

Kreiva Academy

Public Charter School

Charter Application

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Submitted by: The Foundation for Educational Insight, Inc.

Contact: Michelle Mathieu

2 Birch Hill Road

Hooksett, NH 03106

Phone: (603) 540-4528

Email: FEI@feinh.org

I certify that I have the authority to submit this application and 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.

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“There are two educations. One should teach us how to make a living and the other how to live.”
- John Adams¹

Kreiva Academy Public Charter School

At the turn of the 20th-century, social and educational reformer John Dewey said, “Education is not preparation for life; education is life itself.” In this light, consider the daily life many of our students lead and compare it to “real life.” They look notably dissimilar. Dewey promoted learning through experience as the best methodology, believing that school should be where students learn the foundations of what they will do for the remainder of their personal and professional lives. To provide a complete education, therefore, schools should reasonably resemble the communities and professional environments in which students will find themselves when they graduate.

Students are at the center of a great education. To serve them, that education needs to balance structure and flexibility. The role of educators is to provide guidance to help students understand the responsibilities that accompany each potential choice and to point them towards new learning opportunities. In this environment, students learn to accept challenges and find their own solutions. Actively engaged in the process, students become responsible for their own education—now and in the future. A great education creates this framework; it embraces community connections, reaching beyond the walls of the school and empowering students to recognize, respect, and overcome limitations.

We chose the name Kreiva to represent our desire to embrace and encourage a diversity of perspective and worldview within our school. Kreiva means creative in Esperanto, a language developed in the late 1800’s with the express purpose of finding, “a language unconditionally accepted by everyone, and the common property of the whole world. ...[With language] being the same for everyone, [then] education, ideals, convictions, aims, would be the same too, and all nations would be united in a common brotherhood.”

EL Education at Kreiva Academy: As modified from EL Education².

Kreiva’s founders looked for a pre-existing educational model that aligned with our goals, needs, and pedagogical beliefs. Founded over 20 years ago as Expeditionary Learning, EL Education’s mission is “to create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world.”² This aligns with Kreiva Academy’s educational goals and our vision. EL Education thus became a firm foundation and inspiration for our school design.

¹ Adams, John. “John Adams Quotes on Education.” *Quotes*, John Adams Historical Society, www.john-adams-heritage.com/quotes/. Accessed 26 Mar. 2017.

² EL Education. “EL Education’s Vision, Mission, and Approach.” *EL Education’s Vision, Mission, and Approach*, EL , eleducation.org/resources/el-educations-vision-mission-and-approach. Accessed 26 Mar. 2017.

As EL Education leader Ron Berger says, “the quality of a school lies in its culture.” EL Education affects standards, curriculum, pedagogy, assessment, and school organization. At a successful EL school, teachers, parents, staff, and students work together to create a school culture of collaboration, respect, and high expectations.

EL Education is an educational model that differs from traditional systems in *three main ways*:

Mastery of knowledge and skills: demonstrate proficiency and a deep understanding; apply learning; think critically; communicate clearly.

Though all NH students are required to demonstrate proficiency to graduate, Kreiva takes this one step beyond and asks students to apply critical thinking to their knowledge and defend their learning. All Learning Targets are based off of NH’s College and Career Ready Standards, which are currently the CCSS for ELA and Math, NH State Frameworks for History, and Next Generation Science Standards. A full-time Curriculum and Instruction Coordinator is built into our budget beginning in our start-up year and continuing as a part of our on-going staffing plan. This will ensure Kreiva provides a comprehensive, integrated, experience-based curriculum that continuously adapts to provide appropriate rigor and support as our students’ needs develop.

2. Character: (a) growth mindset; (b) work to become ethical people; (c) contribute to a better world.

Much has been made of the importance of grit and resiliency as a measure of future success (e.g.: Angela Duckworth’s research). Students need to learn to be adaptable, thoughtful decision makers as well as continuous learners. Kreiva’s main cultural focus for work with students is Carol Dweck’s Growth Mindset research. Those with a growth mindset believe anyone can be good at virtually anything; people’s abilities are shaped by their choices, effort, and attitudes. This is contrary to a fixed mindset--”You are who you are”-- in which one possesses unchangeable gifts and deficits that must be used or overcome.³ A school built on a culture of growth is a place where students will find endless opportunities for connection, relevance, challenge, and joy—and in the process learn “how to live.”

3. High-quality work: (a) complex; (b) craftsmanship; (c) authentic (original work, professional formats)

Through modules, students are asked to create high-quality work. This defining factor of EL Education is unique in its definition and application. Students are required to demonstrate higher-order thinking that considers multiple perspectives. In addition, a culture of revision leads to craftsmanship driven by the real-world audience for whom the work is created. Teachers use models of excellence, critique, and multiple drafts to support all students to produce work of exceptional quality. Students create authentic work: they demonstrate original thinking while engaging their own voice. Through this they engage in real-world issues and formats and, when possible, create work that is meaningful to the community beyond the school. Teachers connect students to the world beyond school through meaningful fieldwork, expert collaborators,

³ For more on the growth mindset, see Appendix B.

research, and service learning.

5 Main Elements of the EL model:

Real-world curriculum: Student learning emerges from interdisciplinary “learning expeditions” rather than classes based on distinct subject areas. Standards come alive for students by connecting their learning to both real-world issues and community needs, when possible. Academically rigorous project based learning expeditions, case studies, fieldwork, and service learning inspire students to think and work like professionals. Their work also contributes to real world audiences beyond the classroom, including services provided by the school to NH communities.

