



Windham Academy
Charter Document

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Mission

The Windham Academy Public Charter School will focus on STEM Prep education to provide a well-rounded educational experience for its learners within a culture that incorporates subject mastery, and lasting values through civic understanding and personal character.

Vision

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

Basic Features of the Windham Academy

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

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

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

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

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

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

The school is committed to the healthy development of the well rounded person: academic, social, physical, ethical, emotional, and creative. A balance between strong academic rigor and student well-being will be sought and maintained at all times. Respectful of parents right and responsibility to address their child's non-academic education, social/behavioral

instruction will be taught using evidence-based practices at relevant times only. .

As a 21st century STEM school, the use of technology is paramount. Being respectful of a child's full development and overall well-being, there will be a daily maximum amount of time allotted towards technology and screen time. Children are on screens outside of academic hours and research indicates a cumulative effect on overall brain development. Neuroimaging research shows excessive amounts of screen time may damage the brain and the American Academy of Pediatrics has daily limits set for parents as guidance to limit overall screen exposure. Children who spent more than two hours per day of screen time scored lower on language and thinking tests in a recent study by the National Institute of Health (ABCD study, 2019). Over 4,500 brain scans have been examined in children and the NIH has found that those who have more screen time have a premature thinning of the brain cortex. The brain cortex is responsible for interpreting information from the physical world (ABCD study, 2019). While no firm conclusions have yet been made on the long term effects of screen time, Windham Academy will strive to provide the safest learning environment for each child while these large scale research studies continue to progress by the NIH through limiting screen time as below:

- Kindergarten- no screen time
- 1st and 2nd – no more than 30 min two times per week.
- 3rd and 4th- no more than 30 minutes three times per week.
- 5th – no more than 30 min daily.
- 6th, 7th and 8th – no more than one hour per day.

Exceptions to this may be approved on a case by case basis (ex: age-appropriate movie at holiday time approved by administration or extra time needed for power point creation). A variety of instructional methods will be used including but not limited to; large and small group instruction and discussions, collaboration, cooperative learning, project-based learning and inquiry, hands-on opportunities, and facilitated demonstration.

Windham Academy will respect parental oversight and responsibility for their child's non-academic education. At no time will The Windham Academy presume to educate on contemporary social or community norms.

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

Student achievement will be measured using formative and summative assessments in order to determine mastery of standards taught. All students will participate in Diagnostic Assessments 3x per year to monitor academic progress to support best instructional practices using a tiered systems of support model; Grades 3 and up will participate in the New Hampshire SAS Assessments pursuant to NH RSA 193-C and federal accountability laws (Every Student Succeeds Act).

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

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

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

(B) Governance, Organizational Structure, and
Plan

Officers of the Board of Trustees of the Windham Academy

Chairperson, Vice Chairperson, Secretary, and Treasurer of Windham Academy. Officers of the board shall be elected for a term of one year, by majority vote of the board of trustees at the annual organizational meeting to be held in June of each year and shall serve until the next annual organizational meeting. In an effort to rotate leadership, trustees may be elected to the same role for no more than four consecutive years. If a replacement officer is needed, the replacement officer will be selected by a majority vote and will serve out the unexpired term of the departing officer.

The Chairman shall:

- Prepare the agenda for all meetings.
- Open each Board meeting at the scheduled time by calling the members to order.
- Announce the business before the Board in the order in which it is to be acted upon.
- Recognize members entitled to the floor.
- State and put to vote all the questions which are regularly called or necessarily arise in the course of the proceedings
- Announce the result of any vote.
- Protect Board meetings culture, integrity and effectiveness.
- Assist in expediting all business in every way compatible with the rights of the members by:
 - a) Managing and/or limiting the flow of remarks when motions are pending.
 - b) Calling a recess to permit restoration of order or clarification of an unclear point.
 - c) Guiding the members when engaged in a debate to stay within the rules of order.

- d) Ensuring on all occasions the observance of order and decorum among the members.
- e) Deciding all questions of order (subject to an appeal by any two (2) members) unless s/ he prefers to submit the question for the decision of the Board.
- f) Informing the Board on a point of order, or practice pertinent to pending business.
- g) To authenticate by his/ her signature, when necessary, all acts, orders, and proceedings as directed by vote of the Board.

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

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

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

Board of Trustees

The Board of Trustees will establish a set of policies and procedures defining the responsibilities and authority of the School Administration. In accordance with RSA 194-B:5, Windham Academy will be governed by up to ten (10) members of the Board of Trustees. The Board will have general supervisory control and authority over the charter school.

