



NORTHEAST WOODLAND CHARTERED PUBLIC SCHOOL
 (Herein referred to as Northeast Woodland or NWCS)

February 26, 2020

SPONSORED BY NORTHEAST WALDORF EDUCATION FOUNDATION

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Projected Opening September 2020

Projected Location: North Conway, NH

Projected Grade Level Enrollment					
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	25	25	25	25	25
Grades 1 – 7	15	20	25	25	25
Grade 8	-	15	20	25	25

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SECTION 1 Requirements for Submitting Application

A. Letter of Intent Ed 318.08(a)

A letter of intent was submitted to and received by the New Hampshire Department of Education on May 28, 2019.

SECTION 2 Application Document Requirements

A. Application Cover Sheet

The Application Cover Sheet is located on the front page of this application and includes:

- (1) The name of the proposed charter school;
- (2) Name of organization sponsoring the charter school;
- (3) Name of contact person;
- (4) Mailing address;
- (5) Primary telephone;
- (6) Alternate telephone;
- (7) Email address;
- (8) Projected date of school opening;
- (9) Proposed school location; and
- (10) Total projected student enrollment broken out per year for 5 years listing the following:
 - a. School year;
 - b. Grade levels; and
 - c. Number of kindergarten students

B. Table of Contents, page numbers on each page, one-inch margins and at least 11-point font.

- A table of contents is provided;
- Each page has page numbers;
- The document has 1-inch margins; and
- The font is a minimum of 11-point in size.

C. Application not to exceed 50 pages, not including appendices, which may include letters of support, a five-year budget or both.

The total number of pages, not including appendices, is 45.

D. Submit an application comprising of an original, 3 paper copies and an electronic copy to the Charter School Office at the department of Education.

One (1) original, three (3) paper copies, and one (1) electronic copy are submitted.

E. The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application."

The application includes the above statement, which has been initialed by those signing the application. The statement, initials, and signatures of the founding members are found on Page 45.

SECTION 3 Introduction

"Our highest endeavor must be to develop free human beings who are able, of themselves, to impart purpose and direction to their lives."

Rudolf Steiner (1861-1925)

A. General description and proposed or potential location

Mount Washington Valley has a rich history and vibrant out of doors culture which resonates strongly within our community. It is the reason people move to our locale and the backbone of our local economy. Northeast Woodland Charter School is an idea born of a desire to bring together our local natural resources with the growing trend towards student centric, holistic learning. The NWEF Board has actively been seeking out potential locations for NCWS. We have a number of promising locations identified, but have held off beginning negotiations on any specific properties until we are certain that our charter is approved.

The most important characteristics of our future location will be:

1. Proximity to the center of population distribution around the MWV. We have identified this area to be North Conway, with special consideration given to areas less subject to seasonal tourism traffic.
2. Proximity to outdoor resources. Our school's focus on outdoor education in our natural environment will benefit from ease of access to forest and other natural environmental features.
3. Proximity to existing transportation routes to allow the greatest ease of access for local families, whether through partnerships with the LEA or third party transportation options.

4. Affordability of the property. We recognize that the higher our property costs are, the less funds will be available for our educational program.

Our search for a home will be a balance between these four major considerations, with hopes that we will identify and secure a location that strikes a balance between these four needs as quickly as possible.

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

The direct point of contact for Northeast Waldorf Education Foundation is:

Jesse Badger
Chairman – Board of Trustees
Northeast Waldorf Education Foundation
PO Box 1297
Intervale, New Hampshire 03845
+1 (207) 251-1621
Jesse@BadgerNautical.com

C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3, V.

Northeast Woodland is sponsored by the Northeast Waldorf Education Foundation (NWEF), a New Hampshire nonprofit entity established for the purpose of promoting Waldorf Pedagogy by creating and sustaining a Waldorf Inspired Public Charter School in the Mount Washington Valley Region. Evidenced as Appendix A.

D. Education Vision and Mission Statement

Our mission at Northeast Woodland is to awaken children to the wonder and joy of learning through nature combined with the living arts, academics, and the role these elements play in the development of the whole child. Our school will nurture creativity, individuality, and independent thinking to inspire and prepare children to pursue educational excellence and enter their community and the world with confidence, competence and compassion.

By addressing their heads, hands and hearts, the school will encourage students to be lifelong learners and contributors to their communities and society as a whole.

The vision of Northeast Woodland is to create an environment of nature-based learning focused on the teachings of Rudolph Steiner with the goal of making this education available to all who wish to attend. As a member of the Alliance for Public Waldorf Education and utilizing the curriculum set forth by this organization, we will bridge the gap between the structure and goals of the Waldorf program as enacted in Waldorf-Inspired Public Schools with the academic content and student goals identified in the Common Core Standards (CC).

E. A summary of the school’s focus, including a description of the characteristics, methods and goals of the school.

Our goal is to bring forth in every child their unique potential in a way that encourages students to be positive contributors to their local communities and the world at large. Our curriculum, pedagogy, and teaching methods are designed to nurture this potential within every student. Specific aspects of our educational approach include full integration of the arts, immersion in the rich natural outdoor environment of the Mount Washington Valley, and a focus on contribution to and gratitude for the school community as we work toward developing a culture of community involvement and responsibility.

Northeast Woodland will target economically disadvantaged students from families with lower than State average median household income in the Mount Washington Valley region (see MHI data in Appendix B). Many of these families’ incomes are dependent on the tourism economy of the region and therefore especially susceptible to decline during periods of economic downturn.

F. Measurable Goals and Objectives and a timeline for implementation and accountability.

Goal	Timeline	Deliverable
Complete and submit application for NH Public Charter School	September 2019	Notice of receipt from State of NH Charter School Review Board
Receive approval for NH Public Charter School status	December 2019	State of NH School Charter Approval
Ramp up grant and fundraising campaigns for school funding	August 2019 →	Receipt of sufficient funds to operate school for August 2020 opening
Begin marketing and outreach campaign; begin application period for student enrollment	Post Application Submission	Production of marketing materials; Finalize and implement outreach campaign; Production of formal application and implementation of application procedure
Locate suitable property for school campus	Post Application Approval	Purchase or obtain long-term lease for school campus

Hire School Administrative Leadership	By February 2020	Secure contracts with Head of School, Business Administrator & Development/Enrollment Director(s)
Hire Operating Staff & Faculty	By May 2020	Secure contracts with faculty, operating staff, and educational support staff
Faculty & Staff Onboarding	May 2020 – July 2020	Identify training needs during hiring process; Coordinate and administer training to meet both opening day and long-term needs
Opening day of Northeast Woodland Charter School	August 2020	Open the doors at 7 AM. Smiling teachers arrive ready to welcome children eager to learn. Joyful, hopeful children arrive and begin their new journey.

The Northeast Waldorf Education Foundation seeks approval of our application by December of 2019 so as to facilitate the required fundraising and site acquisition needs of Northeast Woodland Charter School. We have already attained measurable goals in fundraising and acceptance to the Alliance of Public Waldorf Schools as an Initiative Member, goals which have expedited our ability to set up the 501(c)3 and develop our curriculum. Moving forward we look to employ and begin training faculty to the standards set forth by the Alliance for Public Waldorf Education as we prepare for a September 2020 opening.

NWEF has begun the initial outreach for Administration and Faculty positions and the response has been overwhelmingly positive. We are also working on community outreach to gauge the interest amongst parents with school age children not only at the younger grade levels, but also parents with older children whom might not be satisfied with their current educational options. Outreach and polling suggest that we are on target to meet the enrollment numbers posted in subsections (g) & (h) below. Post application submission, NWEF will ramp up its grant writing and fundraising efforts as well as continuing to engage the potential locations and determine their viability for our needs.

G. Projected student enrollment for each of the first 5 years of operation.

Year of Operation	Projected Enrollment
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Year 1 (2020 – 2021)	130
Year 2 (2021 – 2022)	180
Year 3 (2022 – 2023)	220
Year 4 (2023 – 2024)	225
Year 5 (2024 – 2025)	225

Following year 5, enrollment targets and capacity will be revisited to determine appropriate enrollment numbers moving forward.

H. Students to be served: grade/age levels, maximum number, other information about pupils to be served.

Initially Northeast Woodland will serve Kindergarten through seventh grade with a max cap of 15 students per grade and 25 in Kindergarten for a projected enrollment maximum of 130 students in year one (2020-2021).

After year one, we will raise the cap to 20 students per elementary grade (Kindergarten to remain at 25 students) and add eighth grade to accommodate the previous year’s seventh graders, which will bring our maximum capacity to 180 students. In year three, enrollment will again increase with grades K through seven having a maximum capacity of 25 (20 in eighth grade); In year four we will reach our maximum capacity for our initial 5 years and a total maximum enrollment of 225 students.

Grade Level	Grade Level Enrollment (per grade)				
	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	25	25	25	25	25
Grades 1 – 7	15	20	25	25	25
Grade 8	-	15	20	25	25

The school’s targeted population is an economically and culturally diverse group of students geographically centered around the Conway area.

I. Educational Need – How this school is different than district public schools and will it be located in an underserved community for educationally disadvantaged, at risk students?

At Northeast Woodland, we are dedicated to nurturing a child’s capacity for imagination and independent thinking. We believe that these capacities develop best through warm human interaction and the immersion in the natural world with all of the senses fully engaged. The debilitating effect of electronic media on a child’s developing capacities are apparent to us and are well documented in independent research. This is what supports our strong suggestion to significantly reduce, if not eliminate, all electronic media in the early childhood years through sixth grade to support our school culture focused on nurturing children's natural developmental processes.

The Northeast Woodland Charter School will differ from existing public schools within the district through integration of the Waldorf educational philosophy and outdoor-focused education aimed at incorporation of movement, arts, and the natural world. In addition, we believe the predominant use of technology in nearly every aspect of student's lives can be counterproductive to intellectual and personal development. A 2017 survey conducted by the Silicon Valley Community Foundation found among Silicon Valley parents that despite high confidence in technology's benefits, many parents now have serious concerns about tech's impact on kids' psychological and social development.¹ Our aim is to take what is a growing nationwide awareness of the use of screens in elementary education and reduce technology use within the classroom until a developmentally appropriate time. The positive effects of reduced screen time are well documented with the most sought-after private school in Silicon Valley, the Waldorf School of Peninsula, banning electronic devices for under 11-year-olds. It teaches the children of eBay, Apple, Uber and Google executives.

