissions and Recruitment Committee established for applications to begin
Oct. 15	Applications accepted and reviewed
Dec. 1	Deadline for completed applications
Dec. 5	School District lottery
Dec. 6	Charter School lottery
Dec. 10-12	Informational meetings for successful applicants
Dec. 15	Deadline for admitting applicants
Jan. 6	Matriculation
Jan. 15	First Day of School

Enrollment Provisions

1. If the number of otherwise eligible applicants to the charter school from within the school district exceeds the 10% limitation for the school district, then officials of the school district will be advised to conduct lottery selection as a basis for admission, unless the school district shall allow those students to enroll at the charter school. School district will be obliged to inform in a timely manner both the applicants and the Charter School of the results of the lottery.
2. As a family oriented school with required parent involvement, we will encourage siblings to attend school together. For this reason, siblings of enrolled students will be given preference in admission.
3. If the number of otherwise eligible applicants from outside the school district exceeds the school's maximum published number of enrollment, then the school shall conduct lottery selections as a basis for admission. In both lotteries, sibling applicants will be included as a single lot with space preference to siblings.
4. The founding Board of Directors will reserve four spaces in the school for their children during the initial year. The Board of Trustees reserves the right to give preference in enrollment to children of school faculty as part of school employee benefits package.
5. Students enrolled at the Charter School automatically are re-enrolled for the following school year, provided they are in good standing at the school. A letter of intent will be

- required from families prior to the end of each school year. This will classify the number of possible spaces for the following school year.
6. Eligible students who are not chosen in the lottery will be ranked in lottery order and placed on a waiting list according to grade or program. If a Seacoast Charter student withdraws from the school, the first person on the waiting list for this grade will be contacted. If that student is no longer interested in enrolling, the Board will continue to contact students/parents in the order listed until a student is found to fill the opening.
- (p) Philosophy of student governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.**

The charter school is committed to providing a respectful and safe environment for students and all members of the school community. The school will establish clear and fair expectations for behavior through written guidelines, known as Seacoast Charter School Standards. These guidelines will be established by the Board of Trustees and published with an ending contract page signed by the school administrator, parent and child to be incorporated as part of each child's acceptance folder. These Standards will be distributed to students and parents as part of the application process. As teachers and parents working together, the expectation that each child refrains from behaviors that can waste valuable instruction time and cause distraction or concern to other students is paramount. Our joint efforts will promote academic and social success within the team-oriented atmosphere at school and beyond.

Disrespectful or continual disruptive behaviors will not be accepted. Interventions can include: verbal warning; student conferences; teaching successful behavior strategies; loss of privileges; restitution; makeup time; in school or home suspension; and under extreme circumstances, expulsion.

The charter school will provide fair and age appropriate due process in administering student discipline and will comply with current suspension and expulsion provisions in RSA 193:13 (Suspension and Expulsion of Pupils) and RSA 194-B: 9, III.

- (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.**

Seacoast Charter School will follow New Hampshire public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets. Seacoast Charter School will maintain accurate financial record in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided with audit by an independent, certified public accountant.

The Seacoast Charter School Board of Trustees will appoint a Treasurer to provide oversight necessary for monitoring financial status of the School. The Board of Trustees shall also adopt policies for the financial management of the school, including policies on Conflict of Interest for Board members and faculty.

A general account will be set up for the administration of funds, and the Treasurer will be the only person with check-writing authority. In addition, a discretionary account will be set up. The school's assigned program coordinator as well as the Treasurer will have check-writing authority for this account. The Board of Trustees will establish a maximum cap for discretionary expenditures.

Except for emergency purchases cleared with the school's assigned coordinator, all expenditures and contracts will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances.

Each individual with check writing authority will be covered by a fidelity bond in accordance with guidelines of New Hampshire Department of Revenue Administration. Accounting activities will consist primarily of the bi-weekly payroll paid to school personnel and the maintenance of an accounts payable system to track amounts due vendors of the school.

