

Surry Village Charter School

Revised Charter

Submitted by

Surry Village Charter School
Board of Trustees
449 Rt. 12A, Surry, NH 03431

Introduction

This Surry Village Charter School application is for renewal of an elementary charter school serving grades K – 8 in the Monadnock Region of New Hampshire. The current student enrollment in 2010-11 is 84 students, with a capacity of approximately 92 students.

Surry is a small town made up of 700+ residents in the Monadnock Region, adjacent to Keene, Walpole, Alstead, and Gilsum. At one time, Surry was part of the Monadnock Regional School District, with a village school which served grades K-6 for over 50 years. In 2005, however, the Monadnock School Board approved the closing of the Surry School, consolidating Surry students with children from two other towns, Gilsum and Sullivan.

This action inspired a group of Surry residents and other families to propose and open Surry Village Charter School (SVCS). As a “village school,” Surry Village Charter School endeavors to:

- provide a place-based education that utilizes local natural, historical, civic, and business-related resources;
- differentiate instruction to meet the unique educational needs of every child;
- connect learning across disciplines and subject areas;
- create opportunities for teachers and staff to collaborate across grade levels; and
- include parents as partners in their child’s education, including assisting in their child’s program design and educational goal-setting.

Surry Village Charter School was founded to offer a rigorous, project-based curriculum focused on depth of learning. The curriculum is constructed to provide time to investigate areas of study, develop basic skills in the context of real-life projects, and connect knowledge across subject areas. Community members and places are used regularly to ground the students’ work in a place-based understanding of subject matter. The environment and culture of a rural New Hampshire town form the basis of the curriculum, and the foundation for understanding and connecting to the larger national and international communities. Over the last five years, through the efforts of the teachers and staff and the input of parents, SVCS has further defined and refined its vision into a “village school approach” with a focus on social curriculum, project-based learning, place/community-based learning, and practical arts.

There is strong support for SVCS in the Monadnock Region from local educators, business people, political leaders, and parents. This is evidenced by the cooperation of local school districts, the generosity of businesses, and the participation of legislators in school events. In 2009, with the support of Surry town officials, SVCS moved from leased modular classrooms to the original Surry elementary school building. Inquiries for student enrollment at SVCS have remained steady. The school is fully enrolled at nine grade levels and maintains ongoing waitlists. In 2010, inspired by the encouragement of families, SVCS expanded from K – 6 to K – 8, opening a second campus in Keene.

The prospects for Surry Village Charter School are bright. In its first five years, SVCS has successfully navigated the challenges facing New Hampshire charter schools, such as: a local citizenry naïve about charter education, inadequate per pupil funding, and a depressed economic climate. This success has been achieved through a commitment to community education, robust fundraising, and careful budgeting. As SVCS enters its next authorization period, the school will maintain its focus on educating its students while working to further develop the village school approach, maintain full enrollment, establish sustainable sources of income, and foster ongoing positive community relationships.

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(a) Educational mission.

The mission of Surry Village Charter School (SVCS) is to provide a challenging and rigorous education for children in an environment that emphasizes creativity, collaboration, community, diversity, service, and leadership. Students will be academically and socially prepared to meet the demands of further education while maturing into productive and caring adults with a lifelong passion for learning.

Children will learn the basics of reading, writing and math and experience science and social studies through projects that emphasize everyday skills such as cooking, canning, knitting, gardening, and woodworking. Music and the arts will be integrated into the curriculum. SVCS seeks to foster the development of individuals and their connection to communities of the school, the region, the world, and the natural environment. This is achieved through the development and implementation of a social curriculum, project-based learning, place/community-based learning and practical arts.

The vision for Surry Village School is to:

- inspire creativity, curiosity and wonder,
- foster the development of individuals and their connection to communities of the school, the region, the world, and the natural environment,
- enable lifelong learning for students, teachers and families,
- emphasize curriculum that integrates humanities, science and the arts with the mastery of basic literacy and math skills,
- provide opportunities for students and teachers to explore subjects and content in depth,
- utilize multiple strategies of assessment, evaluation and reporting to help students learn, to inform teachers' understanding of the child, and to include families in the learning process,
- develop in students the critical skills that guide problem-solving, decision-making, and critical thinking, and
- create a welcoming and nurturing environment for students from a diversity of backgrounds, skills, challenges, and needs.

(b) Governance and organizational structure and plan.

BOARD OF TRUSTEES

In accordance with 194-B:5, the charter public school will be governed by a seven-member Board of Trustees, including members who represent:

- the community,
- business,
- parents of our students, and
- the school's Executive Director, who will be a non-voting member.

For purposes of conducting business, a majority of the board members must be present and participating in person or through video or voice communication to be considered a quorum. Records and minutes of meetings will be kept in accordance with New Hampshire's Right to Know statute, which applies to chartered public schools.

OFFICERS

Officers shall include: Chair, Vice Chair, Secretary, and Treasurer. Officers of the board shall be elected by majority vote of those present at the annual organizational meeting to be held in June of each year and to serve until the next annual organizational meeting.