Northeast Woodland's curriculum embodies the recommended approach of Memorial Hospital, a member hospital of the Maine Health Network serving our local community. By promoting healthy eating, reduced screen time, and increased outdoor activity, Maine Health Network looks to address the issues at risk students face in the home and school environments. As a lifestyle, Northeast Woodland will work to address these issues with parent education, outdoor activity, movement in the classroom, and interweaving health and nutrition in all aspects of the education. <https://www.businessinsider.com/silicon-valley-parents-raising-their-kids-tech-free-red-flag-2018-2>

Our anticipated geographic location positions us at the population center of an area with below average Median Household Income (MHI). According to 2013 – 2017 community survey data, on average, the MHI of communities surrounding Northeast Woodland Charter School is only 77% of the Statewide average MHI. Our school will provide additional educational opportunity for these economically disadvantaged communities. MHI Data is attached as Appendix B. Other school options in our geographic area include: Conway Elementary School; John H. Fuller Elementary School; Pine Tree Elementary School; Jackson Grammar School; Josiah Bartlett Elementary School; Freedom Elementary School; Kenneth A Brett School; Madison Elementary School; White Mountain Waldorf School; Robert Frost Charter School; Kennett Middle School; Effingham Elementary School; Ossipee Central School; Edward Fenn Elementary School; Gorham Middle School; Brown School; Hillside School; Berlin Middle School; and Paul School.

J. Any reasons why the prospective board of trustees believes RSA 194-B:3, XII relative to a shortening of deadlines may apply to this case.

Due to the strict requirements of RSA 194-B:8, II, any facility will need to be built or brought up to code to comply with all state and federal health and safety laws, rules, and regulations meeting the requirements of ED 321.23(u) and (v). Because of the importance

of the physical space in the future success of the school, we ask for an expedited decision regarding the application of Northeast Woodland Charter School so as to enable the timely acquisition and/or retrofit of an appropriate space.

SECTION 4 Governance

A. Governing Board: roles, responsibilities, qualifications, skill set, experience.

Our governing board will consist of a diverse representation of community leaders and stakeholders with successful organizational, business, and educational experience to ensure that the school is built with a strong foundation with a broad reach throughout the surrounding community.

(1) The Founding Board (“Trustees”)

Northeast Waldorf Education Foundation (NWEF) is a nonprofit entity established for the purpose of promoting the benefits of Waldorf education by creating and sustaining a Waldorf Inspired Public Charter School in the Mount Washington Valley Region. The NWEF Board are the founding members of the Northeast Woodland Charter School and will therefore serve as Trustees. The Trustees will serve as custodians of the Mission and Vision for Northeast Woodland, provide high-level fiscal and legal oversight and guidance to the Northeast Woodland School Board, and foster community support and seek out fundraising opportunities for the school. The Trustees will work with a goal for the transition of direct leadership to take place in the months prior to the opening day of school. Both the Trustees and Northeast Woodland School Board will regularly meet jointly before, during and after the transition to ensure continuity of Governance from the intended Mission and Vision for the school.

The Trustees shall receive and review regular reports from the Board demonstrating adherence to the mission set forth in the School Charter and a sustainable fiscal trajectory. Following the initial transition period, trustees will continue to meet quarterly or as needed and continue to serve as oversight for the school’s health as well as the fundraising foundation for the long-term success of Northeast Woodland.

Brief biographical information of the Northeast Waldorf Education Foundation Executive Board members is attached as Appendix C.

(2) Northeast Woodland Charter School Board

In accordance with RSA 194-B: 5, Northeast Woodland Charter School will be governed by a School Board (“Board”) no less than five members and no more than nine whom will be responsible for maintaining oversight of school operations. The Board has a statutory responsibility for reporting progress and achievement of Northeast Woodland’s stated goals.

The Board shall have direct oversight of School operations and work through the Head of School to ensure the vision, mission, and financial health of the School supports the values set forth by the founding members in accordance with guidance from the Trustees. The Board shall have the responsibility to enter into contracts for, approve payments from, and borrow against the credit of the School. The Board shall also have the authority to hire and/or terminate personnel.

The President of the Northeast Woodland Charter School Board will be responsible for the following as described in the NWEF bylaws:

It shall be the responsibility of the President, in general, to supervise and conduct all activities and operations of the Northeast Woodland Charter School, subject to the control, advice and consent of the Trustees. The President shall keep the Trustees completely informed, shall freely consult with them in relation to all activities of the Northeast Woodland, and shall see that all orders and/or resolutions of the Board are carried out to the effect intended. The Trustees may place the President under a contract of employment where appropriate. The President shall be empowered to act, speak for, or otherwise represent the Northeast Woodland Charter School between meetings of the Board. The President, at all times, is authorized to contract, receive, deposit, disburse and account for all funds of the Northeast Woodland Charter School, to execute in the name of Northeast Woodland Charter School all contracts and other documents authorized either generally, or specifically by the Board to be executed by the Northeast Woodland Charter School, and to negotiate any and all material business transactions of the Northeast Woodland Charter School.

The Vice-President shall have the powers and duties of the President 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 Northeast Woodland Charter School are outlined in the New Hampshire statutes relating to public schools.

The NWEF Trustees are responsible for ensuring that the mission and vision of the school stay focused over time. They are pillars of the community, continually working to build support for the school through their strong network of educational, financial, and community relationships. Staggered terms of two (2) years shall be set for the Trustees with appointments to the Board of Trustees made by a 2/3 majority vote of existing Trustees. In the application for NWCS, the words "Trustee" or "Trustees" refers to members of this board.

The NWCS School Board will focus directly on school operations, providing fiscal oversight and administrative direction to school employees. The School Board will be responsible for working with NWCS staff to ensure that day-to-day operations are carried out in an efficient, fiscally responsible manner, final personnel decision-making authority with recommendation from the Head of School and Faculty Chair, and conflict resolution within the student, faculty/staff, and local education communities. In the application for NWCS, the words "School Board" or "Board" refer to members of this board.

It is our belief that the sum of tasks required to maintain strong development activities and simultaneously provide for efficient school operation is too much for a single volunteer Board to take on. We believe that this two-board setup will allow both areas of school operation to flourish.

(3) Committees

The Board will develop subcommittees as it deems necessary to pursue specific topics and report back to the Trustees for action. Initial subcommittees will include: start-up, board recruitment, strategic planning, finance, curriculum development, personnel, outreach, technology, and others as needed.

The Trustees may authorize one or more of its members to serve on a School Board committee. A quorum of the Board 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.

B. Method by which trustees and their terms are determined

(1) NWEF Trustees

The Board of Trustees shall consist of no less than five members. Initially, membership on the Trustees will be filled by the Founding Members of the NWEF and the Northeast Woodland Charter School. Trustees shall have no term limits. Vacancies on the Board of NWEF shall be filled by appointment of remaining Board members. Members on the Board of NWEF are deemed Trustees of the Northeast Woodland Charter School by virtue of their status as a NWEF Board member.

(2) Northeast Woodland Charter School Board

NWEF, as the founding organization, shall appoint the initial President of the School Board for Northeast Woodland and will assist in the selection of additional School Board members. Board member selection will be based on personal and professional background and a commitment to Northeast Woodland vision and mission, support, and sustainability. As vacancies arise, remaining Trustees will appoint new Board members whose educational vision most closely aligns with the mission and vision for the Northeast Woodland Charter School.

The Board shall consist of no less than five members, with a maximum of nine. Three of the Board positions shall have alternating three-year terms; two of the Board positions shall have alternating two-year terms; and the remaining positions shall have one-year terms. The Board membership is further outlined in the table below:

Board Term	Membership
(3) Three-year term	(2) Community Representative (1) Parent
(2) Two-year term	(1) Local Education Representative (SAU 9) (1) Parent
(4) One-year term	(1) Upper Grades Faculty Representative (1) Lower Grades Faculty Representative (2) Parent or Community Representative

The differences between the NWEF Board of Trustees (founding board) and the NWCS School Board are further clarified as follows:

NWEF Trustees:

The primary role and responsibility of the NWEF Trustees is to ensure that the mission and vision of the school stay focused over time. They are pillars of the community, continually working to build support for the school through their strong network of educational, financial, and community relationships. Trustees work to ensure that the community remains invested in NWCS, and that the school upholds its commitment to the community. Qualifications and skills may be diverse for Trustees – community connections and strong support for the Waldorf educational philosophy are the most important. NWCS School Board

The NWCS School Board will focus directly on school operations, providing fiscal oversight and administrative direction to school employees. Qualifications will vary among the Board, based on their particular role. The Board structure is found in our application on pages 9 and 10.

Why two distinct boards (Trustees & School Board)?

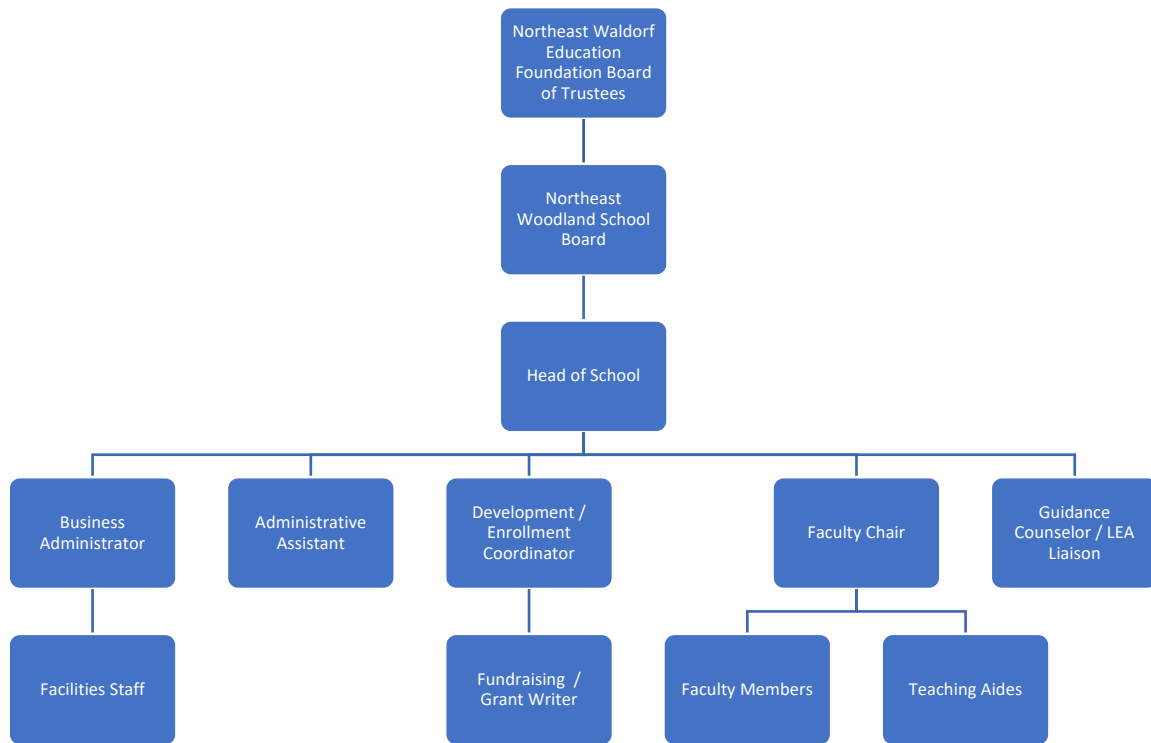
It is our belief that the sum of tasks required to maintain strong development activities and simultaneously provide for efficient school operation is too much for a single volunteer Board to take on. We believe that this two-board setup will allow both areas of school operation to flourish.