The Seacoast Charter School shall comply with all requirements specified in the law pertaining to reporting requirements (RSA 194-B: 101-V). This list includes: annual report, annual financial audit and report, program audit, and participation during the annual school budget process.

Pursuant to Ed 318.07, the Seacoast Charter School will produce an annual report which will include, at a minimum, the following elements:

- A general progress report in establishing the initial school program, a process that will require considerable flexibility and energy
- An assessment and report of how the charter school is meeting its educational and financial goals, as identified in its mission statement
- Changes, if any, in the organizational structure and make-up of the Board of Trustees
- Assessment and report of business, parent, and volunteer involvement at the charter school
- Description of community services available at the site
- A report of enrollment statistics including but not limited to, attendance, per-class enrollment, and any occurrences of withdrawal
- Commentary about successes in program, collaboration, or goal achievement
- School calendar
- Transportation services
- Financial statement and balance sheet identifying charter school's asset, liabilities and fund balances or equities
- Projections of income and expenses for the upcoming school year

The Seacoast Charter School's Board of Trustees will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will address accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school.

It is anticipated that the annual audit will be completed within six months of the close of the fiscal year. The Board will review and respond to the audit report, if needed, and include the audit results in its annual report.

(r) Annual Budget, including Sources of Funding

The financial plan included estimates Seacoast Charter School's expenditure budget over the five-year life its charter. Sources of funding are listed at the bottom of the expenditure budget; however, the amounts from each source of revenue cannot be computed at this time. It is necessary to meet with sending districts and Department of Education personnel to discuss the conditions under which they may provide an equitable tuition per student.

From the beginning of the charter school design effort, founders have been aware that financial sustainability of any small, independent school relies, in part, on efforts of the school to plan for an endowed contingency fund.

Endowment contingency fund

The Board of Trustees will incorporate an endowment contingency fund to augment the future years. Informational bulletins will be developed for distribution to parents and the public along with an accessible interactive web site.

See Appendix C for Five-Year Budget Plan

(s) School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B.8. II.

In accordance with RSA 194-B:8, the Seacoast Charter School will follow a 180-day school calendar. It is intended to follow the 180-day school calendar of the district in which the school is located to best coordinate transportation services. Innovative scheduling is anticipated with selected days for extended hours; however, the school will assure the required number of attendance hours is met.

The start and end hours will be based on the existing host district's bus route transportation schedule. A typical day depending will be approximately 8:00 am to 2:30 p.m. with variation dependent on bus routes. If for any reasons the peculiarity of the bus schedules leaves the school short on instructional minutes, a plan will be developed to address additional minutes of structure and will be submitted to the Department of Education for fulfilling required time parameters.

(t) Provision for providing continuing evidence of adequate insurance coverage

The Seacoast Charter School, pursuant to RSA 194-B:1, III, will be a public school subject to the same protections as any public school under RSA 507 (b) which provides for Limited General Liability for the charter school and its agents.

At this time, the planning committee is working with multiple insurance carriers to identify the types of insurance necessary to assure we have adequate required coverage, including but not limited to general liability for the charter school and its agents.

The school will maintain a business file of important documents including insurance policies, evidence of continuing insurance. All grants and contracts will be organized in a data management file, including start and end dates, and other pertinent information. These will be reviewed annually at the organizational meeting.

(u) Identity of consultants to be used for various services, if known.

We are in the process of identifying and contracting an attorney, an accountant or accounts manager, and a management consultant with experience in school and board management.

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

Parents as Partners is a key focus of this charter school for young students. The overarching goal is 100% parent involvement in meaningful ways that support the school, curriculum development, and student learning.

The Seacoast Charter School will create a learning community that actively engages parents in significant and substantial ways so that they become learning partners with students and teachers.