Invigorating instruction: Teachers talk less; students talk (and think) more. Classrooms are alive with discovery, inquiry, problem solving, and collaboration. Student engagement strategies, such as those outlined in Leaders of their Own Learning by Ron Berger, create a culture of high achievement. Kreiva then adds Extended Learning Opportunity (ELO) options for students who are ready to instruct themselves or have a learning medium outside of the classroom.

Assessing student learning: EL Education places a high priority on data as a tool to improve learning. Student-engaged assessment builds student ownership of learning, thus driving achievement by focusing students on reaching the standards-based learning targets. Students continually conduct formative learning assessments to improve their quality of work through models, reflections, critique, rubrics, and expert assistance. In addition, staff members conduct ongoing data inquiry and analysis on formative and summative curriculum embedded assessments. This consistent measurement also creates a body of information that can be communicated to parents and members of a student’s support network, via the Individual Growth Plan and Passage Portfolio, to help clarify their understanding of the student’s learning profile and support the unique learning needs of the student. Standardized testing is used as one data point to inform instruction and adjust curriculum, as appropriate.

Respectful culture: Character is developed alongside intellectual ability as a core design element of the model. EL schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. Every student is known and cared for via Crew, Community Meetings, exhibitions of student work, service learning, and student leadership opportunities.

Powerful Leadership: EL schools build a cohesive school vision focused on student achievement and continuous improvement, thus using the Growth Mindset to always better itself. All school activities align with this vision. Leaders use data wisely, shape school structures to meet student needs, and build a school-wide culture of trust and collaboration.

Efficacy of EL Education’s Culture and Pedagogy

In addition, research shows that EL Education schools prove consistent gains in student achievement, including statistically significant results for traditionally disadvantaged groups

such as students receiving free and reduced lunch, English Language Learners, African Americans, Hispanics, and students with Individualized Education Programs (IEPs). The EL Education classroom pedagogy, coupled with our ELO program that lets students truly lead their own learning, will serve the needs of all students. Kreiva’s defining characteristics are its pedagogy, culture, and standards-based grading, not a niche population of students. Kreiva Academy offers a program that is flexible enough to challenge all students, including those designated as English Language Learners (ELL), gifted, or in some way learning disabled.

Why Another Charter in Manchester?

Kreiva Academy proposes a new charter school based on the knowledge that there is a community of middle and high school students in and around Manchester seeking a school that values the aforementioned elements. Community members continue to share personal stories as evidence of why it is essential that their children have access to a program that offers what EL Education offers.

Kreiva Academy embodies many of the goals and ideals that have shaped NH’s educational law revisions of the past decade. We are a middle and high school that, while oriented around the classroom, encourage ample use of Extended Learning Opportunities (ELOs). By housing both a middle school and a high school program in the same facility, Kreiva is able to provide developmentally appropriate environments for our students, while also allowing significant fluidity and range in curricular material.

How EL Education Sets Kreiva Academy Apart

Success Element: Students view school as relevant to their present and future lives.

Too often, adolescents do not see the connections between daily lessons and anything in the world beyond the classroom. Not surprisingly, many students, especially those facing challenges in school or their personal lives, lose hope along the way and disengage from their education.

To lend relevance to their studies, we need to actively engage students where they are, incorporating aspects of their current life and their visions for the future. EL Education uses, “Academically rigorous, project-based learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals, contributing high-quality work to authentic audiences beyond the classroom.”⁴ Learning expeditions are connected to issues facing real people within the community. Students sharing their results at periodic Community Exhibitions, where they have the chance to display and defend their work to an audience for whom it has real impact. This sense of empowerment is proven to be an effective tool in engaging marginalized students in the learning process.

Kreiva’s personalized learning approach takes engagement further by allowing students to earn credit for demonstrated mastery; they can spend time on new material instead of continuing to revisit old. This is a significant factor in maintaining engagement, especially for students with

⁴ EL Education. “EL Education Core Practices: A Vision for Improving Schools.” *EL Education Core Practices: A Vision for Improving Schools*, EL Education, eleducation.org/uploads/downloads/ELED-CorePractices-1115.pdf. Accessed 26 Mar. 2017. p. 5.

learning gifts. Additionally, Kreiva will offer all students the opportunity to utilize ELOs when our planned classes do not meet their time, interest, or learning needs. In this way, Kreiva is inviting each student to bring real life to their education and connect school to their world—making school as relevant as anything else they choose to do with their time. ELOs will be a part of our personalized learning approach, planned and monitored for each student in their Individual Growth Plan (IGP).

Success Element: Faculty has instructional autonomy and access to additional resources, peers and coaches

While Kreiva is creating its own interdisciplinary curriculum (based off of EL’s pedagogy and the NH-adopted standards), the reality of a dynamic, personalized program is that we will never fully be able to predict what is going to occur in the classroom. Therefore, it is essential for our faculty to have high quality resources available to reference in a moment when student needs diverge from the planned curriculum. In order to be truly useful, these resources need to work with Kreiva’s approach and have concrete suggestions for techniques to address content, classroom management, and/or instructional method.

As mentioned above, EL Education has a wealth of, open-source curriculum resources and well cataloged professional development information available for free on their website, as well as a growing library of publications that describe in depth their pedagogy, applications, and techniques. In addition, EL Education provides an array of professional development opportunities, both on-site and off. All of these aspects of EL give Kreiva Academy a deep resource from which to draw support and inspiration as we meet with obstacles and growing pains along the way.