C. Board of Trustees By-Laws

The bylaws of the Northeast Waldorf Education Foundation Board of Trustees and the Northeast Woodland Charter School Board are attached as Appendix D.

D. Organizational Structure and Growth Plan

The organizational chart for Northeast Woodland Charter School is as follows:



In addition to the descriptions provided above for the Trustees and Board, key responsibilities and qualifications for faculty and staff at Northeast Woodland Charter School are outlined in Section 6d. As the School grows, faculty and administrative staff will be added to support School needs.

Our plan for growth will initially be focused on strengthening the structure of NWCS from within before considering external growth or expansion. Of particular importance are continued development and refinement of daily policies, procedures, and practices in our program. We will work to grow the strengths of our faculty through professional development. As finances allow, our own internal educational offerings will also grow to support observed educational needs to reduce demand on LEA resources. Supplemental programming, including during-, before-, and after-school activities will be developed to meet the demands of our student population. Given the financial realities of starting a school, we anticipate our facilities will also grow to support our program.

E. Fundraising Plan

Northeast Woodland Charter School understands that fundraising will be a necessary part of establishing, growing, and maintaining our school. For our fundraising to be successful we will have the school staff, development committee, parents and students all involved with fundraising ventures. Initially a capital campaign will be undertaken by NWEF with help from professional grant writers to engage educational philanthropists, both local and outside of our community, who align with our goals.

(1) Development Committee:

The Development Committee's primary responsibility is to raise non-grant funds to support the school and its mission. They will develop annual and multi-year fundraising plans to generate enough funds to satisfy the non-public, non-grant fundraising goal in support of the School budget. They will coordinate the fulfillment of the plan with the efforts of staff, parents, and other volunteers.

The Development Committee will also work to systemize the charter school donation process for different categories of benefactors such as individuals, corporations, and foundations; develop sub-committee to carry out fundraising events; and continuously work to identify new prospective donors.

(2) School Staff:

Staff will assist with applying for foundation and corporate grants. They will also volunteer at events and tap their network of friends and family as potential donors.

(3) Parents/Caretakers:

As parents are some of the main stakeholders in the success of their children's school, they will be a great pool of talent from which to recruit volunteers, especially for events.

(4) Fundraising Events:

Northeast Woodland Charter School will have annual fund drives, capital campaigns, as well as fundraising for specific projects. Each fundraising campaign we develop will have a clear scope and steps to be sure that our goals will be achievable.

Northeast Woodland Charter School will identify potential donors to which the school's mission and values have particular appeal. We will be appealing to the following:

- Individual donors
- Foundation Grants
- Corporations
- Government Grants

Events are a critical component for raising awareness for the school in the wider community and will be included as a main focus in our fundraising plan. We plan to implement a large annual auction as well as a few other large events that will become locally known as the Northeast Woodland Charter School's fundraising events.

(5) Campaign Effectiveness:

Finally, we will have a semiannual evaluation of each campaign to determine best practices and potential areas for improvement. For each fundraising operation, we will look at our ROI, our growth rate, retention rate, and average gift amount.

F. Grievance/complaints Process or Policy

Grievances and complaints shall be brought before a subcommittee of the Board for hearing. This subcommittee will make recommendations to the full Board for action regarding the grievances and/or complaints brought forth. Grievances and/or complaints against the Board shall be brought to the NWEF Trustees.

Additionally, 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.

Internal Grievance/Disputes

Disputes arising from within NWCS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members, will be resolved pursuant to policies and processes developed by the school or that are stipulated in any Collective Bargaining Agreement that may exist. The LEA shall not be involved with internal disputes of the NWCS unless NWCS requests LEA involvement or it is legally required.

Disputes Between the LEA and NWCS

The Charter School and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise. In the event of a dispute between the NWCS and the LEA, the staff and NWCS School Board and District agree to first frame the issue in written format and refer the issue to the Superintendent of the LEA and NWCS Head of School. The Head of School and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Head of School and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and Head of School will have the option to meet to jointly identify a neutral third-party

mediator to engage the Parties in a voluntary and non-binding mediation session designed to facilitate resolution of the dispute. This mediation shall be voluntary and non-binding on either party. The format of the mediation session shall be developed jointly by the Superintendent and Head of School. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the LEA and the NWCS. If applicable, each party shall bear its own attorney fees which result from the dispute resolution process.

SECTION 5 Education Plan

A. Curriculum and Instruction that meets or exceeds the state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness.

Northeast Woodland Charter School will use a curriculum inspired by Waldorf Education and adapted for public use by the Alliance of Public Waldorf Schools as the basic curriculum structure for kindergarten through grade eight. Areas of study include Language Arts, Foreign Language, Literature, History, Geography, Sciences, Mathematics, Art, Textile Crafts, Gardening, Outdoor Education, Drama, Music, and Movement. Teachers utilize activities designed to allow each child an intellectual, emotional, and physical (thinking, feeling, and willing) connection with the material. The breadth of the curriculum is supported by the work to deepen each child's capacity for self-reflection that leads, in turn, to the birth of independent thought and abstract reasoning. State standards are incorporated into the curriculum in an age appropriate manner. Attached as Appendix E (Alliance for Public Waldorf Education Handbook Part II) are a grade by grade description of Northeast Woodland Charter School's curriculum.

Education in the outdoors is an integral part of Waldorf philosophy and Northeast Woodland Charter School intends to highlight this aspect of the curriculum. In the kindergarten, for example, that means long walks and outdoor exploration. These outings help children gain awareness of the cycles of nature, build social skills, and develop fine and gross motor skills that support future academic growth. Students learn about our ecosystem, work with tools in the garden, cook with fresh produce, and will share a harvest meal with their class. Grade school students learn from experts in the field, from foresters to marine scientists. In third through eighth grades, they are also challenged with exciting excursions into wilderness areas and farmland. Field trips complement academic studies such as botany, geology, and astronomy, and help students learn about cooperation, personal responsibility, and environmental stewardship.

The breadth of Northeast Woodland Charter School's curriculum will be delivered to its students during a two-hour main lesson each morning where all academic subjects, except specialties, are taught on a block rotation. During this two-hour class period teachers will employ a three-day rhythm consisting of content delivery, verbal recall, and illustration and/or composition of the core content. The block rotations vary from three

to six weeks allowing teachers to cover curriculum intensively and economically, with the fullest immersion possible, meeting each individual student's educational needs.

The Northeast Woodland Charter School's curriculum encompasses the scope of the Common Core Standards as set by the state of New Hampshire, although it differs in its implementation and timing as outlined in Part III of Public Waldorf Schools and the Common Core Standards, published by the Alliance for Public Waldorf Education (Appendix J). The Alliance for Public Waldorf Education states, "Every Common Core Standard (K-8) is included in Part III. None has been omitted – Part III simply reorganizes the CC standards, placing them in their appropriate Waldorf Grade Level in a summary format. The Alliance anticipates that Waldorf graduates from K-8 Waldorf-Inspired Public Schools will have achieved the Common Core standards (K-8) and be fully prepared for success in any high school curriculum aligned to the Common Core Standards for Grades 9-12."

While a Waldorf inspired curriculum includes the mastery of the academic skills and knowledge outlined in the Common Core Standards, this set of academic attainments is just part of a much more comprehensive educational goal that explicitly includes and fosters the emotional, physical, social, ecological, and ethical development of each student. Quite simply, the goal of Waldorf-inspired education is to support the growth of the "whole child" in a developmentally appropriate way. In addition to academic instruction, adequate time is allocated for a range of activities that allow the growing child to explore multiple aspects of the human condition; fostering character development, healthy physical growth, social consciousness, relationships, imagination and creativity, environmental awareness, and the capacity to make informed decisions and to act upon them responsibly. In Waldorf education, these are considered to be essential aptitudes for twenty-first century learners—for success in college, careers, and life.

Student learning at the Northeast Woodland Charter School will be primarily competency-based, and include both formative and summative models. Students will demonstrate competency in all subjects of the Common Core State Standards. The learning goals and measurable objectives found in Appendix I of our application will be reviewed by a curriculum team who will then create competency-based rubrics and checklists pertaining to each subject in every grade level for teachers to use. The Northeast Woodland Charter School's primary academic goal is to offer students a wide range of pathways towards literacy, numeracy, cultural fluency, and competency in essential 21st century skills, but has three overarching goals for every student in the school:

1. All students will gain an understanding of traditional academic subjects, through meaningful interdisciplinary study.
2. All students will demonstrate their competency of each subject through portfolio development, which will be monitored using assessments throughout the grades. These portfolios will be maintained on the BIGsis program for assessment and monitoring by teachers, parents and school officials.
3. All students will perform at or above grade level, based on NH State Standardized Testing, by 7th grade.

B. Current research for selecting the curriculum.

Growing a Waldorf-Inspired Approach in a Public School District

By Diane Friedlaender, Kyle Beckham, Xinhua Zheng, and Linda Darling-Hammond

Attached as Appendix F

Stanford found significantly higher positive student achievement outcomes on standardized state assessments by Waldorf students, greater engagement and significantly lower disciplinary action and truancy. These results held across the subsets of African American, Latino and socio-economically disadvantaged students. They also accounted for the initial lag owing to the planned Waldorf progression in education.