Program/Goal 1	Strategy	Achievement Measures
• Create a learning community-- parents, students and teachers	• Have clear expectations of parent/guardian involvement which is shared/discussed prior to student enrollment	• Staff and Parent Opinion Survey, responsiveness
	• Offer orientation materials that define a the philosophy of a shared teaching community between staff, parents, and students	
	• Have a contract for parent/guardian involvement (approx. 10 hours monthly)	• Data analysis of parent involvement
	• Provide options to parents for meeting this involvement expectation, thereby accommodating different parent needs and situations	
	• One Board subcommittee focuses on parent involvement. Seminars will be held to address parent concerns and interests.	• Written feedback as to school's responsiveness and programs
Program/Goal 2	Strategy	Achievement Measures

- Assure parents are informed about the school and program
 - A summary of annual and periodic reports required in this charter shall be provided to parent/guardians
 - Curriculum units will be shared and modified as needed
-

(w) Plan to Disseminate Information to Parents and Pupils

A thorough marketing plan is being developed to assist parents and pupils with decision-making about the Seacoast Charter School program and their decision as to whether or not their child is apt to thrive in this choice school. Information provided about the program, curriculum, and expectations for students and parents will include:

- Brochure distributed to prospective families
- Informational meetings marketed through schools, civic and church organizations, home school forums
- An interactive website
- Flyers
- Public speaking
- Recruitment Committee to provide interview for families to attempt to assure questions are answered and the parent/child understand the charter's program elements.

Information Strategy

The Seacoast Charter School will bring together experience technical expertise through web site development, the needed participation of collaborating school districts, the sharing of information for maximal participation of parents and potential students. Interested students will be chosen based on an application method and a lottery system, if there are more applicants than space allows staying within the objective of small classroom sizes. Given that the school is designed for young children, parents will learn of the choice for their children through public media, current parent newsletters, and information provided to administrative personnel in the public, private and nursery schools.

(x) Global Hold Harmless

The Seacoast Charter School agrees to indemnify and hold harmless any sending district which sends students to the charter school, and their officers, directors, board members, agents, and employees (the "Indemnified Parties") from any and all claims, demands, actions or causes of action at law or in equity, and all damages costs, losses, and expenses resulting from any act of omission by the charter school, its agents, employees or staff, relating to the operation of the charter school. The charter school shall have no obligation to hold harmless the Indemnified Parties for any claims, damages, losses, or expenses resulting from the Indemnified Parties' own acts and omissions.

The Seacoast Charter School, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the Host 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 successor and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including, but not limited to, reasonable attorney's fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

(y) Severability provisions and statement of assurance

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

(z) Provision of dissolution

In the event the charter school should cease operations for whatever reason, including the non renewal or revocation of its Charter, the Board of Trustees shall consult with its attorney and also the Department of Education to assure that contractual and financial obligations are met and that technical assistance is sought.

The planned sale and distribution of any assets shall assure first that any financial obligations of the academy are met and that the public schools are offered any remaining property in proportion to their financial support of the academy over the history of the school.

aa. [not applicable]

bb. Plan should the school cease operation

In the event that the school shall cease operation for any reason, the school's administrator will develop a student transfer process and advise all parents and personnel of the process to be followed. The parent committee will assist in explore options for students. Each child's parent/guardian shall provide a statement of intent for their student's file. The charter school will obtain a parent/guardian release of information and, notify the school to which the student will be returning. New schools will be advised that charter school personnel are available for consultation. The student's record, including the last Personal Learning Plan will be forwarded to the student's next school.

Information to each parent will be mailed to each home, informing families of the dissolution of the charter school. This will include a copy of their signed enrollment contract and alternative education programs and opportunity to meet with members and staff.

In the event of dissolution, we will provide accurate information to all parents in a timely manner and to ensure that there is a plan for every family to know their options and ensure that the receiving school has information to plan for the student's transition success.

cc. Ed 318.05 Additional Requirements

(1) Admissions

- a. non-discrimination in admissions is addressed on page 21
- b. method for conducting lottery is addressed on pages 21-22
- c. method of providing for special education, coordinating with school district, is addressed on pages 17-20; the charter school will have a special education liaison to assure coordination between the charter school and host school district and will cooperate with individual programs

(2) Contracting under RSA 194-B: 8, VII, and RSA 194-B: 5, V

It shall be the policy of the charter school to enter into mutually advantageous contractual relationships with the host community or school district, or sending communities or school districts, that result in the wise and judicious use of resources, including but not limited to sharing transportation, instructional services, athletics, maintenance, and other services and facilities. Further, the charter school will consider contracting for services with other private or public entities, as permitted by law, as it plans and develops the overall operation of school.