Success Element: Student progress is measured and used to support further student achievement.

Student progress will be continually measured throughout a student’s learning at Kreiva. Through both formal and informal formative assessments, checks for understanding, and summative assessments, teachers and students will get almost constant information regarding where students are. The rubrics clearly state where students need to be. Students and teachers knowing both of these points is imperative for student success. These assessments are curriculum-embedded, which means the curriculum is actually built around the assessments themselves, and the assessments align to Learning Targets, which align to standards. This clear process ensures students are directly studying--and mastering--the standards themselves. Only through this continual data feedback cycle can teachers shift focus and students re-focus on the goal of mastery.

Success Element: Students feel appropriately challenged, with curriculum rigor adjusting appropriately as students demonstrate increasing mastery.

All students, regardless of their social or cultural background, should have the opportunity for an education that is appropriately challenging throughout their enrollment. Competency-based programs require clear learning goals, rigor, and regular assessment to

appropriately challenge and support students as they progress. This balance of challenge and support, and the necessary tracking of progress using data along the way sets Kreiva apart.

Frequently, programs assess a student's achievement level at the beginning of a course and function as if all students will progress through the material at a relatively equal pace. However, learning does not proceed at a fixed rate, and truly meeting a student's individual needs requires a fluid program that frequently assesses their abilities and adapts to their varying rates of learning. It's the maintenance of tension between what the student can do and what they aspire to that provides incentive, builds self-esteem, and inspires a culture of mastery for all students, whether they are designated with learning challenges, intellectual gifts, both, or anything in between. Kreiva's EL differentiation principles as well as its short modules will allow students to move at a pace more appropriate to them by 1. Re-learning targets not close to being mastered 2. Revising work that was 'almost there' 3. Taking the advanced target options in a module 4. Teaching themselves prerequisites in order to show proficiency before a module starts. Thus pacing is built into the model itself; students will feel like the class pacing is perfect for them, yet all students will be actually be moving at different speeds.

Success Element: Regular professional development for faculty and staff that is relevant to their professional growth goals.

Kreiva is creating a unique program by integrating EL Education with New Hampshire's established ELO credit system. Our staffing plan shows our intention to hire a team that is well qualified and excited to approach their craft in creative and innovative new ways. While we are confident that the Kreiva team will be outstanding, given the novelty of our approach, we will need to provide regular, high quality professional development in order to build a team with the skills and supports they need to bring our vision to reality. This is one element that we hope will help us keep our valued employees, despite our budgetary constraints. As part of the Growth Mindset that underlies all aspects of Kreiva, faculty and staff will have Professional Growth Plans (PGPs), that will identify each employee's job description, goals, strengths, and opportunities for growth. These PGPs will then allow the Kreiva leadership team, with input from the teachers, to select professional development opportunities that best meet the needs of the staff individually as well as the needs of the school.

(a) Educational Mission

Vision Kreiva Academy Public Charter School inspires students with a personalized education that fosters self-awareness, adaptability, and the courage to reach beyond their perceived limits. The knowledge, abilities, and global understanding students acquire prepares them to be successful in their ever changing future.

Mission Kreiva Academy Public Charter School uses an experiential, topic-based curriculum and a community culture shaped by the Growth Mindset to engage middle and high school students who are seeking a rigorous education in a non-traditional setting, which allows them to customize their paths toward mastery. Our *Pillars of Success* and *Foundational Values* create an

environment rich with creativity, self-expression, and acceptance for students of all abilities and backgrounds.

Committing to *Kreiva's Pillars of Success* as a community ensures a learning and working environment where people feel safe, challenged, and valued.

- *Being Courageous*
- *Honoring Accomplishment*
- *Showing Integrity*
- *Taking Responsibility*
- *Focusing on Growth*
- *Embracing Diversity*

Kreiva's Foundational Values guide our day-to-day activities and interactions.

- *Growth*
- *Innovation*
- *Citizenship*
- *Respect*
- *Equity*
- *Empowerment*

A Growth Mindset for Success

The mindsets we impart today lay the foundation for that future adaptability. Learning how to live includes developing a growth mindset. A growth mindset is key to freeing a student and the whole school community from the expectations that typically define behavior and achievement in middle and high school. This is a time when students simultaneously want to stand out and fit in, yet are afraid to do either. Students are developing a strong sense of self and are likely to guard their vulnerabilities and perceived inabilities against the possibility of judgements from others. These traits can hold students back from experimenting and can make teaching adolescents very challenging, therefore, Kreiva plans to provide training, community building, focused instruction, and group incentives to build a growth-based culture within the school.

The attributes of this growth culture will be seen throughout the whole Kreiva system: the Board, the leadership, the faculty, and the student body. We are all part of the same community working to be better today than we were yesterday. Through a growth mindset, we can face challenges, regardless of the outcome. We can appreciate difference, and the discomfort that sometimes comes with it, not as a threat, but as a chance to learn and gain understanding. We can allow each other, and ourselves, to make mistakes and appreciate them as part of the process of advancement and innovation.

Reaching Beyond Our Limits Together

As a public school located in one of the most diverse cities in NH, Kreiva Academy is designed to celebrate the diversity of our community and embrace it within our student body. Diversity of experience, perspective, culture, knowledge, and worldview brings depth and

dimension to the topics our students study, an understanding of how to communicate respectfully despite differences, and relevance to the community work in which they engage. A broad range of students inevitably experiences learning environments in a spectrum of ways. As such, the class structure, curriculum, and instructional techniques at Kreiva Academy are all developed with flexibility and differentiation in mind.