Connecting the Known and the Unknown in a Waldorf Classroom

Research on Steiner Education Vol 7, No. 1 (2016) Attached as Appendix G

This paper focuses on the role that narrative methodology plays in the introduction of new content knowledge. You will read about known knowledge (prior skills), unknown knowledge (new skills that are yet to be acquired), and narrative methodology and how these three aspects connect. The process of going through to discover this connection, allows us to explore many different areas of research, the two most important areas being the concrete region and the abstract region. When introducing new content, these two regions, together with the use of narrative methodology, play a vital part in the child's understanding of the work. All of the above share an intricate connection.

'Rhythms in Education and the Art of Life'

Lefebvre, Whitehead and Steiner on the Art of Bringing Rhythmical Transformations into Teaching and Learning – By Arve Mathisen Attached as Appendix H

This article discusses rhythms in education, a topic that has thus far been taken up in educational research or thinking only to a limited degree. Gert Biesta has pointed to how temporal notions such as change, learning and development are often connected to a simplified, linear conception of time and to a one-sided rationalized view of education (Biesta, 2013). By focusing on the rich variety of rhythms in teaching and learning, these articles have let other dimensions of time come to the fore. The first article gives a brief overview of research on rhythms in education, and introduces Alfred North Whitehead and Henri Lefebvre's thoughts on rhythms. The second article presents Rudolf Steiner's ideas on this topic, and concludes with a discussion of all three approaches with regard to ideas relevant for today's classrooms.

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

The Northeast Woodland Charter School will make available information about its curriculum and policies for all persons, parents, and students considering enrollment contained within the school's handbook, which will be accessible online as well as in hard

copy form in the office. Additionally, tours will be available to prospective parents and discuss the campus and curriculum.

D. Measurable academic goals, objectives, and timeline for accountability

Northeast Woodland Charter School's academic goals and objectives are laid out in great detail in Appendix I (Learning Goals and Objectives). In short, the curriculum will use the outdoor environment and Waldorf philosophy to awaken the wonder of learning in all students while fostering community connection and involvement. These goals and objectives are integral to our mission and vision, and will be engrained into the school culture from day one.

E. Performance standards

As a member of the Alliance for Public Waldorf Education the Northeast Woodland Charter School is provided with a guide incorporating the Common Core Learning Standards into its Waldorf-inspired curriculum, which are attached as Appendix J (Alliance for Public Waldorf Handbook Part III). In addition, State of NH Technology standards set forth in Ed 306.26 will be integrated into our curriculum as outlined in Appendix P.

F. Achievement tests to be used to measure academic and other goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics.

Measurement of student achievement will comply with RSA 194-B:8,V, which states "At least annually, and near the end of each school year, a chartered public school shall evaluate the educational progress of each pupil, as specified in RSA 194-B:3 II(h). Such evaluation shall include, but not be limited, to the New Hampshire statewide education improvement and assessment program, as provided in RSA 193-C. The cost of the state assessment program shall be borne by the state."

Student achievement will initially be measured using current mandatory State Assessment System (SAS) testing in grades three through eight, with accommodations for students with learning challenges.

Assessments at Northeast Woodland Charter School are used to advance learning by providing useful feedback to teachers and students, which are built into the process of teaching and learning. A variety of formative assessments are used throughout the school year, embedded into each learning block. Achievement tests will be developed by faculty in concert with Alliance for Public Waldorf Education guidance and used to measure academic and social developmental goals to include objective measures of literacy and numeracy competencies, spelling, reading, expository writing, history, geography, science, and mathematics. Achievement tests and/or formative assessments are used together with a full evaluation of each student's progress provided in the form of an end of year narrative assessment in all subject areas. These assessments are

supported by mandatory parent/teacher conferences and class meetings throughout the year.

In addition, communication of explicit learning goals to students (for the course, unit, activity, or assignment) will ensure that students become informed, engaged, self-reflective and self-motivated learners. Teachers and students may work collaboratively, developing criteria identifying the key qualities and indicators of success on assignments; concrete teacher and peer comments may guide improvement during the process; and students may become empowered self-evaluators of their own learning, performance, progress, and growth. Although students self-monitor as they grow, this type of conscious self-assessment is introduced slowly and with great care as developmentally appropriate in ways that foster student engagement, empowerment, and growth. Along with state and district-required assessments, Northeast Charter School focuses on monitoring and documenting individual progress through a range of assessments used formatively to assist students in their learning. A sample of specific assessments include:

Competency-based portfolios

Students will demonstrate competency in all subject areas of the Common Core State Standards which will be monitored using a variety of formative and summative assessments. A collection of students' works indicating the mastery of each standard will be saved on a digital portfolio using Big SIS that will travel through the grades with each student eventually allowing them to take to high school and beyond.

Main lesson book assessment

Formative and summative methods are used to review a student's work in Main Lesson books. Work in-progress reflects a student's ongoing process, and pages are not considered complete until rendered with best efforts. These pages reflect a myriad of a given lesson's aspects, and reveal a student's qualities with great sophistication.

Opportunities for Students to Showcase their progress and work

Many opportunities exist for students to showcase and celebrate their work and achievements. These include end-of-block celebrations, assemblies, class plays and other performances, individual and group projects and presentations.

- Block Assessments in Grades 6-8
Major subjects of study (Math, Science, History, and Language) are taught in three- or four-week blocks, and in the upper grades these blocks often culminate with written tests, projects, presentations, or other evidence of individual learning.
- Trimester & Annual Reports
Northeast Woodland class teachers prepare reports for each student at the end of each trimester that reflect their growth and development within each of the three realms:

head, heart, and hands. Personal and academic qualities are assessed and reported, and these culminate in a comprehensive review of a student's year known as an Annual Report.

- State and District Required Testing

Northeast Woodland Charter School will participate in State and District required NH SAS tests: ELA and Math- 3rd grade through 8th grade, as well as 5th grade and 8th grade science testing. When practicable, Northeast Woodland will request waivers to administer standardized tests using paper copies rather than using a computer. When computer testing does occur, students will be given an opportunity to practice using a computer and keyboard ahead of the testing date.

- First Grade Readiness Assessment:

The kindergarten teacher/s will provide ongoing observational assessment of each kindergarten child throughout the school year and will communicate regularly, both informally and formally, student progress. Formal First Grade Readiness Assessments will be performed in the spring by a team consisting of the kindergarten teacher and other qualified personnel. These assessments will help determine if the student is ready to move from Kindergarten to First Grade. These assessments will look at:

- Fine and gross motor skill development
- Visual, tactile and auditory development
- Speech and communication development
- Language and cognitive development
- Social and emotional integration and development
- Other aspects of early childhood development.

- When practical and possible, students new to Northeast Woodland Charter School will be assessed prior to being placed in Kindergarten, First or Second grades.

- 2nd Grade Assessment:

The second grade teacher will provide ongoing observational assessment of each second grade student throughout the school year. Formal second grade assessments will occur in the spring and will be performed by a team of professionals to include, at a minimum, the second grade teacher and a person trained in performing these assessments. These assessments will look at:

- Integration of upper and lower senses (auditory and visual integrated with gross motor)
- Fine and gross motor skills development
- Bodily coordination, such as crossing midlines
- Rhythmic abilities that provide evidence of coordination of two or more senses at a time
- Hand, foot, and eye coordination
- Development of proprioceptive and vestibular skills (balance, spatial and temporal orientation)

Based on the findings of these assessments, the class teacher has the opportunity to incorporate targeted physical-spatial exercises into regular classroom teaching with the goal of supporting the development of all learners.

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

Not applicable.

H. Academic Achievement Data Management System

Northeast Woodland Charter School intends to use software which has been developed with a specific focus for use in Waldorf schools and encompasses a wide variety of measurement metrics. With BigSIS (www.bigsis.com) software, teachers work online through the teacher portal to write grades and reports, curriculum summaries (descriptions), and allow proofreaders direct access. Parents and students can access assignments, documents, and in-progress reporting.

The Student Reports & Grades module is part of the teacher portal. Teachers may log in, view their courses and write narrative progress reports (alternatively, end-of-year reports, end-of-semester reports, or report cards) for each student, including an option to fill out a rubric-style matrix assessment.

These reports are stored in the student's record and may be printed out for parents with ease or released to the parent portal to give parents access to them online. Finally, class teachers, room parents, and advisors may be given access to view reports for an entire grade as well as email parents and students.

I. Daily/weekly Schedule Sample

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 10:00	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
10:00 – 10:30	Snack/Recess	Snack/Recess	Snack/Recess	Snack/Recess	Snack/Recess
10:30 – 11:15	Handwork	Extra Main LA	Handwork	Extra Main LA	Extra Main LA
11:15 – 12:00	Extra Main Art	German	Extra Main Art	German	German
12:00 – 1:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:00 – 1:45	Extra Main Math	Wood Work	Extra Main Math	Wood Work	Extra Main Math
1:45 – 2:30	Outdoor Education	Music	Outdoor Education	Music	Outdoor Education

J. Supplemental Programming

Supplemental programming needs will be evaluated and implemented based on the unique needs of enrolled students. We anticipate teaching aides and specialty subject faculty providing additional supplemental programming capacity throughout the School. Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to schools with high numbers or high percentages of students from low-income families. The purpose of the funding is to help ensure that all children meet high academic standards. (Please note that students do NOT have to be from low-income families to receive support through Title I funded programming.) Services provided are supplemental to instruction that already occur within the school setting. This purpose is accomplished in two ways: (1) by providing children supplemental support through enriched and accelerated education programs; and (2) by providing instructional personnel with substantial opportunities for professional development. Parent involvement is critical to the success of students and is highly encouraged through Title I.

SECTION 6 School Operations Plans

A. Admissions Procedures

Northeast Woodland Charter School provides an outdoor focused, tuition-free educational opportunity not available in a traditional public school setting to students within the Mount Washington Valley region and beyond. Our admission procedures shall not discriminate or violate individual rights as prohibited by law. We believe that our school community is strengthened by diversity and welcome all students and

families wishing to achieve personal and academic growth through our unique educational offerings.