(3) N/A

(4) Information Dissemination

Upon approval of the charter application and award of planning funding, the A.P.A.S.T. board will develop information about its curriculum and policies and disseminate these to all persons, and parents and pupils considering enrollment in that school. A.P.A.S.T. already has a web site available. Upon approval of the charter, information will be available through this medium, as well. Until that time, this charter document will be available and posted and will provide all information about curriculum and policies of the school.

Appendix A:

Board Members, Alliance of Public Academies and Sensible Taxes

PATRICIA KILEY COLLOPY holds a degree in Communications. She has held marketing positions at three Fortune 500 companies and was Senior Copywriter for a leader in children's educational products. She has specialties in corporate development, human resources management, and employee training.

LAURIE HENNESSEY MURRAY holds a degree in Business Administration and Psychology. Laurie was the Seacoast Community Director as well as the Statewide Communications Director for the March of Dimes, a national non-profit organization, and has held a New Hampshire real estate license for over twenty years.

TROI HIERONYMUS HOPKINS holds a degree in Recording Industry Management and has post-graduate certifications in education. She is a veteran K-8 educator with multiple certifications and specialized training in individualizing rigorous student academic programs. Troi has presented at local, state and national conferences in the areas of science, technology and writing.

SAMUEL KNOX HEATH holds a Ph.D. in Art History. He has twenty-five years professional experience as an educator and administrator in museums and schools. He has lectured widely and has been a consultant on teacher and docent training.

NADINE ABRAHAM THOMPSON holds two degrees, and is a Licensed Clinical Social Worker. A former Dean of Multi-cultural Affairs at a leading New Hampshire independent school, she is an accomplished lecturer and writer and exemplifies entrepreneurial business thinking, having founded her own national company.

Core Knowledge at a Glance: **Major Topic Headings, 3-5**

	Third Grade	Fourth Grade	Fifth Grade
Language Art/English	I. Reading and Writing II. Poetry III. Fiction (Stories; Norse Myths; Greek and Roman Myths) IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction (Stories; Legends of King Arthur) IV. Sayings and Phrases	I. Writing, Grammar and Usage II. Poetry III. Fiction (Stories; Shakespeare; Myths and Legends) IV. Sayings and Phrases
History and Geography	World I. World Geography (Spatial Sense; Canada; Important Rivers) II. Ancient Rome (Geography of Mediterranean Region; Roman Empire, "Decline and Fall") American I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution	World I. World Geography (Spatial Sense; Mountains) II. Europe in the Middle Ages III. Spread of Islam and "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors American I. American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	World I. World Geography (Spatial Sense; Lakes) II. Meso-American Civilizations III. European Exploration, Trade, and Clash of Cultures IV. Renaissance and Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan American I. Westward Expansion II. Civil War III. Native Americans: Cultures and Conflicts IV. U.S. Geography
Visual Arts	I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization	I. Art of the Middle Ages II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan
Music	I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs
Mathematics	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra
Science	I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry (Atoms; Matter; Elements; Solutions) III. Electricity IV. Geology: Earth and Its Changes V. Meteorology VI. Science Biographies	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies

Appendix C: Five-Year Budget Plan

EXETER CHARTER SCHOOL FIVE YEAR BUDGET PLAN FISCAL YEARS 04, 05, 06, 07, 08

Planning and initial start is anticipated in January-February of the 2003-2004 school year. FY05 will be the first full year of operation with 35-40 students anticipated. The Charter school is planned to grow approximately one grade per year. After five years, FY08, the school anticipates 100-120 students grades 3-6.

The following budgeted amounts are provided as estimates only to indicate how the school anticipates evolving from start in January-February of 2004 through a fully operating charter school.