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

A minimum of 2 Windham Academy Parent Trustees

A minimum of 3 Non -WA parent trustees: Suggested (but not limited to) roles to fill these seats on the Windham Academy Board of Trustees are:

Suggested (but not limited to) roles to fill these seats on the Windham Academy Board of Trustees are:

- 1) Major Financial Contributor
- 2) Educator not affiliated with Windham Academy
- 3) Lawyer preferably with charter school background
- 4) Other non- parent trustee

One (1) BOA selected trustee (1-year term, non-consecutive) The Board of Advisors includes all prior members of the Board of Trustees. The goal is to utilize prior experience. The seat, effective for a one year term, is picked by the current Board of Trustees. The Board of Advisor role is granted full access and freedom to participate, contribute and vote, alongside Trustees at all public monthly board meetings.

The board will be composed of a maximum of nine members. The board is not required to maintain nine (9) members, but shall strive to maintain at all time a board of at least five (5) board members. All decisions made by the Board of Trustees will be determined by majority vote. In the rare result of a tied vote, the Chair, Vice Chair, Treasurer and Secretary along with one other board member whose name will be pulled from a hat will vote for a second time and the result of the second vote will be final.

Committees

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

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

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

The Board may appoint a trustee to fill a vacancy if vacated and follow replacement officer guidelines on page 7. Diversity of perspectives being paramount, board members shall not serve consecutive terms in any officer role. No term limits for any of the Board of Trustees will be imposed.

For the purpose of conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of trustees physically present or participating through video or voice conferencing systems. Records and meeting minutes will be kept in accordance with statutory guidelines and made available online

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

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

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

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

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

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

- a. Fire safety;
- b. Heating, ventilating, and air conditioning (HVAC);
- c. Plumbing;
- d. Electrical; and

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

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

Enrollment

Windham Academy anticipates initial enrollment of approximately 107 students, anticipated in grades K-4 in the first year, as the board decides. First year enrollment will be capped at 115 students.

The exact capacity for enrollment in the first year is highly dependent on the space chosen and the ability to make needed renovations, if applicable. New students will be added each year thereafter until the school is fully enrolled; it is anticipated by the end of the fifth year the school will have 195 students.

(see amendment) enrolled with an average teacher/student ratio not to exceed 1:23 with para support.

The school will serve a maximum of 390 students in grades K-8.

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

Amendment: Effective 2021, The Windham academy was approved for an amendment by the NHDOE, to now serve a maximum of 500 students.

Information about Pupils Served

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

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

Seek the challenge of a school based on high standards and expectation of academic achievement

Want to explore and deepen interests in studies of science, technology, engineering, mathematics, history and literature

Desire a program where students may assist in their own program design and educational goal-setting

Welcome a personalized school environment designed to cultivate student interests and talents

Choose a school community based on respect, citizenship, and personal responsibility.

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

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

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

1. Windham Academy students will learn to reason and become independent thinkers as they progress through school.
2. Students will understand and demonstrate mastery of subject matter considered essential for acquiring advanced knowledge and skills.
3. Personal responsibility for all students, including leadership skills in higher grade levels.
Students' growth in academic and leadership ability is anchored in learning that builds strong ethical character and contributes to leading a healthy, productive life.

Curriculum and State Required Testing

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

"Achievement tests to be Used" for more information.

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

Distinguishing Curriculum Features

Instruction

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

Curriculum

The school will offer a rigorous preparatory program specializing in combining innovative programming with current research in best practices towards providing well-rounded educational opportunities.

Students will be given a strong foundation in literacy and numeracy along with curricula, which will allow them to explore leadership through the study of civics and history. This will provide them with the tools necessary to fully experience the STREAM program offered by Windham Academy. Essential components of the well-rounded education the Windham Academy will include the incorporation of literature and writing, geography and world language, health and personal fitness, and music and art exploration into our students' curricular experience.

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

Kindergarten is full day with an emphasis on play-based learning.

Girls in STEM

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

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

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

Course Accomplishments

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

Diverse Learning Spaces

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

Active Engagement

Students will be actively engaged in learning and have experiences that require different kinds of thinking. Windham Academy will use a STREAM Instructional Model to develop and strengthen students understanding and encourages more hands-on learning. Using best practices, students will be expected to

play an active role in their learning environment. Teachers will plan instruction to encourage higher level thinking across-curricula while challenging students to push their cognitive boundaries. Their assignments will include age appropriate written analysis of their own and others' work, reflective journals, quantitative and qualitative studies, projects, and oral presentations.

Genuine Achievement is Valued

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

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

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

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

Technology

Windham Academy will offer specific age-appropriate classes in computer science and graphic design as well as integrating information and communication technology. The school will strive to provide students access to current technology with purposeful use. Computers will not be used for direct

instruction of curriculum content. Technology will be used intentionally as a tool to the learning experience. Examples of technology usage include instruction in coding, researching, powerpoint/spreadsheet creation and mathematical modeling (pie charts/bar graphs). Teachers will plan accordingly and refer to best practices when using technology in the classroom including following screen time limits. Students will have the option of attending enrichment programs that use technology in a more exploratory way in after-school and summer camp settings.