(1) Student Recruitment Plan

Student recruitment for Northeast Woodland Charter School has already begun in earnest through word of mouth and social media. The benefits of both Waldorf and outdoor-focused education are well known throughout our region because of the historical presence of Waldorf education in the Mount Washington Valley; participation, however, is not able to match demand for the Waldorf educational experience due to affordability. Once the charter approval process is complete, print and radio advertising will be incorporated to both build awareness of the school's existence, but also to educate as many families as possible on the substance and benefits of our educational philosophy. Northeast Waldorf Educational Foundation will work to establish a strong presence at community events – especially those with a focus on young children and/or outdoor activities – to raise awareness of this new educational opportunity and generate initial enrollment. This strong community presence will be maintained moving forward by the Northeast Woodland Charter School to solidify our presence as a pillar of the educational community in the Mount Washington Valley.

NWEF anticipates as many as 12 initial students will be children of founding members.

Our admissions process begins through dissemination of information about our mission, philosophy, and curriculum via word of mouth, print, and electronic media. Prospective students and families will have the opportunity to attend informational sessions to ask questions and become more familiar with our educational approach. Families may also request individual meetings with Northeast Woodland faculty, staff, and/or trustees to further inform their decision on school choice. Although public Waldorf-inspired education may be new to the Mount Washington Valley, area families and educational professionals are keenly aware of the benefits of a Waldorf education thanks to more than thirty years of tangible educational success stories. In the economic climate of the Mount Washington Valley, however, the vast majority of families are unable to afford tuition associated with private Waldorf education.

(2) Enrollment & Registration Policies

Northeast Woodland Charter School admission procedures shall not be used to discriminate or violate individual civil rights in any manner prohibited by law. Previous attendance at any other school shall not entitle any applicant to priority admission – we believe that our school community is strengthened by diversity and welcome all students and families wishing to achieve personal and academic growth through our unique educational offerings. Families wishing to enroll students at Northeast Woodland will be required to submit a complete application that includes an agreement indicating their understanding of the school's mission and other expectations as part of the admissions process. The deadline for applications will be in late March to give families ample notice and will be clearly defined on the Northeast Woodland website and on the application itself.

- If, at the application deadline, the number of spaces available is greater than the number of applications received, all qualified applications will be accepted for enrollment.
- If, at the application deadline, the number of spaces available is less than the number of qualified applications received, a lottery will be conducted with all qualified applicants, beginning at the highest grade level offered by the school and then continuing sequentially to lower grades finishing at kindergarten, the hierarchy for admission priority will be assigned as follows:
 - 1) Siblings of existing students shall receive first priority for admission;
 - i. If a student is selected in the lottery for admission, any younger siblings who are also qualified applicants are automatically granted admission if space in their grade level is available.
 - ii. If there are more qualified applicants who are siblings of existing students than there are available spaces, the siblings shall be subject to a lottery to determine award of available spaces. Siblings not awarded admission shall be placed at the head of the waiting list according to their lottery position.
 - 2) Children of Northeast Woodland faculty, staff, and Founding Members shall receive 2nd priority;
 - 3) Students residing in New Hampshire shall receive absolute priority over out-of-state tuition students;
 - 4) Remaining spaces shall be filled by a blind lottery; and
 - 5) Students not receiving admission through steps 1 – 4 above shall be placed on a waiting list in the order their qualified application was received and be offered admission in that order as space becomes available.
 - 6) If the number of students meeting any of the criteria 1-5 above exceeds the number of spots available, the students meeting that hierarchical criteria will be subject to a random lottery to fill available spots.
- Following the application deadline, qualified applications will be accepted on a rolling admission basis until all spots are filled.
- If, after the application deadline, the number of qualified applications is greater than the number of spaces available, qualified applications shall be placed on a waiting list and given the following priority:
 - 1) Siblings of existing students shall receive first priority for admission from the waitlist;
 - a. If space opens and a student is admitted from the waiting list, any younger siblings of that newly admitted student who are also qualified applicants on the waiting list are automatically moved to the head of their respective waiting list.

- 2) Children of Northeast Woodland faculty, staff, and Founding Members shall receive 2nd priority on the waitlist;
- 3) Students residing in New Hampshire shall receive absolute priority over out-of-state tuition students;
- 4) Qualified applications received earlier shall have higher priority than those received later; and
- 5) Qualified applications on the waitlist shall roll over from one year to the next. Families on the waitlist will be contacted to reaffirm that they still want a space at the school.
- 6) If the number of students meeting any of the criteria 1-5 above exceeds the number of spots available, the students meeting that hierarchical criteria will be subject to a random lottery to place them on the waiting list.

Once admitted to Northeast Woodland, enrolled students in good standing are not subject to the enrollment lottery and are automatically offered space in the school. Families of enrolled students will be asked to sign and submit a letter of intent to re-enroll by an established date prior to the enrollment lottery. Students who have unenrolled from the school and wish to re-enroll must reapply subject to the above procedure.

(3) Application Eligibility Criteria

Students are eligible for enrollment at Northeast Woodland if they:

- Have submitted a complete application for enrollment, including the signed agreement acknowledging the mission and educational philosophy of the school, and
- Have provided proof of physical examination, a copy of their birth certificate, and proof of residency.

B. School Calendar and the number and duration of days pupils are to be served.

Northeast Woodland Charter School will closely mirror the school calendar and schedule of School Administrative Unit 9 to maximize synergy with existing school transportation and extracurricular activity schedules and to comply with the requirements of NH Ed 306.18. The 2020-2021 school year calendar will be determined no later than 30 days following the publishing of the school calendar by SAU 9. The 2019-2020 SAU 9 calendar is attached in Appendix N.

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

Northeast Woodland Charter School will strive to employ highly qualified faculty and administrative staff meeting State of New Hampshire requirements with a keen interest and background in the Waldorf educational approach. Ideal qualifications for individual faculty positions include:

- Lead Professional Teachers should have a state teacher certification and Waldorf teacher training;
- Paraprofessionals should have a bachelor degree in education or related field;
- Remedial Teachers should have a Master's degree in Special Education and/or an equivalent Waldorf training in Remedial Work; and
- All teachers will be striving to develop their teaching capacities through continued education and/ or credited conferences and workshops throughout the year.

See Section 6d below for a more detailed description of staffing qualifications for each position.

D. Employee job description/responsibilities

(1) Head of School

Job Description: The Head of School shall be the chief administrator of the School and report directly to the Board. Responsibilities include supervisory oversight of the Business Administrator, Administrative Assistant, Development Coordinator, Faculty (through the Faculty Chair), and Guidance/Support staff. The Head of School shall implement the vision and mission of the School under the direction of the Board.

Qualifications & Experience: The Head of School should have a minimum of a Master's degree in the field of education and a minimum of 5 years' experience in public school or Waldorf school administration with a demonstrated track record of successful school leadership.

(2) Business Administrator

Job Description: The Business Administrator is responsible for financial administration of the School and oversight of school facilities and facilities staff. The Business Administrator reports directly to the Head of School.

Qualifications & Experience: The Business Administrator should have a degree in accounting, finance, business administration, or education and have a minimum of 5 years' experience of educational organization financial management.

(3) Administrative Assistant

Job Description: The Administrative Assistant provides administrative support to all School staff as needed and as directed by the Head of School.

Qualifications & Experience: The Administrative Assistant should have a minimum of 3 years' experience in a fast-paced office setting with a demonstrated track record of exceptional organization and customer service skills.

(4) Development / Enrollment Coordinator

Job Description: The Development / Enrollment Coordinator reports directly to the Head of School. Responsibilities include management of School marketing, fundraising, and student enrollment. This position coordinates with and/or provides supervisory oversight for professional grant writing staff and volunteer fundraising efforts.

Qualifications & Experience: The Development / Enrollment Coordinator should have a strong background in recruitment, marketing, and/or fundraising, and have strong ties to the Mount Washington Valley business and educational community. The ideal candidate will have a demonstrated track record of fostering growth at places of previous employment.

(5) Faculty Chair

Job Description: The Faculty Chair is chosen by the Faculty to serve in a leadership position reporting directly to the Head of School. This position works closely with the

Head of School to support Faculty in the successful implementation of curriculum in support of the School mission, vision, and educational goals.

Qualifications & Experience: The Faculty Chair will be selected by the Faculty based on their experience with and understanding of the educational philosophy of the school and educational needs of the students.

(6) Guidance Counselor / LEA Liaison

Job Description: The Guidance Counselor / LEA Liaison works under the direction of the Head of School and in collaboration with Faculty to support the special education and counseling needs of students at the School, including being the point of contact for the LEA and coordinating support services between the LEA, the School, and families of students.

Qualifications & Experience: The Guidance Counselor / LEA Liaison should have an educational degree with a focus on school counseling, special education, or other relevant field. The ideal candidate will also have or be able to establish strong working relationships with the local educational community.

(7) Grant Writer

Job Description: Develop proposals and familiarize themselves with Northeast Woodland's programs, goals and financial needs. Identify potential funding sources and compile all the information needed to submit proposals on the school's behalf.

Qualifications & Experience: A qualified Grant Writer should have 2 or more years of experience grant writing and hold a Bachelor's degree in English, journalism, communications or Marketing. Non-profit experience a plus.

(8) Office Assistant

Job Description: The Office Assistant will perform clerical tasks, answer phones, and sort mail. Other duties will include assisting the administrative assistant with preparing documents, organizing files, managing existing documents, and generally keeping the office organized, tidy, and running smoothly.

Qualifications & Experience: The Office Assistant should have a minimum of a high school diploma and experience working in an office setting. Strong communication skills are a must. Ability to work with limited supervision and familiarity with Microsoft Office a plus.

(9) Custodian

Job Description: The Custodian is responsible for cleaning, maintenance, and safety of the school facility including interior classroom and office space, as well as exterior landscaping.

Qualifications & Experience: The Custodian should have a strong work ethic and be highly self-motivated. Custodial experience a plus.

E. The total number of teachers and the average teacher/student ratio for the first 5 years.

See Table 1 on the following page.