COMMITTEES

The Board of Trustees will have subcommittees such as student enrollment, fundraising, facilities, board recruitment, etc. as it deems necessary to pursue specific topics and report back to the board for action, unless the board specifically votes to delegate a subcommittee to act.

GOVERNANCE

The Board of Trustees will exercise its authority to set policy and make decisions that serve the mission of the school and will have oversight and authority to render final decisions on matters pertaining to:

- approval and oversight of annual budget and fundraising programs.
- hiring of professional personnel.
- setting policy.
- appointment of one or more advisory members or committees.
- delineating educational priorities.
- overseeing the school's growth plan.
- setting professional salaries and total compensation program.
- reviewing and approving significant contracts, e.g., for facilities and benefit programs.
- matters for which the board serves as a hearing body for action or appeals.
- any other matters that are not administrative in nature and/or that are prescribed in statute or rule.

BOARD OF ADVISORS

The governing Board of Trustees will be augmented by a Board of Advisors, non-voting, who represent academia, research, and business. This board will attempt to include industries collaborating with the school that can advise on program quality, current research and developments, and business strategy.

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

1. Election. The SVCS Executive Director shall automatically be a non-voting Trustee. The Board shall elect the remaining Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.
2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the corporation faithfully and effectively.
3. Term of Office
 - a. Board members hold 2-year terms that may be renewed up to two times by vote of the board, with a total of 3 consecutive terms (6-year maximum). The board terms will commence annually in June. In the event that a board member leaves their term prematurely, the remainder of the term may be served by a new member only after a board vote. Individuals may serve up to 3 consecutive terms and must wait a minimum of one term (2 years) before serving on the board again. Office terms are for one year, elected at the June board meeting.
 - b. No Trustee, other than a Trustee serving as a corporate officer or the SVCS Executive Director, may serve more than three (3) consecutive two-year terms.
 - c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
 - d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.
 - e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.

4. Time of Elections. The Board shall elect Trustees whose terms begin in July of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

Removal of Trustees

The Board may remove a Trustee without cause as provided by the New Hampshire Nonprofit Corporation law. The Board may remove any Trustee who:

1. Has failed to attend two or more of the Board's Regular Meetings in any calendar year;
2. Has been declared of unsound mind by a final order of court;
3. Has been convicted of a felony;
4. For such other good causes as the Board may determine.

Resignation by Trustee

A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice. A Trustee may not resign if the Trustee's resignation would leave the corporation without a duly elected Trustee in charge of its affairs.

Vacancies

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

Compensation of Trustees

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting corporation business.

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

Surry Village Charter School utilizes two locations, one in Surry and the other in Keene, New Hampshire.

The campus at 449 Rt. 12A in Surry houses grades K – 6. Facilities include the Surry elementary school building leased by SVCS from the Surry Town School Board, and an office trailer, equipment shed and greenhouse owned by SVCS. The elementary school facility has four classrooms, a kitchen, storage areas and an office. The office space is shared with the Surry Town School Board. The grounds of this location include a playground, ball field and wooded areas.

The campus at 217 Court Street in Keene houses grades 7 and 8. The building is located in a mixed residential and professional neighborhood. It is an historic home leased from the property owner. SVCS currently utilizes the first floor of the building, including two classroom areas, a foyer/mudroom, a garage, storage space and an office. The second floor of the building may be used in the future when an additional egress is added to that area. The grounds of this location include two patio areas appropriate for small groups working outdoors, and a significant green space.

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

Surry Village Charter School currently serves 84 students with the potential to accommodate approximately 92 students K – 8. Grade configurations include a Kindergarten and multi-grade classrooms of 1/2, 3/4, 5/6, and 7/8. Each year the Kindergarten will bring in up to 12 new students. SVCS endeavors to keep the mixed-age class sizes to approximately 20 students. Should facility space become available that would accommodate more classrooms, Surry Village Charter School would consider expanding its enrollment.

As a state-sponsored charter school, SVCS is an open enrollment school of choice for students throughout New Hampshire. For state-sponsored student placements, Surry Village Charter School will comply with current statutory provisions whereby not more than 10% of the resident pupils in any grade shall be eligible to transfer to a charter school in any school year without the approval of the local school board. The Town of Surry has its own independent school board. In addition to Surry students who attend SVCS, the Town also has students whom it tuitions into the Keene School District schools.

Consistent with the SVCS commitment to building strong communities, preference is given to siblings of enrolled students, children of SVCS employees, and residents of Surry. On a space-available basis, the Surry Village Charter School Board of Trustees will accept students funded in alternative ways for available slots, including tuition students from our Vermont and Massachusetts neighbors.

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

The following descriptions give an overview of the SVCS learning goals and objectives by subject area. In all cases, the New Hampshire Curriculum Frameworks and the NECAP Grade Level Expectations (GLEs) form the basis for guiding curriculum and instruction. Whenever possible, subject areas are integrated across disciplines to model the real world. Following the village school approach, students are engaged in real-world activities and problem-solving that connect them to the local community. Instructional approaches such as the Responsive Classroom and the Critical Skills Program are used to embed both academic standards (content areas in the NH Curriculum Frameworks and NECAP GLEs) and critical skills (organization, time management, teamwork, decision-making and problem-solving) into classroom activities.