Kreiva Academy's value system fosters equity by honoring the strength in diverse backgrounds and perspectives, which allows us to grow stronger as a community. For this reason, we not only welcome, but seek students who look, live and believe differently from each other. We embrace a student body rich with lives informed by different experiences that shape each of them as individuals and can give the school as a community an opportunity to grow and learn from each other every day. For Kreiva, the rigor of the experience extends beyond the academics to the way we challenge each other and ourselves to reach beyond our comfort zones and learn about the people who are sharing the experience with us. This takes courage and character and a shared commitment to grow and improve together.

Citizenship: Engaging as Part of a Community

Part of learning how to live is learning to be part of a community. In preparation for our charter, the founders of Kreiva informally surveyed stakeholders around the community and found that a common thread was a desire for more civic education. There is a decline among young people in volunteerism, in charity work, and in organizational membership. There is also a palpable change in the ability of the populace to conduct civil discourse about controversial issues. All of these factors come together as a clear concern that young people do not have a strong enough understanding of how our society functions and what their rights, roles and responsibilities are within that society.

In response to these conversations, we designed the culture of the school, the core curriculum, and supplemental programs in order to develop these skills in our students. This development will be accomplished through the daily experience of living in a thoughtfully designed school community, as well as through direct instruction. The governance model for the school is loosely modeled after the United States three-branch system and actively includes students in the decision making process. Additionally, our core classes and required Futures Program will spend a great deal of time developing these skills and understandings in the students.

Commitment to civic engagement is woven throughout Kreiva's culture and curriculum. Our governance model is guided by a constitution written with student participation, includes a Student Senate, and employs school-wide Restorative Justice strategies. Our civic curriculum extends to a community discussion series offering the opportunity to explore social issues of concern in the context of the greater community. Academic exhibitions allow students to share their work with community members and receive feedback on achievements and areas for future growth.

Kreiva Academy also looks forward to modeling community engagement by giving back on many levels. Once established, we hope to be approved as a lab school and give back by allowing educators from around the state to receive professional development credit while observing and participating in workshops at Kreiva Academy. This will help the state educational system to more efficiently advance their goals of student-centered as well as competency-based learning. We also look forward to working with organizations like Stay, Work, Play NH to find ways to connect our students to the cultural and economic opportunities in the state so they choose to stay here after graduation. Finally, our Learning Expeditions and service learning ELO opportunities will continuously encourage students to take an active role in shaping the state in which they live.

(b) Governance and Organizational Structure and Plan.

A Board of Trustees (“the Board”) will govern Kreiva Academy Public Charter School (“the School”). The founding Board will be appointed by the Foundation for Educational Insight (FEI) Board of Directors, as the founding organization. (For a description of the FEI, see Appendix A.) A formal transition of leadership to the Kreiva Academy Board of Trustees will take place within six months of charter approval.

Two directors will work with the Board and be responsible for:

- Communication with the Board, teachers, students, parents, districts, and the public
- Curriculum
- Disciplinary issues
- School culture
- Professional development
- Accountability
- Fiscal management
- Operational management
- School safety
- Marketing
- Public relations
- Coordination with sending districts

A full description of the Directors’ responsibilities is included in Section (j) Staffing Overview.

The Board of Trustees will be responsible for:

- Supporting the Vision and Mission of Kreiva Academy by:
 - Overseeing curricular and assessment outcomes
 - Overseeing the school’s culture
 - Connecting the Kreiva Academy community to the Greater Manchester community
 - Establishing policies to protect and strengthen the academic and cultural mission and values of the school, prior to school opening, and periodically reviewing for necessary revisions.
 - Per Ed 318.08 (i)(7), establishing policies prior to the school opening and periodically reviewing them for necessary revisions to ensure:

- School safety, including: suspected abuse or neglect, sexual harassment, pupil safety and violence prevention, and limiting the use of child restraint practices.
 - Developmentally appropriate daily physical activity pursuant to Ed 310.
- Ensuring the sustainability of the school by:
 - Continually building connections with the community and organizations that will contribute to the financial health of Kreiva Academy.
 - Working closely with the Foundation For Educational Insights (FEI) to raise annual funds and create an endowment to support Kreiva Academy long term.
 - Working with the FEI on the grant-writing process.
 - Create partnerships with local businesses, colleges/universities, and community members to provide the students opportunities and resources.
- Developing and enacting 1-, 3-, and 5-year strategic plans, and being held accountable. The plan will include:
 - Board and staff member growth and development plans.
 - Facility maintenance and upgrade plans.
 - Financial growth plans.
- Overseeing the management of the School, including:
 - Approving an annual budget for the school
 - Approving fiscal reports, facilities plans, and personnel contracts
 - Reviewing the administration’s annual performance according to written criteria pre-determined by the Board
 - Approving written criteria used in building Employee Growth Plans
 - Per Ed 318.08 (i)(7), setting policies for records retention in line with best practices and statutory requirements prior to school opening.
- Being accountable to the public by:
 - Ensuring transparent and appropriate accounting and reporting practices
 - Conducting community surveys and reporting the results and plans for growth
 - Reporting progress and achievement of the School’s stated goals to the NH DOE
 - Ensuring efficient and transparent handling of unethical or illegal occurrences.

The Board will hold scheduled monthly meetings and may announce additional meetings as necessary. For purposes of conducting business, the Board will follow New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of Trustees physically present or participating through video or voice communication systems. Voting requirements and quorum will be further defined in the Kreiva Academy Board of Trustees bylaws. Records and minutes of meetings will be kept in accordance with statutory guidelines.