ESTIMATED STUDENT ENROLLMENT		40	64	86	110	120
ANTICIPATED STUDENT:TEACHER RATIO 1:18-20						
		FY04 Jan-June	FY05	FY06	FY07	FY08
		ANTICIPATED	ANTICIPATED	ANTICIPATED	ANTICIPATED	ANTICIPATED
		EXPENSES	EXPENSES	EXPENSES	EXPENSES	EXPENSES
1100	INSTRUCTIONAL SERVICES					
1100 112	Base Salaries, Teachers	22,500	66,000	88,000	110,000	132,000
1100 113	Additional Salaries	20,000	35,000	60,000	75,000	90,000
1100 115	Salaries, Support Staff:Aides/Tutors	7,500	25,200	37,800	50,400	63,000
1100 116	Administrative Support (Contracted)	8,000	8,000	8,500	9,000	9,500
1100 221	FICA	3,825	9,654	14,214	18,008	21,803
1100 231	Retirement Support Staff	443	1,487	2,230	2,974	3,717
1100 232	Retirement Teachers	1,122	2,666	3,907	4,884	5,861
1100 260	Workers Compensation	232	537	777	978	1,178
1100 270	Benefit Programs	8,500	23,500	34,000	40,500	51,000
1100 390	Consultants	10,000	20,000	20,000	20,000	20,000
1100 591	Contracted Enrichment Programs	0	2,500	3,000	3,500	4,000
1100 610	Supplies *	6,250	3,500	4,000	4,500	5,000
1100 640	Text, Workbooks *	1,500	3,500	4,000	4,500	5,500
1100 650	Computer Software, Licenses, Connectivity *	2,500	5,000	5,000	5,000	5,000
1100 733	Furniture & Equipment *	<u>6,250</u>	<u>4,000</u>	<u>5,000</u>	<u>6,000</u>	<u>7,000</u>
	TOTAL	98,622	210,544	290,428	355,243	424,558
1210	SPECIAL EDUCATION					
1210 112	Teacher/Liaison, Special Education **	6,000	18,000	18,000	25,000	30,000
1210 232	Retirement, Anticipated **	158	475	475	660	792
1210 260	Workers Compensation, Anticipated **	24	72	72	100	120
1210 397	Contracted Special Services (Other)	<u>0</u>	<u>1,500</u>	<u>2,500</u>	<u>3,500</u>	<u>4,500</u>
	TOTAL	6,182	20,047	21,047	29,260	35,412
1400	OTHER INSTRUCTIONAL PROGRAMS					
1450 490	Contracted Instructional Programs	<u>2,500</u>	<u>3,500</u>	<u>4,000</u>	<u>5,000</u>	<u>6,000</u>
	TOTAL	2,500	3,500	4,000	5,000	6,000
2100	STUDENT SUPPORT SERVICES					
2122 370	Testing/Appraisal Services *	2,000	4,000	6,000	8,000	10,000
2122 390	Contract Services, Guidance/SEA Liaison	6,100	3,000	4,000	5,000	6,000
2122 610	Supplies/Support Services *	<u>250</u>	<u>500</u>	<u>600</u>	<u>700</u>	<u>800</u>
	TOTAL	8,350	7,500	10,600	13,700	16,800
2130	HEALTH SERVICES					
2134 390	Nurse Services, Contract	1,250	1,500	2,000	2,500	3,000
2134 610	Supplies & Equipment	250	300	400	500	600
2134 650	Computer Software & Fees, Health *	<u>0</u>	<u>300</u>	<u>400</u>	<u>500</u>	<u>600</u>
	TOTAL	1,500	2,100	2,800	3,500	4,200
2222	LIBRARY/RESEARCH PROGRAM					
2222 641	Books/AV & Equipment, Library *	500	2,000	2,500	3,000	3,500
2222 650	Computer Software & Fees, Library *	<u>600</u>	<u>500</u>	<u>600</u>	<u>700</u>	<u>800</u>
	TOTAL	1,100	2,500	3,100	3,700	4,300