LANGUAGE ARTS

Goals: The language arts curriculum will follow the guidelines of the National Reading Panel, with literacy instruction in the areas of:

- phonemics;
- vocabulary;
- fluency;
- comprehension; and
- literature studies.

Language arts instruction will not be limited to one time of the day; rather, reading and writing skills will be emphasized, practiced, and demonstrated across all subject areas.

Curriculum:

Surry Village Charter School will employ research-based language arts programs such as the Harcourt "Trophies" series and Houghton-Mifflin's "Write Source" handbooks. Language arts instructional time will include phonemic awareness, teacher-guided reading, student self-selected reading, spelling and vocabulary, and writing lessons in language usage, grammar, technique and style. The lower elementary grades will receive direct instruction in decoding, fluency, and comprehension skills in the context of rich and integrated literature experiences. The upper elementary grades will also receive direct instruction in basic literacy skills, and will explore literature representing a range of genres and cultures.

All lead teachers in grades 1 - 8 have been trained in the Six Traits Writing Program, and have incorporated the approach into their daily classroom work. The classes will continue a schoolwide Six Traits approach to developing writing skills. In addition, research-based approaches such as "Image-Making Within the Writing Process" and "Picturing Writing: Fostering Literacy Through Art" will be used to link the arts to literacy skill development. These are dynamic approaches to writing that integrate visual and kinesthetic modes of thinking at every stage of the writing process. Through these instructional methods, children use reading, writing, and oral language skills necessary to the development of literacy, gain access to visual and kinesthetic modes of thinking that serve to heighten their conceptualization process, and engage in higher-level problem formulation and problem-solving activities.

MATHEMATICS

Goals: The goal of the math program is to instill a strong mathematical foundation and a sense of student confidence and excitement for mathematics. Students will become mathematical thinkers able to apply math concepts and utilize problem-solving strategies in science, social studies, and in their critical thinking in general.

Curriculum:

The Surry Village Charter School math curriculum will follow the recommendations and standards set by the National Council of Teachers of Mathematics, using the research-based mathematics program Investigations for grades K – 5, and Connected Math for grades 6 – 8. Skills and concepts include:

- operations and computation;
- numeration;
- patterns;
- functions and algebra;
- use of data;
- measurement; and
- geometry.

SCIENCE

Goals: Students will engage in hands-on exploration and direct experience with the natural world, think and act like scientists, acquire scientific knowledge, and become scientifically literate. Students will learn how scientific knowledge can inform our appreciation of the local natural environment, and will apply that knowledge to understanding sustainable living practices.

Curriculum:

Science instruction at SVCS is thematic and inquiry-based. The core curriculum will include numerous investigations into the life, physical, and earth and space sciences. Students' natural curiosity and wonder about the world will be encouraged by utilizing the environment surrounding the school as a laboratory for exploration and discovery. Students will probe the relationship of science, technology, and society, and will demonstrate an understanding of key scientific concepts. Numerous resources are employed by teachers, including *Project Wet*, *Early Sprouts*, Foss Science Kits, Neo Sci Kits, and the Holt, Rinehart, and Winston *Science and Technology* textbook series.

HISTORY, GEOGRAPHY, AND CULTURAL STUDIES

Goals: As members of a village school, students will engage in units of study that require them to:

- act and learn as historians, geographers and social scientists in their local community;
- gain a working knowledge of local characteristics, events, and issues;

- exhibit qualities of civic pride and responsibility; and
- learn about and interact with the state, national, and global communities.

Surry Village Charter School will follow the NH Social Studies Curriculum Framework. Whenever possible real-world experiences, guest experts, and primary sources will be utilized.

Curriculum:

The social studies curriculum will explore topics using a project-based approach that allows for in-depth study. Studies begin with local village investigations in the early grades, and expand to include world peoples and cultures in the middle and upper grades. Place-based learning will be a central focus at every grade level, with guest speakers, museum kits, and field trips to explore local history, geography, civics, economics, and culture. In the upper grades, textbooks, Internet research, and specialized units like *Box City* from the Center for Understanding the Built Environment will be used to provide a rich tapestry of instruction. In addition, the students will engage in everyday skills to directly experience relevant time periods and cultures - skills like Colonial gardening, French cooking, Native American woodworking, and Civil War quilting.

FOREIGN LANGUAGE

Goals: Students will acquire introductory conversational skills in a second language and learn about the historical and contemporary cultures of the people who speak that language.

Curriculum:

Language instruction will begin in Kindergarten and proceed throughout the grades. Students will receive direct instruction in vocabulary and conversation, combined with supported immersion, songs, skits, and games. Cultural awareness will be a pivotal element of the curriculum, and the instructor will work with classroom teachers to extend this awareness and language practice into the daily classroom setting.