Table 1: Projected Students, Teachers, & Ratios for Years 1 – 5

Grade Level	Year 1 (2020)			Year 2 (2021)			Year 3 (2022)			Year 4 (2023)			Year 5 (2024)		
	Students	Teachers	Ratio	Students	Teachers	Ratio	Students	Teachers	Ratio	Students	Teachers	Ratio	Students	Teachers	Ratio
Kindergarten	25	2	12.5:1	25	2	12.5:1	25	2	12.5:1	25	2	12.5:1	25	2	12.5:1
Grade 1	15	1.43	10.5:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1	25	1.38	18.1:1
Grade 2	15	1.43	10.5:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1	25	1.38	18.1:1
Grade 3	15	1.43	10.5:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1	25	1.38	18.1:1
Grade 4	15	1.43	10.5:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1	25	1.38	18.1:1
Grade 5	15	1.43	10.5:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1	25	1.38	18.1:1
Grade 6	15	1.43	10.5:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1	25	1.38	18.1:1
Grade 7	15	1.43	10.5:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1	25	1.38	18.1:1
Grade 8	0	0	N/A	15	1.33	10.9:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1

F. A statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a.

Northeast Woodland Charter School shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a.

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

As a charter school, Northeast Woodland Charter School anticipates the need to budget with disciplined spending. We believe that the budget we have outlined fully supports our faculty with industry standard wages, health care coverage, and retirement benefits, as well as continued education support. By tailoring the compensation plan to the individual needs as well as the individuals experience level, we feel we can attain and maintain an attractive work environment staffed by highly qualified and motivated personnel while working within the constraints of our budget.

(1) Salary

School administration and full-time teachers shall be paid an annual salary on a bi-weekly basis. Part time staff will be paid at an hourly rate for time worked.

(2) Leave

Northeast Woodland will publish an annual calendar outlining school holidays and vacations for which the school will not be open. Salaried employees will receive an additional three (3) paid personal leave days and five (5) sick days per year.

(3) Other Benefits

Northeast Woodland Charter School will offer full-time salaried employees health insurance as a specific insurance plan provided by the school with an employee contribution. Full-time salaried employees will also be offered a retirement plan (e.g., 401(k), 457(b), or New Hampshire Retirement System) to be determined.

H. Administration Performance Evaluation

Northeast Woodland Charter School will conduct performance evaluations for administration positions on an annual basis. Administration performance will be evaluated based on their position. If an administration position is found to be underachieving in its performance recommendations for improvement will be made by the Board. The power to dismiss any administrator other than the Head of School based on the school's needs or expectations not being met will be held by the Board. Performance evaluation, discipline, or termination of the Head of School shall require action of both the Board and the NWEF Trustees.

I. Teacher Performance Evaluation

Northeast Woodland Charter School will conduct performance conversations/coaching for teachers on a continual basis, with regularly scheduled (quarterly or monthly) one-on-one sessions with their supervisor/mentor. These sessions will serve to proactively

develop teacher achievement throughout the academic year. Teachers will also receive an annual evaluation by the Head of School and Faculty Chair in which current year progress is discussed and goals will be developed for the following year. The power to dismiss any teachers based on the school's needs or expectations not being met will be held by the Board following due process upon recommendation from the Head of School and Faculty Chair.

J. Professional Development

Teacher development is a cornerstone of the Waldorf educational philosophy and Northeast Woodland is committed to developing each teacher to their fullest potential. Professional development will be overseen by the Faculty Chair. In its early stages, we anticipate that Northeast Woodland Charter School will draw from both Waldorf trained and non-Waldorf trained teachers and will therefore invest heavily in Waldorf-specific teacher training. As the school matures, individual and school-wide areas for improvement will be assessed and targeted for improvement through a combination of financial support for professional development (tuition assistance and reimbursement for continuing education) and peer mentorship. NWCS recognizes the importance of continuing education for administrators and other nonteaching staff in progressive development of operational best management practices. Professional development will also be encouraged for non-teaching staff and will be overseen by the Head of School.

K. Philosophy of Student Governance and Discipline

Northeast Woodland Charter School believes that there is an innate desire in all students to be contributing members of their community. School culture will focus on students taking responsibility for their actions through recognition of the effects of their actions on the community at large.

The focus of student discipline will be to engage students in building the strength of our school community and understanding the importance of their role in building and maintaining the supportive nature of that community. For example, disciplinary consequences for teasing and/or bullying will involve the offending student working to strengthen the classroom community weakened by their actions. Specific disciplinary actions will be determined by the classroom teacher in conjunction with the Faculty Chair and/or Head of School as appropriate for specific offences.

L. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.

Northeast Woodland Charter School will use the principles outlined in section 6k above to address minor behavior and policy violations. Disciplinary measures will focus on encouraging positive behavior and School community contributions to foster a sense of belonging and ownership in the health of the School community. All disciplinary action at Northeast Woodland will follow due process to be developed by faculty and staff and clearly articulated to all members of the school community.

Northeast Woodland Charter School will develop full disciplinary due process by which pupils can be suspended or expelled as outlined in Appendix K (Education Law Center publication "Student Discipline Rights and Procedures: A Guide for Advocates").

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

Northeast Woodland Charter School will comply with all State of New Hampshire charter school provisions governing transportation, including Section 194-B:2,V, RSA 189:6, and RSA 189:8. Specifically, transportation to Northeast Woodland will be provided to students who reside in the district where Northeast Woodland is located by the district on the same terms and conditions as provided for non-chartered public schools in the district, utilizing the same regular bus schedules and routes that are provided to pupils attending non-chartered public schools within that district; Northeast Woodland Charter School will bear any additional cost to transport Northeast Woodland students who reside within the district as billed by the district.

Northeast Woodland anticipates selecting a permanent physical location to maximize synergy with existing SAU 9 transportation routes, allowing students to ride existing SAU 9 bus routes for transportation to the school. Students residing outside the district boundary will be responsible for arranging their own transportation to and from the school. Northeast Woodland Charter School will use an internet-based application to connect families and facilitate ride sharing and/or carpooling to ease the burden of transportation on families and the local environment.

N. Student, Staff Handbooks

Upon application approval, Northeast Woodland will finalize and adopt student and staff handbooks.

O. Student Information System

Northeast Woodland Charter School will utilize BigSIS for its student information system. This software platform maintains and reports the full suite of student record keeping, including maintenance and reporting for historical academic performance. For more information on the capabilities of BigSIS, visit <https://www.bigsis.com/features>.

SECTION 7 Meeting Student Needs

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

In accordance with RSA 194-B:8,I Northeast Woodland Charter School shall not discriminate against any child with a disability as defined in RSA 186-C. We believe the education provided by Northeast Woodland can benefit all students, regardless of

disability status. Northeast Woodland will collaborate with LEAs from each sending district and the parents and/or legal guardians of special needs students, working together to identify and implement practices to meet special education needs for our students.

NH RSA 194-B:11, III(a) states "In accordance with current department of education standards, the funding and educational decision-making process for children with disabilities attending a chartered public school shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district."

Northeast Woodland Charter School recognizes the critical role and responsibilities of the LEA in successful implementation and administration of individual IEPs. A liaison from Northeast Woodland will collaborate with LEAs from sending school districts on matters pertaining to individual students' needs. Specific responsibilities of the Northeast Woodland liaison will include:

- Notify and collaborate with the LEA when an individual student may require referral for services or accommodations.
- Supply information about Northeast Woodland to the sending district, parents or legal guardians, service agencies, and other members of a student's potential IEP team.
- Receipt and review of IEPs from the LEA, including review of each IEP with teachers and staff involved in implementation.
- Maintain contact lists for all service providers related to IEPs.
- Coordination and communication with the LEA, parents, faculty, and staff to ensure consistent implementation of IEP services during school hours.
- Provide concerns and/or recommendations to the LEA liaison about IEP implementation.
- If requested, attend meetings with the LEA, parents, faculty, and/or staff to review the IEP and/or educational status of students.

B. Other educationally disabled and economically disadvantaged/at risk includes:

Northeast Woodland Charter School will provide support services as needed to support the following disadvantaged/at risk populations:

- (1) Educationally Disadvantaged
- (2) English Language Learners (ELL)
- (3) Neglected or Delinquent
- (4) Homeless Students
- (5) Migrant and Refugee populations

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

Northeast Woodland Charter School will incorporate strategies for improving student achievement and closing achievement gaps through ongoing evaluation of student achievement data, available resources, and additional resources, strategies, and actions that may be needed. Federal title programs will be identified for which our school meets eligibility requirements; where Federal title monies are not available, actions will be taken to provide supplemental services like after school tutoring to support student achievement. Specific areas of focus will be based on National Education Association guidelines, and include:

- Enhanced Cultural Competence
- Comprehensive Support for Students
- Outreach to Students' Families
- Extended Learning Opportunities
- Classrooms that Support Learning
- Supportive Schools
- Strong District Support
- Access to Qualified Staff
- Adequate Resources and funding

D. Federal Title Programs

Northeast Woodland Charter School will endeavor to secure funding through Federal title programs at every opportunity to both enhance the education of the students and maximize leverage of State funding toward improvement of student education. Eligibility for specific Federal title programs will be identified based on staff and student demographics/needs.

SECTION 8 Financial Management

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

The Business Administrator of the School will be responsible for daily oversight of school finances under the supervision of the Head of School and School Board, including monthly financial reporting to the Northeast Woodland Board of Directors. Northeast Woodland Charter School will work with independent certified public accountants for general financial oversight and to perform fiscal audits and reports as per RSA 194-B:3 II (q). The Northeast Waldorf Foundation and the Northeast Woodland Charter School Board will meet quarterly to review the fiscal health & overall wellbeing of the school. As Trustees, the Northeast Waldorf Education Foundation's approval is required for large capital expenditures to safeguard the financial stability & alignment with the mission of the Northeast Woodland Charter School.

The Northeast Waldorf Education Foundation will remain engaged in support of the mission of the Northeast Woodland Charter School. NWEF fully understands that School success is dependent on solid long-term financial planning. Recognizing that the state per pupil allotment will not fully fund our educational goals, NWEF will develop, implement, and guide a strategic plan for fundraising, both within our community and in the greater realm of educational funding, working closely with the School Board in the name of long-term financial stability and fiscal accountability.

In addition to the Northeast Waldorf Education Foundation's contributions, Northeast Woodland Charter School will utilize local sources to offset funding that may be necessary to fulfill the gap. A development committee of families, board members, and staff will oversee & execute the fundraising plan established. See section 4E for further details. Alongside fundraising initiatives, the Northeast Woodland will also work closely with vendors & community businesses to leverage the best purchasing choices to the school's educational needs. Northeast Woodland will be working with Professional Grant Writers, a company specializing in grant writing, to capitalize the philanthropic sources available and applicable to our mission. The Northeast Woodland Charter School will hold fund drives, capital campaigns, as well as fundraising for specific projects. In addition, extracurricular activities such as afterschool programs, summer camps, and parent & family special events will be used to raise additional funding.