Committees of the Board shall include, but not be limited to: Operations, Development, and Programs. These committees may have subcommittees as deemed necessary by the Board, and be created or disbanded by the Board. Subcommittees of the Board will be run by board members with defined roles, and will also include community members with needed expertise and talents. These community members will represent diverse perspectives and may include

business leaders, professionals, educators, staff and faculty from the school, and parents of current, former, and prospective students, as well as current and former students.

Governance of Kreiva’s daily operations considers input from as many stakeholders as possible, including our Student Senate and Employee Senate, which function as the legislative branch of the school. They will meet regularly to craft, vote on, and submit proposals to the administration, pertaining to curriculum, culture, policy, and procedure. These “legislative” bodies will not have ultimate decision-making power in our governance model, but will be important stakeholder groups that will allow all members of the Kreiva community a structured and respected forum in which to voice ideas and concerns of importance to the daily and long-term operation of Kreiva.

Our governance model will be guided by a constitution, written in collaboration with the students, and including a Student Senate and a Restorative Justice-based discipline system. Stakeholder (including student) involvement in School governance is encouraged to create ownership and investment in the School's mission and to increase awareness of real-life high-stakes decision-making processes.

(c) Methods by Which Trustees and Their Terms Are Determined.

The Kreiva Board of Trustees will consist of people who bring needed talent and experience to the governance of the School, according to established job descriptions. Necessary areas of expertise may include, but are not limited to: finance, law, education, community building, and organizational development. The details of these positions will be determined by the initial board once established. The board will have a minimum of five, with an optimal size of nine voting members, and will include at least two representatives from the FEI Board, and at least 25%, or two parents of students currently attending Kreiva Academy, whichever is greater [see NH Title XV; Chapter 194-b; Section 5]. The school director(s) will be considered ex-officio, non-voting member(s). Other board members will be drawn from the community, as the board should represent the citizenry of the State of NH. In seeking potential Trustees, the Board will emphasize diversity of experience, mindset, commitment to the Mission, and dedication to Kreiva’s Foundational Values.

If the Kreiva Academy Board of Trustees is not accepting additional members, new Trustees can be elected by majority vote to join the Board at the annual meeting. An application and vetting process will be established by the initial Board of Trustees once the board is established. In the event of a vacancy, the Board may elect a Trustee to fill an open space or complete a remaining term according to established term guidelines. All new board members will participate in a training and orientation to the board. Board training and orientation procedures will be determined by the initial Board once established.

Trustees who DO NOT have children currently attending Kreiva Academy (non-parents) shall serve staggered two-year terms which can be renewed by nomination and a majority vote of sitting Board members. Trustees who DO currently have children attending Kreiva Academy, (parents) will serve one-year terms, which can also be renewed by nomination and majority vote,

to allow for the broadest representation of parents on the Board. No trustees shall face a maximum term limit.

Officers of the Board of Trustees will include (at a minimum) a Chair, a Vice-Chair, a Treasurer, and a Secretary. To ensure continuity of leadership, officers will have staggered terms, with terms of the first board varying to initiate the stagger. Officers shall be determined by majority vote at the Board's annual meeting.

Officer duties are as follows, to be reviewed and revised by the board as needed:

The Chair shall:

- a. *General*: Ensure the effective action of the Board in governing and supporting the organization and oversee board affairs; act as the representative of the board as a whole.
- b. *Meetings*: Develop agendas for meetings in concert with the executive director (if applicable). The Board Chair shall preside at meetings of the Board of Directors.
- c. *Committees*: Recommend to the board which committees should be established. Seek volunteers for committees and coordinate individual board member assignments. Make sure each committee has a chairperson, and communicate with chairpersons to be sure that their work is carried out. Identify committee recommendations that should be presented to the full board.
- d. *Board Affairs*: Ensure that board matters are handled properly, including preparation of pre-meeting materials, committee functioning, and recruitment and orientation of new board members.

The Vice Chair shall, in the absence or disability of the Chair, perform the duties and exercise the powers of the Chair and shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe.

The Secretary shall keep the minutes of all meetings of the Board of Directors, send out minutes within 3 days of meetings, and fulfill such other duties as may be assigned by the Board of Directors.

The Treasurer shall:

- a. *General*: Manage the board's review of, and action related to, the board's financial responsibilities. Oversee development and implementation of financial procedures and systems.
- b. *Reports*: Ensure that appropriate financial reports are made available to the board. Regularly report to the board on key financial events, trends, concerns, and assessment of fiscal health. Deliver an annual report at the annual meeting.
- c. *Auditor*: Select and meet annually with an auditor in conjunction with the Governance Committee.
- d. *Cash Management and Investments*: Ensure, through the Governance Committee, sound management and maximization of cash and investments.

The Board of Directors may require any officer, or other person entrusted with the handling of funds or valuable property of the Corporation to give bond to the Corporation, with sufficient surety or sureties, conditioned upon the faithful performance of such person's duties.

(d) General Description and Proposed or Potential Location of Facilities to be Used

The founders of Kreiva Academy believe that locating in the City of Manchester is ideal for our school's vision, culture, and curriculum. Among the benefits Manchester offers are accessibility to community partners, ease of transportation, diversity in population, and proximity to broad educational opportunities. We expect a large percentage of our students will come from the Manchester, as we have received a great deal of interest from families residing within the City (most of whom are currently either homeschooling or sending children to charter schools at the primary level). That same school community draws from rural and suburban communities throughout south-central New Hampshire, especially those with relatively convenient access to I-93, I-89, Rt. 101 and the FE Everett Turnpike. For that reason, we expect to attract a great deal of attention from the entire Greater Manchester Area.