TECHNOLOGY

Goals:

Students will acquire functional technology skills in:

- computer word processing;
- electronic information (databases, Internet) retrieval and use;
- ethical use of technology; and
- electronic media for presentation of projects.

Curriculum:

Students will develop basic technology skills, respect for and knowledge of hardware, and an understanding of technology as a tool to assist learning by using a thematic, interdisciplinary approach. Teachers will introduce their students to technology in developmentally appropriate ways, using computers and other technology for research, assignments, visual examples, and presentations, recognizing that young children learn

best through direct experience with the world around them. Multimedia software, Internet use, and technological equipment will be integrated into projects throughout the curriculum.

VISUAL AND PERFORMING ARTS

Goals:

Students will:

- participate in dance, music, theatre and visual arts projects;
- utilize the arts for personal expression; and
- analyze works of art from structural, historical and cultural perspectives.

Curriculum:

All students will participate in performing and visual art activities. Art instruction will be integrated with curriculum themes from reading, writing, math, science and social studies. Weekly music classes will offer music theory, music history, and notereading instruction, as well as singing practice from a variety of traditions. Students in the third and fourth grade will receive instruction in the recorder, and students in grades 3 – 8 will be offered optional band instruction and instrument sectionals on a weekly basis.

Classroom teachers will work with the music instructor to integrate music, dance, and theatre instruction into the core curriculum. Students will learn the essential principles and elements of the performing arts and participate in various performances throughout the school year. Visual arts instruction will range from drawing, painting, sculpture, and printmaking to photography, video, and folk arts. Students will apply appropriate media, techniques and processes to an array of subjects and themes. Instruction will include periods of art and culture throughout history. Students will learn about important artists and explore these artists' styles in their own work.

The skills of local artists, performers, specialists, and art historians will be utilized. Special presentations, classes, and residencies will expand student appreciation of culture, design, and artistic expression. Art will connect the school to regional, national, and international culture through exhibits, performances, concerts, and residencies taking place in local museums, colleges, galleries, and theatres.

HEALTH AND PHYSICAL EDUCATION

Goals:

Students will:

- develop lifelong personal fitness and health;
- appreciate the importance of maintaining fitness; and
- participate in a variety of physical activities.

Curriculum:

Physical education is integrated into daily classroom activities as an explicit learning strategy, offered throughout the week during recesses, and taught once a week in a structured PE class. The physical education program will encourage the development of flexibility, coordination, strength, gross motor skills, and cardiovascular fitness. Health

and physical education themes will be integrated with science instruction, and specific health instruction will be offered as appropriate to individual classes. Additionally, throughout the school year students will participate in schoolwide activities such as hiking and skiing.

SOCIAL CURRICULUM & SERVICE LEARNING

Goals:

Students will:

- take responsibility as collaborative members of the school community,
- encourage the participation and development of other students, and
- practice critical skills such as organization, management, critical thinking, problem-solving, and decision-making.

Curriculum:

The school will maintain a climate of respectful productivity by actively developing a social curriculum. Organizations such as the Northeast Foundation for Children and the Critical Skills Program have structured approaches to social curriculum development. These approaches involve teachers in designing classroom lessons that encourage students' appreciation and understanding of the need for classroom rules and for working together to solve problems. The students' ability to demonstrate productive behavior and critical skills will be an intentional part of the daily curriculum in all subject areas.

Daily morning and afternoon meetings will provide students with an opportunity to build a positive classroom culture and actively reflect on their academic and social progress. Weekly schoolwide assemblies will reinforce the social curriculum across grade levels. The core curriculum will be designed in such a way that students have the opportunity to practice critical skills such as organization, management, critical thinking, problem-solving, and decision-making, performing real-world tasks and taking the time to reflect on and understand the skills they are developing.

Surry Village Charter School students will be active participants in the community, doing service learning as an integral part of the science and social studies curriculum. Service learning helps to foster a sense of civic responsibility. Students learn and develop through active participation in thoughtfully organized service that is conducted in the community and meets the needs of the community. Structured time will be provided for students to reflect on the service experience.

Community members are encouraged to share specific skills with interested students, and may take on a mentoring role. In addition to helping students develop personal and social responsibility, service learning in our school will help students learn critical thinking, communication, teamwork, civic responsibility, mathematical reasoning, problem-solving, public speaking, vocational skills, computer skills, the scientific method, research skills, and analytical skills.

(g) Academic and other learning goals and objectives.

The New England Common Assessment Program (NECAP) and the Grade Level Expectations (GLEs) are used to guide instruction in all subject areas. Instructional strategies include direct instruction lessons in basic skills of reading, writing, mathematics, and spelling using research-based programs. Science, social studies, health, technology, and the arts are taught through an integrated, thematic approach. In addition to subject area knowledge, critical skills such as problem-solving, decision-making, communication, and organization are taught by providing an inquiry-based, team-focused experiential curriculum, with opportunities for students to learn, practice, and exhibit their knowledge and skills.