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

Attached as Appendix L.

Additionally, attached we have attached a Budget Narrative as Appendix O.

C. Budget Narrative: providing a justification for the budget.

Currently the Northeast Waldorf Foundation budget projections include revenue from the State of New Hampshire Charter School Per Pupil Aid 2018-2019 which is \$7,188 for grades 1-12, and \$5,333 for full day Kindergarten students. These are the figures available at the time of the submission of the application for the Northeast Woodland Charter School. These numbers will be updated annually pursuant to RSA 194-B: 11. Our operating budget includes projected employee compensation & benefits. Costs for operations are scaled to size based on local area schools and quotes we have sourced. For more information, see Northeast Woodland's detailed 5-year budget in Section 8B.

The budget proposed in this application includes what we believe to be realistic fundraising and enrollment goals. We understand, however, that there may be circumstances beyond our control that may lead to shortfalls in either fundraising or enrollment. Our operating plan and budget have been developed with an understanding that specific components have higher priority than others. Should our fundraising or enrollment targets not be met, the School will identify and remove lower priority items within the operating budget so that we may provide the highest possible quality education within our revenue means.

SECTION 9 School Culture

A. School Environment: culturally inclusive

Northeast Woodland will have an inclusive and nurturing culture within its campus, events and outreach to the greater community. We will focus on building strong relationships throughout the school and community. We believe that combining a high-quality curriculum and a strong school culture will lead to long-lasting academic excellence.

The Northeast Woodland Charter School and community - families, faculty, administration, and students - will reflect the rich diversity of cultures and families in our area. Our school will be supported by strong culture of parent involvement, and all segments of our community will strive to embody a commitment to the values of Waldorf education – compassion and cooperation in our dealings with each other and in our work within the school. To this end, a parent involvement policy will be developed to outline expectations. We will also seek to encourage student awareness of and empathy for diverse peoples, cultures, and languages.

B. Establishment and maintenance of School Culture

Northeast Woodland will create and maintain a dynamic, nurturing learning environment that attends to the developing needs of the whole child. We will engage students with a curriculum inspired by Waldorf education that provides the foundational knowledge and skills, required for successfully navigating the demands of a multicultural society. We will develop a school culture that values creative and academic achievement and that enables students to be self-motivated, competent, and to be lifelong learners. We will maintain a community-based school that incorporates the unique qualities of the greater Mount Washington Valley area, with high levels of parent participation, and opportunities for learning both within the classroom, in the out-of-doors and in the greater community.

Northeast Woodland intends to involve parents in cultivating the school's mission as well as maintaining their input for plans for school growth. Parents and students will be actively involved in a school culture which supports parental participation in monitoring and ensuring progress for student achievement.

Johns Hopkins University researcher and author, Ashley Berner, in her book *Pluralism and American Public Education: No One Way to School* (<http://edpolicy.education.jhu.edu/team/no-one-way-to-school-pluralism-and-american-public-education-by-deputy-director-ashley-berner/>), shows through her research that any culture bound by a common purpose and an environment of trust and cohesion can boost academic results. Culture is ultimately and practically about connection. Northeast Woodland's strong school culture will have overlapping and cohesive interactions, so that knowledge about the school's distinctive character and how to thrive in it will be widely spread.

Exceptional teachers immerse students in creative and critical academic pursuits through deeply-integrated lessons grounded in our curriculum. Our classrooms and interior spaces will be designed to support and inspire students toward continuous excellence. Students and families will enthusiastically participate in beloved school traditions and celebrations that build a strong sense of cohesion and belonging.

SECTION 10 Stakeholder Engagement

A. Philosophy of parent (Family) involvement and related plans and procedures

The success of Northeast Woodland's approach is highly dependent on parent involvement and the continued adoption of our school philosophy outside of the classroom environment. As such we will have parent learning sessions that help parents continue growing their understanding of our pedagogy and how it pertains to their child. By educating the family as a whole, we hope to make lasting lifestyle impressions which will make the education and enhance the overall wellbeing of the child. Northeast Woodland will ask parents to pledge that they will work to continue the education in the home and Northeast Woodland will enable parents with materials to do so.

B. Community Involvement Plan

The Mount Washington Valley community has a long history of supporting the school communities within our region. Northeast Woodland and NWEF will work to ensure our community understand the benefits of a Waldorf-inspired education through outreach events, community service and local business relationships. The nature of our educational philosophy has our students participating in outreach events, clean up days, food drives and various good will activities. Community partnerships will be developed and strengthened over time through these activities and the proactive relationship building work of the School Board and the Trustees.

Current outreach as led by members of our committee, the local Chamber of Commerce, and local school officials, have us on a swift path to community acceptance. Post application approval, we will ramp up social media, local media and print, and various targeted marketing campaigns to ensure that our goal is well known to bring to our community an educational option that is currently not accessible to all.

C. LEA Partnerships

The Northeast Woodland Charter School will provide a public Waldorf-inspired, outdoor-focused primary education option to the Mount Washington Valley community and beyond. Our goal is not to compete with existing public schools, but to provide an educational choice to families who want their children to develop immersed in the natural beauty that draws so many to this part of New Hampshire.

Our Waldorf-inspired focus, including reduced screen time and increased focus on the arts, can provide a solid foundation for life-long learning, citizenship, and stewardship of our natural resources.

The benefits of a Waldorf-inspired education are well understood within the Mount Washington Valley education community in large part due to the long-standing existence of a private Waldorf school serving early childhood through eighth grade. NWEF has been in steady contact with LEAs from the genesis of the Northeast Woodland Charter School creation. Local faculty and staff at the High School level have experienced the inspired desire for lifelong learning and thoughtful, caring character exhibited by students receiving primary-level Waldorf education. A number of these experienced public educators have provided letters of support for Northeast Woodland due in part to the positive contributions of Waldorf graduates to the local community, and the Mount Washington Valley community as a whole.

A successful LEA partnership starts with recognition that both the LEA and NWCS have the best interest of the students as their common goal. It is also important for NWCS to build a relationship founded on respect for the LEA's work and limited resources. Over time, and with these common goals and understanding in mind, we hope that the relationship between NWCS and the LEA will be a solid two-way street supporting the needs of all students in the district.

NWCS will meet with key LEA stakeholders, including Superintendents, special education staff/faculty, and other administrative staff to identify partnership opportunities and challenges that may exist. These relationships will be nurtured to create open dialogue and foster partnerships that benefit both NWCS and the LEAs.

SECTION 11 Facilities

A. Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school.

The Northeast Waldorf Education Foundation (NWEF) is working with local realtors and other community members to identify available properties in the Mount Washington Valley region suitable for our curriculum and equipped to support our campus. As we are an outdoors based education, we will need a campus with suitable and safe wooded acreage.

Ideally Northeast Woodland Charter School will be centrally located to our target demographic of SAU 9 and within close proximity to the current SAU upper grade locations in Conway and North Conway to facilitate efficient pupil transportation.

B. Description of school requirements

NWEF is locating a campus which will be able to accommodate our expected growth over the first 5-year period of our charter. The overwhelming response to our polling indicates we will need to be ready to expand after year one to accommodate grade 8 the following school year of 2021. Anticipating this, we are seeking a property with the potential to build as necessary to accommodate this growth. NWEF has identified a number of properties which would be suitable for our purposes and pending application approval, the trustees will pursue, negotiate, and arrange facility options and work with the local Code Enforcement and Fire Code personnel. In accordance with RSA 194-B:8, II, any facility will be built to or brought up to code to comply with all state and federal health and safety laws, rules, and regulations meeting the requirements of ED 321.23(u) and (v).

C. Classroom, Offices, Athletics, Outdoor Needs Plan

The initial space needs for Northeast Woodland Charter School are projected as follows:

- Classroom space
 - Nine (9) individual classrooms will house two (2) kindergarten classes and grades 1 – 7.
- Office space
 - (1) secure office for Business Administrator with controlled access to personnel and student files.
 - (1) secure office for Head of School.
 - (1) private room for school infirmary.
 - Shared office space for other administrative staff and general school office functions.
- Athletic space & outdoor needs
 - Athletics will focus on traditional outdoor recreation activities that take advantage of the rich natural resources of the Mount Washington Valley. A key consideration in site selection for the school will be proximity to forested land that supports outdoor recreation activities.

D. Plans for the facilities lease or purchase

At such a time, as when Northeast Woodland is granted a charter, NWEF will take appropriate action to finalize the lease or purchase of a location suitable for Northeast Woodland's needs based on appropriate locations being available and those locations being financially viable.

SECTION 12 School Safety Management Plan

A. Emergency Operations Plan

Northeast Woodland has a draft school Emergency Operations Plan which will be edited, made site specific and adopted once we have secured a location. We have attached the draft as Attached as Appendix L.

B. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: Fire safety; HVAC; Plumbing; Electrical; and Food Service.

Northeast Woodland Charter School shall comply with all federal and state health and safety laws, rules and regulations, including, but not limited to: Fire safety; HVAC; Plumbing; Electrical; and Food Service.

SECTION 13 Communications Plan

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

Northeast Woodland Charter School's Development Committee will include goals for finding ways to reach new students. The committee will work to reach and educate as many prospective students and families as possible on our unique educational approach. We will use diverse creative avenues to reach the community at large and spread the word about Northeast Woodland.

As part of our mission, Northeast Woodland will inform area caregivers about key educational concerns and the options they have in choosing the best education for their children. We will host screenings of educational documentaries featuring the types of alternative education that we will be offering at Northeast Woodland. We will also host panel discussions and community events where interested families may attend, meet with school administration leaders and ask questions. We will work with our local Chamber of Commerce to provide information sessions in the greater Mount Washington Valley area to create a multitude of opportunities to share information and gain visibility in the community. To further connect with potential families, we will coordinate with our local Board of Realtors to be sure that all new families moving to the area know what choices they have for their children's education.

We will take available opportunities to represent Northeast Woodland at all appropriate community events, including having booths at local festivals, educational events, and community gatherings. We will be working to spread good favor and information about our school along every possible avenue.