Locations in surrounding areas are also being explored, but it is important that any location under consideration is easily accessible for families commuting to the school. Access to a variety of businesses and community organizations will increase the success of the Extended Learning Opportunities (ELOs, See Curriculum) program that Kreiva will offer. The facilities committee has worked with realtors to identify spaces that fit the needs of the school. There are several potential locations in consideration at the moment and we are still open to other possibilities. We have also been in contact with a couple of investor channels to assist us in securing a location. The federal start-up grant will help to ease this process for us.

In accordance with RSA 194-B:8, II, any facility for the school will be brought up to code to comply with all federal and state health and safety laws, rules, and regulations, including but not limited to fire safety, HVAC, plumbing, electrical, and the requirements of ED 321.23(u) and (v).

To meet the needs of the initial enrollment of 144 students and growth to a cap of 336 students plus the staff to support them, the school will require a minimum space of 35,000 sq. feet. Ideally, we will find a space that already has some division of classrooms and, if possible, can be renovated for expansion gradually, thereby reducing start-up costs. When we are at full capacity, we will need a minimum of 22 classrooms each ideally able to accommodate a minimum of 20 students. Beyond classroom space, we are looking for a building that has a large space that can be used for gym/cafeteria/events, ideally able to hold up to 800 people. We will need room for science labs with sinks, gas hook-ups and locked spaces for materials. We would like to have a kitchen area and the need for an area with tile floors and sinks for projects. To meet the student support needs of a diverse group of middle and high schoolers, an area for meeting spaces, tutoring, and counseling offices would be beneficial. We would also like adequate spaces for administration and teachers, such as offices and a break room.

Since Kreiva Academy will span middle and high school, we would like to offer parking to students as well as staff. Each location we are considering would allow us to offer parking to some students, and would allow for easy bus traffic during school drop off and pick up. Outdoor “green” space is also something we’d like to be able to offer to our students. Ideally it will be big enough to accommodate middle school student activities.

(e) Pupil Information

Kreiva Academy Public Charter School has an anticipated opening date of September 2018. In its opening year, Kreiva will enroll up to 144 sixth to twelfth grade students. Kreiva will continue to increase enrollment annually to build to a target enrollment of 318 students once fully operational.⁵ We are requesting an enrollment cap of 336 to allow for unforeseen population bubbles.

| | Year 1 | Year 2 | Year 3 | Year 4 |
|-------------------------------------|--------|--------|--------|--------|
| Number of students per grade | | | | |
| 6th | 34 | 48 | 48 | 48 |
| 7th | 30 | 48 | 48 | 48 |
| 8th | 20 | 34 | 48 | 48 |
| 9th | 28 | 34 | 48 | 48 |
| 10th | 26 | 34 | 44 | 48 |
| 11th | 6 | 22 | 32 | 48 |
| 12th | | 4 | 20 | 30 |
| Total students (#) | 144 | 224 | 288 | 318 |
| Crew Breakdowns | | | | |
| Crews 6-8th* (#) | 7 | N/A | N/A | N/A |
| Crews 9-12th* (#) | 4 | N/A | N/A | N/A |
| Crews 6th (#) (12 per/ 14 max) | N/A | 4 | 4 | 4 |
| Crews 7-9th (#) | N/A | 8 | 10 | 10 |

⁵ Given the strength and availability of resources from the EL Education model, we reserve the possibility of expanding our program in the future to include grades K-5 and/or satellite locations, if there is a proven need and demand for such expansions.

| | | | | |
|---------------------------------------|-----|----|----|----|
| (14 per/ 16 max) | | | | |
| Crews 10-12th (#) (15 per/ 17 max) | N/A | 4 | 6 | 8 |
| Total Crews | 11 | 16 | 20 | 22 |

*Year 1 only

(f) Curriculum

The curriculum and instructional approach at Kreiva Academy is flexible, rigorous, experiential, data-driven, and competency-based. We purposely provide a *comprehensive education* that welcomes students with strengths or challenges in all content areas as well as extra-curricular areas. We choose to place our emphasis on the student experience instead of specific content areas. We recognize the documented success of the EL model in preparing students to be successful in the 21st Century.

Kreiva Academy integrates EL Education model with New Hampshire’s successful ELO principles. EL Education classrooms are “alive with discovery, inquiry, critical thinking, problem solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.”⁶

Kreiva Academy empowers students to be “leaders of their own learning” (a common EL phrase) within a flexible framework of support. The school’s leaders, classes, and culture set clear expectations for behavior and achievement, while also respecting the adolescent’s desire for inquiry, risk, and self-determination. When students have a passion driving their learning--and can demonstrate they understand own structures for success--they are given more flexibility within the structures of our school. Students thus learn to accept challenges by showing an understanding of the responsibilities that accompany their choices. In this environment, our students encounter the challenges, responsibilities, freedoms, and successes that come with learning “how to live,” while still being supported by the academic and social safety net of the school.