A Culture of Mutual Support/ Character Education

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

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

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

Challenging Material & Provision for Acceleration

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

Leadership Strand

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

Social Studies/History classes will include but not limited to age-appropriate study of great leaders of the past, understanding what made them great leaders, and what traits students can incorporate into their own lives, and what flaws/mistakes to avoid, to become great leaders themselves. United States history along with world history will be taught and will include teaching the history of Constitution Day, Columbus Day, Thanksgiving and a celebration for Flag Day every June.

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

Each September 17th, Windham Academy will recognize the school's grand opening, and honor the ratification of the US Constitution with a public flag raising and patriotic ceremony. Teachers shall read to the academy's younger students (grades K-5) the US Bill of Rights (all 10 amendments) in age-appropriate terms, *in advance* of a classroom discussion each September 17th. The academy's older students (grades 6- 8) shall also be required to read the US Constitution for themselves, *in advance* of a classroom discussion each September 17th. National Flag Day will be recognized every June. Teachers will utilize their creativity and incorporate three key components into teaching about the flag: 1. History: Age appropriate history of the flag along with how to respect and care for it during flag raising ceremonies, 2. Music: age appropriate presentation/concert singing the National Anthem along with other suggested songs such as You're A Grand Ole Flag, America's Heroes, and When the Saints go Marching. 3. Art: age-appropriate artwork representative of the United States Flag.

Project-Based Learning

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

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

A variety of approaches will be used, such as inquiry-based teaching methodologies and active

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

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

(G) Academic and other learning goals and objectives

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

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

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

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

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

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

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

- Upon promotion from grade eight, students will demonstrate an advanced ability to originate and proceed with exploring a line of questioning that leads to a deeper understanding of ideas and concepts.
- Upon promotion from grade eight, students will demonstrate an understanding and performance skills of language as used in influencing how one perceives the world, thinks about it, and chooses to act upon it - as measured by a rubric for assessing relevant evidence contained in each student's portfolio.

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

All students will contribute to a respectful community environment.

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

Achievement Standardized Testing

Per RSA 194-B:8 V, Windham Academy will administer state assessment testing for all grade levels as required by law. Research-based assessments will be used to measure pupil academic and other goal achievement including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, writing, history, geography, science, and mathematics.

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

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

(I) Graduation

Requirements. NA

(J) Staffing Overview

Planning and Development

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

Tasks related to school development include:

- Board initiations and governance training

- Define and create committees

- Facility initiatives

- Curriculum development and course design

- Create school policies and student handbook

- Teacher development and staff training

- Materials development and marketing

- Set-up of administrative systems

- Strategic planning

- Financial operations, revenue initiatives

- Dissemination of material to schools, parents and communities

Staffing

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

Windham Academy will comply with all statutory requirements for teaching and staff

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

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

School Director

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

Allow students and faculty to maximize their achievements

Establish a school culture built on respect, leadership, responsibility, and support

Execute relationships to work with local school districts

Assume overall responsibility for supervision of staff and students

Hire additional administrative and teaching staff as needed, with approval of the Board

Follow all State and Federal requirements and standards

Supervise and evaluate the work of staff

Oversee the class scheduling process

Supervise adequate testing and evaluation of students' achievement

Promote safety and good health practices by adherence to public codes/regulations.

Director Qualifications

Meet all NH regulations for eligibility

Master's Degree from an accredited university, preferred

Minimum of 5 years teaching and/or school administration experience, preferred

Experience with administrative duties in a school or business

Background in primary school education, preferred

Demonstrated leadership, people management, and business management experience

Such other qualifications as the Board may find appropriate.

Business Manager

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

Setting up the school financial systems

Working with the director to prepare budget and other financial documents for board review and approval

Preparing purchase orders and banking deposits

Preparing information for payroll processing

Assisting the Director when needed

Filing proper paper work with proper agencies

Working with the Director to oversee proper ADM count

Supporting grant writing and management

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

Business Manager Qualifications:

Bachelor's Degree from an accredited university, business and accounting preferred

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

Experience preparing purchase orders and bank deposits

Experience preparing payroll processing

Experience with grant writing and management

Such other qualifications as the Board may deem appropriate

Teachers:

Windham Academy will comply with RSA 194-B:14. Section IV, which states that, "*IV. The teaching staff of a chartered public school shall consist of a minimum of 50 percent of teachers either New Hampshire certified or having at least 3 years of teaching experience*". In addition to those holding current NH educator certification, preference will be given to applicants with knowledge of child development, child psychology, and curriculum design and literacy instruction. At no time will an otherwise qualified teacher be penalized for not obtaining certification. All teachers, regardless of certification, will be encouraged to participate in continuing education and professional development.