Surry Village Charter School Goals:

- ❑ Students will meet or exceed the average performance of New Hampshire students on state-required assessments.
- ❑ Student academic performance data will show students are making at least one year's growth annually.
- ❑ Students will demonstrate progress on critical skills through portfolios, inquiry-based challenges, team projects, and classroom exhibitions.
- ❑ 95% parent or guardian volunteerism.

(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.

Achievement is reflected through a variety of assessment strategies, including but not limited to portfolios, conferences, observations, norm-referenced tests, and presentations. The school endeavors to accommodate different kinds of learners. The school, in partnership with parents and students, assesses progress and ensures that all students are noticed and valued. State testing and other standardized testing measures are used as comparisons to local and national students at traditional public schools.

The Surry Village Charter School assessment plan focuses on three goals:

- 1) help students learn;
- 2) inform teachers about student progress and effective instructional strategies; and
- 3) include parents as partners in the assessment process.

The plan ensures that teachers and parents have the data they need to know how students are doing and how to help students progress. Students know their academic strengths and set goals to work on. Teachers, parents and students work together as a team to celebrate successes and establish academic targets.

Student achievement is measured by a variety of assessment strategies:

- 1) Basic skills of literacy and numeracy are assessed using a combination of New Hampshire state-required standardized tests (NECAP) and the nationally norm-referenced test Measures of Academic Progress (MAP).
- 2) Achievement in content areas is measured with pre- and post-unit tests and formative assessments as appropriate.
- 3) Students maintain portfolios of work in all subject areas. Portfolios include work selected by students and teachers, and document progress over time. The portfolio provides an opportunity for the student to reflect on his or her learning.
- 4) With his or her teacher and parents, each student develops a Personal Learning Plan that is updated each marking period. The Personal Learning Plan acknowledges progress made and challenges faced.
- 5) Standards-based report cards document students' progress in detailed content and critical skills areas.
- 6) Parent/Teacher/Student conferences provide an opportunity to review the student's portfolio and to update the student's Personal Learning Plan.

Assessment Calendar

September - October	New Hampshire state tests (NECAP) Measures of Academic Progress (MAP) tests Portfolio/Personal Learning Plan initiated
Throughout year	Pre- and post-unit tests, ongoing teacher assessments, collecting, selecting and reviewing work for portfolio
November-December	Parent/Teacher/Student Conferences, Portfolios/Personal Learning Plans updated, Report Cards issued
January	Measures of Academic Progress (MAP) tests
March	Parent/Teacher/Student Conferences Portfolios/Personal Learning Plans updated, Report Cards issued
May-June	Measures of Academic Progress (MAP) tests Portfolios/Personal Learning Plans updated, Report Cards issued

(i) Graduation requirements.

N/A. Intended for High School applications.

(j) Staffing overview.

In staffing Surry Village Charter School, the Board of Trustees will comply with RSA 194-B:14. Section IV requires the teaching staff of a charter school to consist of a minimum of fifty percent of teachers with New Hampshire certification, or having at least three years teaching experience.

Staff Position Descriptions**TEACHERS**

Surry Village Charter School employs one full-time teacher per classroom. Classroom teachers are responsible for curriculum, assessment, and instruction in their class. In addition, teachers will:

- be highly qualified, certified, or eligible for certification in New Hampshire;
- teach to the very best of their ability;
- keep administration updated regularly of their needs and wants in order to maximize student achievement;
- model life-long learning;
- develop a professional development plan;
- build a professional learning community via models such as Critical Friends Groups or the Prospect Center Descriptive Review Process; and
- work as a team with the entire staff to maximize integration of knowledge across disciplines and grades.

SCHOOL DIRECTOR

This individual will be responsible for leading the organizational and educational environment, and will:

- allow faculty and students to maximize achievements consistent with Surry Village Charter School's philosophy;
- act as a public relations liaison, including working with local school districts;
- assume overall responsibility for supervision of staff and students;
- follow all Surry Village Charter School, state and federal administrative requirements and standards;
- submit recommendations to the Board of Trustees for promoting, retaining and dismissing members of the Surry Village Charter School staff;
- prepare and implement the annual budget process;
- participate in fundraising activities;
- research grant programs, write funding applications, and oversee student-run entrepreneurial sources of revenue;
- initiate and participate in consultation with teachers, parents, students and the community regarding the welfare of any student or other issues relative to Surry Village Charter School; and
- promote safety and good health practices by adherence to public codes/regulations and Surry Village Charter School standards.

CURRICULUM COORDINATOR

This individual works under the direction and supervision of the Director, and supports the Director in fulfilling leadership responsibilities; specifically, s/he will:

- assume operational charge in the absence of the Director;
- participate in budget development;
- oversee materials supply;
- develop a proposed school calendar;
- chair and participate in committees as designated by the Director;
- promote a school culture of learning, respect and interpersonal effectiveness;
- oversee schoolwide events;
- manage/support the staff evaluation process as policy dictates;
- provide staff with professional and personal support;
- oversee professional development;
- oversee standards alignment and assessment of student academic achievement;
- facilitate ongoing data analysis to guide instruction;
- oversee special education;
- oversee the implementation of curriculum and programming;
- implement educational and operational policies as set by Board; and
- lead SVCS to achieve its mission, vision and goals.