Map and Targets: Beginning with the end in mind

Curriculum Map:

Learning is a continuously shifting process that will look slightly different for everyone, even those who share a particular learning experience. The changeability of this process should be respected but also grounded by a clear and consistent map of Learning Targets, which are created by an intense study of the current NH-adopted standard set. Based on this foundation of stability, students and teachers can explore the learning process together. The map is maintained

⁶ Expeditionary Learning. “Expeditionary Learning Core Practices: A Vision for Improving Schools.” p. 5. commons.ededucation.org/sites/default/files/Core%20Practice%20Final_EL_120811_9.pdf.

publicly for reference, input, and inquiry from the community, while still following a defined vision for students' ultimate achievement goals.

A complete curriculum map, developed upon charter approval, will guide and maintain the rigor of our overall academic program. It will also support planning of multiple, differentiated opportunities for students to achieve mastery of Learning Targets. Mastery of these targets will allow students to achieve benchmark proficiency towards graduation. The map will serve as a place to center and refocus academic goals, to check on development of key skills, and to plan next steps. This will allow the daily details of the learning process to develop in a more innovative, iterative process.

Elements of Mastery: Learning Targets, Classes, Competencies, and Credits (See diagrams in Appendix C)

Kreiva Academy's Learning Targets:

Learning Targets are the backbone of the curriculum. Upon approval of the charter application, a set of school-wide Learning Targets will be completed. Learning Targets will be "I can..." statements, derived from the New Hampshire College and Career Ready standards, written in a way that teachers, students, and parents can clearly understand and communicate about the targets in common language. Kreiva's Learning Targets will also take into account elements of character development, civic awareness, and career readiness that have emerged as essential to 21st-Century success. All Learning Targets are judged by an associated rubric that provides detailed parameters for how mastery will be determined. Kreiva will have a separate set of Learning Targets required of middle school and high school students for four key reasons:

- Complexity of information in the underlying rubrics differs significantly, just as the standards differ.
- Level of flexibility in the scope and sequence is higher for high school.
- High school Learning Targets are linked to Graduation Competencies and credits.
- Students and families express a general discomfort with middle and high school students attending classes without any separation. Out of respect for this comfort level, we have designed developmentally appropriate programs for each, with ample opportunities for students who need to access content outside their age-range to do so with little effect on the overall function of their program or the rest of the scheduling system.

Kreiva Academy's Competencies:

In developing our Competencies, Kreiva follows the "less is more" philosophy of Ted Sizer and the Coalition of Essential Schools. We ask students to master a limited number of essential skills, concepts, and knowledge. For this reason, a required Competency at Kreiva will consist of approximately eight Learning Targets in a specific content area. We ask for depth, strength, and applicability of knowledge as opposed to breadth; therefore students must attain one-hundred percent mastery of the rubric items in order to progress. Additional (elective and/or advanced) Learning Targets and Competencies will be offered in both middle and high school for students who complete all of the required material, encouraging

all of our students to continue their work to achieve higher competency designations, and correspondingly more expertise. If desired, students in middle school can begin earning high school credit early and students in high school can begin earning college credit. This is especially important for those who aspire to competitive post-secondary degree programs.

Requirements in middle school:

Students are not required to earn graduation credits, but progress is tracked through the Competencies. Middle schoolers can be expected to complete at least one hundred Learning Targets and twelve Competencies in academics and Professional Pathways over the three years. Crew meetings will not be graded at the middle school level, as the focus will be on their development of relationships, social/emotional skills, and executive functioning skills.

In high school, a student will receive one (1) credit for every Competency completed. Kreiva Academy will require high school students to earn twenty-one and a half (20.5) credits to graduate (twenty-one (21) Core Competencies plus a half credit (.5) for an Area of Distinction). This means students need to demonstrate mastery of one-hundred and sixty-eight (168) Learning Targets to earn their diploma.

Mastery in Practice:

Each course module will be designed to teach approximately three (3) distinct Learning Targets. In addition, as part of our personalized approach, Kreiva Academy celebrates learning wherever and whenever it happens. The Extended Learning Opportunities (ELO) program provides credit for mastery whenever possible. Students will be encouraged to engage in non-traditional learning opportunities for school credit as appropriate. Students can earn a full Competency credit or more limited recognition (e.g.: Learning Target) for mastery of specific Learning Targets acquired from an ELO experience.

Kreiva's competency-based grading will reflect a student's demonstrable level of mastery of a standard at a given point in time, not their average performance on a collection of assignments over an extended period. Progress will be achieved, measured, and evidenced through activities and product creation, but students will differ in the number of learning and assessment elements needed to achieve mastery. In this way, one student could theoretically demonstrate mastery with only one comprehensive assignment, while another could demonstrate it with many smaller incremental assignments, showing a build-up of skills and knowledge over time. Both of these approaches are valid and will likely be common occurrences at Kreiva.

Curriculum Content: What Kreiva students are taught.

In establishing Kreiva Academy, we focused on our vision of “inspiring students with a personalized education that fosters self-awareness, adaptability, and the courage to reach beyond their perceived limits. The knowledge, abilities, and global understanding students acquire prepares them to be successful in their ever-changing future.” When our students graduate into

the adult world, they will be judged by who they are and what they can do, not by their school grades and test scores. Thus to achieve our vision, Kreiva’s curriculum emphasizes three domains of student growth: Personal, Professional, and Intellectual (see Learning Goals).

A balanced and successful life requires students to have skills in all of these domains and have committed to providing this preparation with programs that directly address each one. Generally, each domain will draw from a mix of established curriculum programs recognized for their effectiveness, and innovative approaches designed by Kreiva employees to meet the needs of our unique school model. For a detailed list of topics and the resources we plan to use, see Curriculum Details in Appendix C.