Teachers who are not certified may:

Hold a Bachelor's Degree from an accredited university.

Have experience working in particular areas of study

Teachers Aids

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

Guidance Counselor

Hold a Bachelor's Degree from an accredited university.

Preference given to candidates with coursework in counseling and guidance, and human growth and development.

Preference given to Masters' Degree in School Counseling.

Preference given to applicants holding a teacher certification.

Special Education Representative

Hold a Bachelor's Degree from an accredited university.

Preference given to candidates with current teaching certification.

Preference given to candidates with Special Education experience.

Preference given to candidates with administrative experience.

Part Time Nurse

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

(K) Personnel Compensation Plan

Salary

The Director, Teachers, and Administrative Staff of Windham Academy will be paid a salary.

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

Vacation

Windham Academy will publish an annual calendar of holidays and vacations during which the School will officially be closed. The calendar will generally coincide with the Windham school district.

Full-time teachers will also receive a maximum of three (3) days of paid personal leave per year. Personal

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

Sick Leave

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

Fringe Benefits

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

(L) Pupil Transportation

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

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

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

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

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

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

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

(M) Statement of Assurances Related to Non-Discrimination

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

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

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

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

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

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

The Special Education Representative will:

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

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

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

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

(O) Admission and Enrollment Policy and Procedures

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

Admission Procedures:

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

Admission shall be blind.

Should the number of applicants exceed capacity, students will be chosen randomly using a

lottery system, with a wait list developed from the lottery overflow.

Admissions Process Overview

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

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

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

Interested families will then submit their application.

A committee will review applications for completeness.

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

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

be notified.

Soon after the enrollment process is complete, Windham Academy will hold meetings for

admitted students and their families and provide an orientation for students and families.

Enrollment Provisions

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

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

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

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

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

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

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

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

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

Behavioral plans will be developed as needed.

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

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

The procedure will include steps for proper documentation beginning with the reporting of the behavior and ending with the final decision and outcome. If disruptive/disrespectful behavior continues and the options outlined in the procedure are exhausted expulsion may occur.

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

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

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

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

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

The Board will approve an accounting policies and procedures manual to be followed by all employees, contractors and Board members to ensure the proper tracking and use of School funds. A general account will be set up for the administration of funds, and the Treasurer and named members of

the Board of Trustees will have check-writing authority. Two signatures will be required on all check manifests. A fidelity bond in accordance with the guidelines of the New Hampshire Department of Revenue Administration will cover each individual with check-writing authority. Except for emergency purchases approved by the School's authorized personnel (up to a maximum to be established by the Board of Trustees), all expenditures and contracts will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances.

Annual Audit

RSA 194-B:10

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

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

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

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

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

Fiscal Issues

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

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

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

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

(T) Provision for Evidence of Adequate Insurance Coverage

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

The Board will procure and provide evidence of adequate insurance coverage as required by the

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

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

Melinda Labo - Educational Consultant

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

Tracie Neary – Educational Consultant

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

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

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

community and bring valuable input, energy and skills to the school's success.

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

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

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

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

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

(X) Global Hold Harmless Clause

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

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

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

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

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

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

Not Applicable

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

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

1. re-integration into the student 's assigned public school,
2. application to a different chartered public school, if available, or
3. Other available options based on parent and student priorities.

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

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

Not Applicable

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

Schools ought to be measured by results. Therefore, Windham Academy will develop and implement prior to the date of opening, a specific accountability plan that seeks to report quantitative data and qualitative information in order to measure success in relation to stated goals. The Board of Trustees will seek to develop a timeline for the Director to report data and information in a manner that assesses the progress of each goal statement in order to measure effectiveness and provide the opportunity to revise practice, if warranted. If student learning is the broadest and most important goal set by the charter, then the charter itself maintains a distinct obligation to self-declare and request independent assessments to determine the state of affairs of its programming as defined by the following goal statement:

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

Reach cap enrollment in each successive year of operation.

Operate charter organization with existing fiscal resources.

Establish, maintain, and grow an endowment fund.

2. Mastery of Competencies

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

Maintain an Advisor-Advisee relationship.

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

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

Connect competencies to student real-world experiences.

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

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

Appendix A: Charter School Foundation Board / Bios

Jim Fricchione – Founder

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

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

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

Sean Donahue – Founder

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

Chris Baker – Founder

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

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

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

Chris lives in Windham with wife and two young children.

Meg Bedrick – Founder

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

Karl Dubay - Founder

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

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

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

Appendix B: Projected Budget