ADMINISTRATIVE ASSISTANT

Assists administration in all aspects of running Surry Village Charter School, including but not limited to reception, mailings, data entry, recordkeeping, and public relations.

SPECIAL EDUCATION LIAISON

This individual will coordinate all state and federal requirements as necessary for Surry Village Charter School to fulfill the responsibilities that fall to a New Hampshire charter school, in accordance with RSA 194-B:11. To this end, this individual will:

- ensure that documented SPED students achieve their maximum potential;
- coordinate Individual Education Plans with sending school districts;
- realize that all students are special and may need individualized help in certain areas; and
- commit to the success of Surry Village Charter School students, and to Surry Village Charter School's program goals, and collaborate with faculty as a member of a dynamic instructional team.

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

The charter school will comply with all state and federal laws pertaining to employment compensation, contract personnel and leave. The school will comply with all laws pertaining to pre-employment requirements, such as Criminal History Records under RSA 91-A:1. The Board will negotiate with any collective bargaining units that may or may not form.

COMPENSATION

Teacher compensation is expected to range from approximately \$25,000 to \$50,000/year, depending on experience, credentials and school finances. Additional compensation may be incurred by assuming extra responsibility in needed areas and through Board-approved bonuses.

BENEFITS

Benefits currently include:

Vacation Days: The School follows the State of New Hampshire calendar for official holidays when the School will be closed, approved each year as part of the School calendar.

Sick Leave: The Board will allow up to 10 days paid sick leave per year (non-accumulative).

Personal and Emergency Leaves: The employee shall be allowed up to 3 days per year (non-accumulative) personal leave with pay to be taken at the employee's discretion. At the discretion of the Board and for good reason, the Board or its designee may approve additional unpaid personal leave. Employees who wish to take religious holidays in addition to the scheduled vacation days may arrange with the Director and by the approval of the Board for alternative documented work days to fulfill their contract obligation.

Insurance Coverage and Additional Benefits: Benefits provided by the Board are as follows:

- State teacher retirement for eligible teachers.
- Workers' Compensation.
- Health Insurance. The charter school will contribute up to \$5000/year to choice benefit funds for health insurance, dental work, and wellness or other benefit cost categories approved by the Board. Contributions are to be used by employees or any of their family members for health/dental/vision-related issues.

(I) 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.

Charter school students will have access to transportation to the class program 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 the charter school who reside in the host school district shall ride direct transportation 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.

For students in secondary district special education programs, the charter school may assist with transportation arrangements, e.g., identifying shared routes.

(m) Statement of assurances related to non-discrimination according to relevant state and federal laws.

Surry Village Charter School shall 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 as is prohibited by relevant state and federal law.

The Board of Trustees shall develop and adopt a policy and will have administrative procedures to address complaints or concerns.

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

The charter school will discuss the school with any parent and will accept applications for review from any parent or student. Under New Hampshire's charter school statute, RSA 194-B:11, III, the local school district continues to be responsible for special education funding and decision-making for any child whose

parents seek the child's attendance at a charter school. Placement at the school will require an LEA endorsement from the IEP team or Superintendent of Schools.

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 district concurring on the parent's or student's desire for choice and attendance at this school, and assuring whatever services the student needs continue to be received, 2) the parent accepting or rejecting the district-proposed education plan in full or in part, 3) the district concurring with the choice placement as a general placement and providing the special services needed after hours, 4) an education plan of short duration or one that allows for a trial period in the charter school to assess suitability for a student and the services needed, if any, in the charter school environment, 5) the parent refusing special services and matriculating the student without services, should the charter school find this acceptable in a particular instance, and 6) should the placement be disputed, either the parent or the school district initiating the resolution of disagreements through provisions of the Department of Education.

COORDINATING WITH A PUPIL'S SCHOOL DISTRICT

Surry Village Charter School will respect the LEA's responsibility under statute for handling special education decision-making, and have a charter school liaison that collaborates 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.

CHARTER SCHOOL RESPONSIBILITY AND METHOD OF COORDINATING

The school will assure that a person is designated to be the liaison for special education and, if needed, will employ or contract with an appropriate specialist to oversee proper handling of special education matters. The school responsibilities are:

1. To assure that districts are alerted about requests for admission.
2. To provide information about the school to the sending district, and, when possible, attend meetings for the purpose of district review of choice requests.
3. To obtain copies of parent rights provided to parents by districts and to assist parents who want choice to understand their own district's procedures.