Located in the Mt. Washington Valley area, we are fortunate that there is a large population of families in our area who love and appreciate the outdoors and who we believe will be welcoming to an outdoor focused learning opportunity for their children. We have already established an ongoing dialogue with many families in our community and seek to build on these relationships once our charter approval is achieved.

We will foster relationships with the local daycare providers and Pre-K communities around our area, ensuring they consider Northeast Woodland Charter School as a viable next step for their children's education.

Northeast Woodland Charter School will also hold public information sessions, once approved, to provide families with details about our educational opportunities prior to opening admissions. These sessions will be held at a variety of locations to include our local public libraries, the North Conway Community Center and other community locations that prove comfortable and convenient for interested families. Families may also request to have individual in person meetings with the staff and/or school board to answer additional questions and help with deciding if Northeast Woodland is the right fit for their child.

Northeast Woodland Charter School will take advantage of technology for sharing our mission and school information, including but not limited to: social media; advertising in public forums; radio; local print; and media coverage. Our website will provide information about the school and its mission as well as include links for the application process. For those who lack access to technology, we will also utilize printed materials that can be distributed to libraries, public organizations.

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

As a newly formed Charter School, Northeast Woodland anticipates reaching out to the community of established LEAs and Charter Schools both within New Hampshire and within the Alliance for Public Waldorf Education community. Although the early stages of these relationships will likely involve more information download to Northeast Woodland, as our school evolves and develops, we envision the flow of information to and from our network of peer schools to become much more bi-directional in nature. The policy of Northeast Woodland will be to disseminate best practices developed over time at our school to the greater educational community to help strengthen educational practice in New Hampshire and across the United States.

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

Northeast Woodland Charter School will develop a communication plan with both families, board members, committee members and other school stakeholders to stay in close contact about all school business, upcoming events, student performances etc. We will publish a newsletter specifically for students and families that will go out on a weekly basis to keep everyone in touch with the current school calendar of events and other important reminders. We will also have regular newsletters for committee and board members to coordinate and plan events, functions, and upcoming meetings. Creation of a Parent-Teacher Association will work to build the connection between parents and their children's education.

Northeast Woodland will have an active social media presence to spread the word for any events and fundraisers as well as to stay in touch with our alumni and continue to foster community involvement.

Northeast Woodland will use RainedOut.com to communicate with families when school is delayed or canceled due to inclement weather. This is a wonderful free service that allows families to sign up for text message alerts that will inform them of school delays, early dismissals or cancellations in a timely manner which will be a great asset for us knowing that our students will come from a wide local area.

Teachers will proactively work with parents to establish preferred means of communication for student performance conversations. At the start of every academic year, as well as in published communications throughout the year, parents will be encouraged to maintain ongoing conversation with their child's teacher about performance and behavior. School policy will also guide teachers to maintain ongoing conversations to help keep parents involved in their child's engagement in school activities.

SECTION 14 Assurances, Provisions, Policies

A. Global hold-harmless clause

In accordance with RSA 194-B: 3, II(x), NEW CS, 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 Northeast Woodland 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 Northeast Woodland Charter School, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

B. Severability Provisions and Statement of Assurance

In accordance with RSA 194-B:3,II(y), 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 is found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

C. Statement of Assurances Related to Nondiscrimination

Northeast Woodland Charter School's success depends on a dynamic and diverse student body and staff. In accordance with RSA 193-B:3, II(m), NWCS will cultivate diversity in its students and staff and will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, socio-economic or marital status in the selection of students or staff or in the administration of the School or in any other way that is prohibited by law.

D. Provision for Providing Continuing Evidence of Adequate Insurance Coverage

Northeast Woodland Charter School will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School in accordance with RSA 194-B:3,II(t).

E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name.

Northeast Woodland Charter School will engage the services of a CPA for account reviews, reporting, fiscal accounting and fiscal audits. Northeast Woodland Charter School will utilize an Attorney for review of all policies and procedures, handbooks and contacts.

F. A Policy and Procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option.

Northeast Woodland Charter School will either employ directly or contract with a local maintenance and custodial services provider and therefore declines to contract with SAU 9 for these services.

In the event there are students at Northeast Woodland Charter School who wish to participate in athletic or other extracurricular activities offered at other schools within SAU 9, the policy of Northeast Woodland Charter School will be to contract with the host school to provide that opportunity to those students. Transportation to and from athletic or other extracurricular activities will be the responsibility of the parents and/or guardian of the child participating.

Because Northeast Woodland Charter School has not secured a physical location at the time of this application, the specific transportation needs are not currently known. When the school's physical location is secured, Northeast Woodland Charter School will negotiate a contract with the host district for transportation to meet the requirements of Ed. 318.08(j)(2).

Maintenance and other facility services will be privately contracted. Transportation services may be negotiated with SAU 9 once the physical school location is determined.

G. Statements that the School Will Develop, Prior to Opening, Policies

Northeast Woodland Charter School will develop prior to opening policies regarding: records retention; promoting school safety, including: reporting of suspected abuse or neglect, sexual harassment, pupil safety and violence prevention; limiting the use of child restraint practices; and developmentally appropriate daily physical activity in accordance with Ed 318.08(j)(7).

H. Provision for Dissolution of the Charter School including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation.

In the event that Northeast Woodland Charter School ceases operation, the Board shall consult with an attorney and the Department of Education to assure that contractual and financial obligations are met in accordance with RSA 194-B:3,II(z).

Upon dissolution of Northeast Woodland Charter School, the property remaining after the payment of all liabilities, and the return of any loaned items to rightful owner, shall be distributed to the Northeast Waldorf Education Foundation or offered to other similar educational organizations in hopes that the assets will continue to benefit students in New Hampshire. Any money earned through the sale of assets shall be used to settle all outstanding debts. Once all debts have been settled, remaining money earned shall be distributed according to the following guidelines:

- Money obtained through the sale of items purchased using governmental grant funds will be returned to the State for distribution to other state-funded school programs.
- To the best of our ability, money obtained through sale of items purchased using private donations or non-governmental grants will be offered back to the funders. Should that not be possible, assets will be offered to other non-profit organizations for work that resembles the intended purpose of the original donation.
- Money obtained from the sale of items purchased through community fundraising will be donated to other non-profit community organizations committed to supporting innovative education in New Hampshire.

See Section J below for description of the plan for the education of the School's pupils after the charter school may cease operation.

I. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school.

This section is not applicable to Northeast Woodland Charter School.

J. Plan for the Education of the School's Pupils after the Charter School May Cease Operation

In the event that the Northeast Woodland Charter School shall have cause to cease operation, the Head of School will work with the Board to develop a student transfer process and advise all parents/guardians, Staff and Faculty of the process to be followed. Northeast Woodland Charter School will work with the parents/guardians in order to provide the best appropriate education in accordance with RSA 194-B:3,II(bb).

Other school options in our geographic area include: Conway Elementary School; John H. Fuller Elementary School; Pine Tree Elementary School; Jackson Grammar School; Josiah Bartlett Elementary School; Freedom Elementary School; Kenneth A Brett School; Madison Elementary School; White Mountain Waldorf School; Robert Frost Charter School; Kennett Middle School; Effingham Elementary School; Ossipee Central School; Edward Fenn Elementary School; Gorham Middle School; Brown School; Hillside School; Berlin Middle School; and Paul School.

K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level.

If Northeast Woodland Charter School provides the only available public education services at a specific grade level within its home school district, the School shall offer those educational services to all resident pupils of the grade level in accordance with RSA-B:8, IV and ED 318.07(b)(5).

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

A full accountability plan will be developed prior to the date of opening. Northeast Woodland Charter School will provide the New Hampshire Department of Education with reports on our programs and process annually utilizing a variety of curriculum-based and other assessment tools, as well as assessment data collected from our students throughout the year. We will measure and quantify student, classroom and school progress in all learning areas. Surveys, interviews and feedback from staff and faculty as well as families will enable Northeast Woodland to gain insight into our overall education impact and success. We will evaluate both academic and non-academic goals, parent involvement and NWEF's satisfaction. We will share all information of our progress in relation to our goals with the school community annually. In addition to our annual reports we will inform the Department of Education of our student enrollment, financial operations, and governance as required.

This reporting will address the following:

- The school's progress towards maintaining our mission;
- The school's responsibility for using public funds;
- The school's promotions for student attainment and expected knowledge and skills;
and
- The school's sustainability.

SECTION 15 Letters of Support

A. From business and community leaders, elected officials, local school districts, parents.

Attached as Appendix M

SECTION 16 Charter School Opening Timeline

Goal	Timeline	Deliverable
Complete and submit application for NH Public Charter School	September 2019	Notice of receipt from State of NH Charter School Review Board
Receive approval for NH Public Charter School status	December 2019	State of NH School Charter Approval
Ramp up grant and fundraising campaigns for school funding	August 2019 →	Receipt of sufficient funds to operate school for August 2020 opening
Begin marketing and outreach campaign; begin application period for student enrollment	Post Application Submission	Production of marketing materials; Finalize and implement outreach campaign; Production of formal application and implementation of application procedure
Locate suitable property for school campus	Post Application Approval	Purchase or obtain long-term lease for school campus
Hire School Administrative Leadership	By February 2020	Secure contracts with Head of School, Business Administrator & Development/Enrollment Director(s)
Hire Operating Staff & Faculty	By May 2020	Secure contracts with faculty, operating staff, and educational support staff
Faculty & Staff Onboarding	May 2020 – July 2020	Identify training needs during hiring process; Coordinate and administer training to meet both opening day and long-term needs
Opening day of Northeast Woodland Charter School	August 2020	Open the doors at 7 AM. Smiling teachers arrive ready to welcome children eager to learn. Joyful, hopeful children arrive and begin their new journey.

Section 17 Signed and Certified Application

This application is respectfully submitted by the Northeast Waldorf Education Foundation, a registered non-profit entity in the State of New Hampshire.

This application has been prepared using the criteria set forth in the 'New Hampshire Department Application Rubric 5' and evaluation guidelines set forth in the 'New Hampshire Department of Education Charter School Evaluation Scoring Guide For Proposed Charter School Applications' as provided by the State of New Hampshire at the time of receipt and acceptance of the 'Letter of Intent' as dated May 28th, 2019.

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

A handwritten signature in black ink that reads "Jesse Badger". The signature is written in a cursive style with a long horizontal line extending to the right.

Jesse Badger
Chairman – Board of Trustees
Northeast Waldorf Education Foundation