2300	GENERAL ADMINISTRATION SUPPORT SERVICES					
2300 111	Program Coordinator *	5,000	35,000	36,000	37,000	38,000
2300 115	Support Staff	4,000	15,000	20,000	25,000	30,000
2300 265	Other: Benefits Unanticipated	0	6,500	6,500	6,500	6,500
2300 390	Contracted Services, Board/Management *	15,000	30,000	25,000	20,000	15,000
2300 520	Board/School Liability Insurance	1,500	2,500	2,500	3,000	3,500
2300 534	Postage *	600	1,500	2,000	2,500	3,000
2300 540	Advertising *	600	2,000	2,500	2,800	3,000
2300 550	Printing *	600	2,000	2,500	3,000	3,500
2300 580	Travel *	600	1,500	2,000	2,000	2,500
2300 610	Supplies/Equipment & Furniture *	1,500	3,000	2,500	2,500	2,500
2300 641	Reference Books *	0	500	500	500	500
2300 810	Dues & Fees	0	400	450	500	550
2317 390	Audit	2,000	2,000	2,200	2,400	2,600
2318 395	Legal Services *	<u>3,000</u>	<u>6,000</u>	<u>6,500</u>	<u>7,000</u>	<u>7,500</u>
	TOTAL	34,400	107,900	111,150	114,700	118,650
2600	OPERATION AND MAINTENANCE OF FACILITIES					
2600 117	Custodian, Contracted	500	2,000	2,500	3,000	3,500
2600 420	Trash Removal, Plowing, Grounds, Etc.	500	3,000	3,500	4,000	4,500
2600 430	Building Repairs *	2,800	3,000	2,500	2,500	2,500
2600 530	Phone *	4,200	2,500	3,000	3,500	4,000
2600 610	Supplies, Building & Grounds *	1,000	2,000	2,200	2,400	2,600
2600 622	Electricity	2,250	4,500	5,000	5,500	6,000
2600 624	Oil	2,500	6,000	6,500	7,000	7,500
2600	Rent	12,000	24,000	30,000	36,000	38,000
2600	Insurance	<u>1,250</u>	<u>2,500</u>	<u>3,000</u>	<u>3,500</u>	<u>4,000</u>
	TOTAL	27,000	49,500	58,200	67,400	72,600
2700	STUDENT TRANSPORTATION					
2721 510	Student Transportation Services	<u>4,500</u>	<u>10,000</u>	<u>15,000</u>	<u>20,000</u>	<u>25,000</u>
	TOTAL	4,500	10,000	15,000	20,000	25,000
3000	OPERATION OF FOOD SERVICES					
3000 441	Food Services	<u>10,000</u>	<u>20,000</u>	<u>25,000</u>	<u>30,000</u>	<u>35,000</u>
	TOTAL	10,000	20,000	25,000	30,000	35,000
TOTAL ANTICIPATED EXPENDITURES		194,154	433,592	541,326	642,503	742,520

Revenue to support the charter school will come from various sources:

1. state allocation in any year
Each student will receive the adequate state aide amount per year.
2. public funding to reach an equitable per pupil allocation
Not guaranteed, but allowable and needed from sending district, state, or other sources.
3. federal and state grants
Federal start-up funding is anticipated at \$350,000-\$425,000 over the first two years of operation. Additional state funding is allowable, needed, but undetermined as of August 2003.
4. gifts from philanthropic individuals/companies/foundations
Overall revenue planning anticipates gifts and philanthropic support for all programs and services beyond a typical school day, e.g. community service programs, dinner programs, evening tutorial programs, job mentors, etc.
5. tuitions from non-resident students
Each year the board of trustees will determine the number of spaces available for tuition students. The amount of revenue per tuition student will vary depending on the arrangement with the sending district or sponsor.

* Actual start-up expenses in these categories are much higher than these budget figures; however, federal planning and start-up grant funding will specifically address expenditures in these categories.

** Special Education: Due to intensive time demands for setting up student files and programs for any student who might be involved in special education, teacher training, and building liaison relationships with sending school districts, part-time special education teaching/consultant services are anticipated with federal start-up and planning grant funds.