4. To obtain copies of any IEP that is in place, and assure that each teacher and service provider listed as having responsibility for implementing the IEP has a complete copy of this document and explanation as to what is required of the charter school.
5. To keep name, address, phone, and email for the person(s) in each district who are responsible for special education vis-à-vis students attending the charter school, and make contact, when needed.
6. To alert the sending district of pre-referral issues that rise to a level of concern of needing district attention.
7. To meet with special education administrators or their designees to understand how districts would like certain procedures to take place, e.g. should the charter school schedule and call a required meeting, or should the LEA.
8. To notify the LEA if the IEP written in one setting does not seem pertinent for the student's needs within the charter school and to ask for a review of the IEP when a portion of the IEP seems inadequate, unneeded, inappropriate, or too long in duration.
9. To assist the local education agency in development of the IEP and procedures designed to ensure that individualized education programs are monitored in a regular and systematic manner.
10. To work with the district and articulate services or accommodations the student needs, from the charter school's perspective, and to continue the dialogue about concerns until they are reviewed.

(o) Admission Procedures.

ELIGIBILITY

Surry Village Charter School is an open enrollment public school. Any New Hampshire school student who meets the school's admission criteria may apply for admission.

Surry Village Charter School has two criteria for admission eligibility:

- 1) The applicant scholar and his/her parent or guardian will agree to the mission of the school, its policies and program.
- 2) The administrative team will agree that the applicant is likely to benefit from this specific charter school program.

Applications will be reviewed by the administrative team. The administrative team will be composed of the School Director, Curriculum Coordinator, Special

Education Liaison and, as necessary, members of the Surry Village Charter School Board of Trustees. Students enrolled at the charter school are automatically re-enrolled for the following school year, provided they are in good standing at the school. A letter of intent is required from families prior to the end of each school year. This classifies the number of possible spaces for the following school year. As a family-oriented school with required parent involvement, we will encourage siblings to attend school together. Siblings of enrolled students, children of employees, and Surry residents will be given preference in admission in this order.

If more students apply and are eligible than the number of spaces available in any grade or program, the board will conduct a lottery according to the established lottery policy. 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 Surry Village Charter School student withdraws or otherwise leaves the school, the first person on the waiting list for this grade or program will be contacted. If that student is no longer interested, the Board will continue to contact students/parents in the order listed until a student is found to fill the opening.

Application Procedures

1. The school will have a web site with complete application procedures and forms available online.
2. The parents or legal guardians will submit completed application provided by the school, including a personal document stating their interest in the school, and return this to the school.
3. Once the application is complete, the applying students will have opportunities to see the location and visit classrooms.
4. If a student is enrolled in a school district special education program, the respective special education department will be notified of the student's request for admission.
5. The school will then set one or more dates for admissions decision-making and a lottery, if needed.
6. The school will have an admissions and lottery policy that outlines additional specific guidelines.
7. Once accepted, an enrollment period will be determined where the student's parent or legal guardian will provide releases of information needed for obtaining health, academic, and special records and may need to provide additional information, e.g., skill screenings to determine level of academics (reading, writing, and math).

For special education admissions, the process differs in that the LEA's Evaluation and Placement Team is responsible for the placement decision, the IEP, official meetings, and assuring that a representative of the charter school and parents are part of official meetings.

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

The philosophy of student governance at SVCS involves having clear expectations for responsible academic and interpersonal student behavior; clear and fair guidelines; a support system to help students understand and change their behavior, if needed; and consequences if students cannot or will not participate in school according to school policies and guidelines. The school is committed to a respectful and safe environment for all.

Specific governance and discipline procedures are established in the Parent Handbook that students and parents receive as part of the admissions process. The policies outline the school's procedures for student governance and discipline.

Surry Village Charter School will comply with statutes that prohibit bullying and harassment, fighting, drugs, alcohol, smoking, and any other dangerous behavior. A student may be suspended or expelled in accordance with statute and policy.

Surry Village 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). *A pupil may withdraw from a charter school based on criteria determined by the Board of Trustees consistent with the advice of the principal and teachers in conformance with RSA 193:13. No public school shall be obligated to enroll an expelled pupil.*

(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.

Surry Village Charter School will follow public school accounting guidelines and will put into place internal accounting controls necessary to safeguard its assets. Surry Village Charter School will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for public schools. An annual financial report will be provided with audit by an independent, certified public accountant.

The Surry Village Charter School Board of Trustees will appoint a Treasurer who will provide the oversight necessary to monitor the school's financial status. 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. In addition, a discretionary account will be set up. Any funds transferred from the school district will be to the general fund only. The Board of Trustees will establish a maximum cap for discretionary expenditures. Additional accounts will be set up for endowment funds and restricted grant awards. The Treasurer and two other Board members designated by the Board will have check-writing authority. Two signatures will be required for withdrawal of funds from any of the above accounts.

Except for emergency purchases cleared with the school's administrator, 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 the guidelines of the 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.

Surry Village Charter School shall comply with all requirements specified in the law pertaining to reporting requirements (RSA 194-B:10, I-V). This list includes an annual report, an annual financial audit and report, a program audit, and participation during the annual school budget process.

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

- a general progress report to establish 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;
- description of community services available at the site;
- a report of enrollment statistics including but not limited to attendance, per-class enrollment, graduation rates and any occurrences of withdrawal.
- Commentary about successes in program, collaboration, or goal achievement;
- a school calendar;
- transportation services;
- a financial statement and balance sheet identifying the charter school's assets, liabilities and fund balances or equities; and
- projections of income and expenses for the upcoming school year.

(r) Annual budget, including all sources of funding.

Surry Village Charter School will use the state's average elementary and middle school tuition costs as a basis for shaping its own budget, attempting to comply with the 80% of average per pupil funding guideline of RSA 194-B.

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

In accordance with RSA 194-B:8, Surry Village Charter School shall provide course instruction for at least the number of days required by state law, 180 days as of December 2004. If the School varies from the 180-day calendar, it will gain permission from the State Commissioner of Education.

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

Surry Village 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.

Surry Village Charter School maintains comprehensive liability insurance from The Local Government Center (LGC). They provide comprehensive Errors and Omissions insurance assuring that all the protections a public school would need are in place—this includes building liability, workers' compensation, board and personnel general liability, civil rights coverages, etc.

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

Consultants working with the school at this time include:

- Bryce, Barbara, Pys.D., University Associates in Psychology, Special Education Liaison
- Conroy, Frank & Nicole, Transportation Specialists: Founders
- Davis, John, Community and Business Liaison: Founder
- Fiorey, Matora, Ph.D., Science Specialist: Founder & Director
- Julius, Tom, Ed.D., Educational Consultant, Antioch University New England: Founder & Chair, Board of Trustees
- Kristiansen, Mary Ann, Grantwriter, Executive Director, HGM Development, Inc.
- Sintros, Nick, Web Services and Technology Specialist
- MacLachlan, Jane, Foreign Language Specialist: Founder

- Thomas, Laura, M.Ed., Educational Consultant, Director of Antioch Center for School Renewal
- Joanne Dexter, Special educator

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

Parents are visible in the school daily, whether for transportation, classroom volunteering, or garden help. Communication is two-way and continuous between the parents and the school. Families are requested to be involved in a certain number of hours a year to support the educational efforts of the school. Involvement may include school upkeep, supporting student projects, service on school committees, coordinating service learning, etc. Parents, grandparents, and other family members are encouraged to participate meaningfully in the school's evolution.

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

To assure all residents have equal opportunity to apply to the charter school, an extensive public relations effort will be maintained.

The school website posts current school information including the school's charter. Advertisements promoting the school, announcing enrollment periods and school events, are placed in local news media outlets. Articles and letters are submitted to area newspapers.

SVCS will maintain brochures describing the school, its mission, its approach to education, and the expectations and opportunities the program hopes to provide. Informational brochures are distributed widely to businesses, parents, residents, and school faculty.

(x) A global hold harmless clause.

In accordance with RSA 194-B: 3, II(x) The Surry Village 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.

(y) Severability provisions and statement of assurance.

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.

The Board of Trustees, in the event of dissolution or revocation, would develop a prompt but strategic plan that addressed debt obligation, contracts, and assets.

All property that Surry Village Charter School has leased, borrowed, or contracted for use shall be returned or handled according to contractual prearrangement.

Disposal of other property, furniture, supplies, equipment, vehicles, and the like will be handled as follows:

1. The board will first consider any debt obligation and will research the disposal of property, etc., that best enables the Trustees to meet its debts.
2. Once debt obligations are met, any remaining property and assets of the school will be distributed depending on how the items were obtained. Items obtained through federal or state charter school funding will be offered to other charter schools or to otherwise stated bodies in funding agreements. Assets provided with funds from local school districts will be offered to public schools in a manner deemed fair and appropriate, e.g., either returned to the district that provided the asset or valued or liquidated and distributed on a participation basis. Items that schools do not want will be consigned in the most beneficial manner with the proceeds reverting to the New Hampshire's charter school support fund.
3. All property personally or individually owned by the employees of the charter school shall be exempt from distribution of property as prescribed herein and shall remain the property of the individual teachers and staff. Such property includes, but is not limited to, albums, curricular manuals, personal mementos and other material or apparatus that has been personally financed or acquired or personally developed by teachers and staff.

All outstanding debts/encumbrances for which the charter school is legally liable will be properly settled with the creditor of record. Under no circumstances shall a sending school district be liable for any obligations of the dissolved charter school.

Surry Village Charter School shall coordinate any planned or voluntary bankruptcy filing with the area school boards where SVCS students reside to facilitate reintegration of its students. A minimum notice of 120 days for voluntary dissolution of the charter school will be given to school districts with students at Surry Village Charter School.

(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.

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/legal guardian. Likely options would be 1) reintegration into the student's assigned public school, 2) application to a different chartered public school, if available, 3) other available options based on parent and student priorities.

Upon cessation of operation, the records of all the students would be transferred in a timely manner to the receiving school, and the staff and trustees would work with the receiving school to assure a smooth and timely transition.

(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.

Surry Village Charter School will collect and report data regarding student progress and program effectiveness in a number of ways, especially as outlined in section (g), Academic and Other Learning Goals and Objectives. An annual report will be prepared and submitted to the State Board of Education for their review in August following each academic year.