Here again, the strong inspiration of EL Education on Kreiva’s curriculum will be obvious. Even when we are not expressly using EL Education’s open source curriculum, we will use a similar curricular approach which “makes standards come alive for students by connecting learning to real-world issues and needs.”⁷ Each school that uses EL Education’s philosophy and pedagogy is unique: there is no required school curriculum or targeted student population, but the culture of respect, rigorous academic requirements for all students, and emphasis on high quality (real-world) work are the three commonalities.

Intellectual Domain: Course Modules: The Intellectual Domain includes the academic subjects outlined in the NH College and Career Ready Standards as well as the higher-order thinking skills and mental processes that have been identified as necessary for success in the 21st-Century. The skills, knowledge, and dispositions included in this domain will predominantly be addressed in our course modules each session in addition to ELOs. Because course modules are built around Learning Targets, the modules will typically be divided into classes focusing on middle school targets and those at a high school level. There is always emphasis on flexibility and adaptability, so unique circumstances or student trends will be considered on a case-by-case basis.

Personal Domain: The EL Education structure of Crew is similar to an advisory program, and is where we focus on the Personal Domain of student development at Kreiva Academy (in addition to where the personal overlaps with the Professional Domain). The term “Crew” embodies the philosophy that everyone works together and supports each other to achieve their goals. “We are crew, not passengers.”⁸ In addition to guiding daily meetings, Crew leaders will: be the ongoing contact point for parents and support team members about a student’s experience in school; draft and maintain Crew members’ Individual Growth Plans (IGPs); host Student-Led Conferences for parents and support teams; and advocate for the student regarding Extended Learning Opportunities (ELOs) for their Crew members. In addition, Crew leaders

⁷ EL Education. “EL Education Core Practices: A Vision for Improving Schools.” *EL Education Core Practices: A Vision for Improving Schools*, EL Education, eleducation.org/uploads/downloads/ELED-CorePractices-1115.pdf. Accessed 26 Mar. 2017. p. 5.

⁸ EL Education. “EL Education Core Practices: A Vision for Improving Schools.” *EL Education Core Practices: A Vision for Improving Schools*, EL Education, eleducation.org/uploads/downloads/ELED-CorePractices-1115.pdf. Accessed 26 Mar. 2017. p. 2.

will also advocate for their Crew members' academic, social, or programmatic needs; they will be a student's key support within the school, guiding them toward their goals.

Students ideally stay with the same multi-aged Crew throughout middle school and with another for high school; it becomes their school-based family. This small and consistent setting helps build strong relationships among peers and provides a safe place to discuss, model, and support desired behaviors for success. Within these small groups, individual strengths are more easily recognized and fostered. Teamwork, team building and group discussions will be a large part of Crew, helping each student reach beyond their comfort zone by ensuring that they feel supported. Thus Crew provides the basis for the positive school culture we aim to cultivate throughout Kreiva Academy.

Crew will also support Kreiva's larger goals by functioning as the smallest unit of the Student Government.

Professional Domain: Professional Pathways: Kreiva aims to have every student secure their future with some type of postsecondary credentialing or degree as well as embrace the importance of a lifetime of community service. We made the experiences that support preparation for these goals a priority by developing Professional Pathways. As part of the Futures Program, Professional Pathways is designed to help students focus on the Professional Domain, including preparation for postsecondary education, career readiness, and community involvement. Professional Pathways provides students with regular opportunities to observe and experience postsecondary career and educational options. They are encouraged to reflect on their interests, strengths, and challenges through these experiences, and use them as indicators of the fields that may yield success and fulfillment for them in the future.

As students progress, Professional Pathways will assist them in finding job shadow, mentorship, and/or internship opportunities to explore fields of interest and make connections that will support them beyond high school. It will also focus on the skills needed to make the most of these connections. For a detailed listing of intended topics, see Curriculum Details in Appendix C.

Futures Program: Crew and Professional Pathways

As mentioned in the introduction, Kreiva's founders asked stakeholders around the state what they thought needed more attention in schools based on the current public school graduates. A common thread was a desire for more civic education, with a strong emphasis on how our society functions, how to communicate effectively despite differences, and a deep understanding of our rights, roles and responsibilities within society. Additionally, leaders in business and higher education have expressed an acute need for individuals with the interpersonal and critical thinking skills necessary to be successful in their increasingly complex and ever-changing environments. The world Kreiva students will be graduating students into will be qualitatively different from the world in 2017, and students need preparation in order to grapple with the new challenges they will face.

Based on these conversations and on further research, we generated a comprehensive list of the skills, knowledge and dispositions we hope to develop in Kreiva's students. This list goes

beyond the objectives expressed in the NH College and Career Ready Standards (see Curriculum Details in Appendix C). To be sure that we achieve these additional curricular goals, we created the Futures Program and built our schedule around providing ample time to fully realize the goals of the program. The Futures Program will be divided into two classes: Crew (an EL structure) and Professional Pathways (an original structure, based off of existing curriculum). Each will teach essential skills needed for life in and beyond secondary education, with Crew focused more on personal development for a particular profession and Professional Pathways focused more on a student's professional skills and knowledge.

Instructional Approach

In Kreiva Academy's classrooms, there is room for discovery, inquiry, critical thinking, problem-solving, and collaboration. Interdisciplinary course modules allow students to gain real experience with skills while learning new concepts that are relevant to their current and future lives. Modules spark student curiosity, create relevance, and give purpose for learning by building on activities, events, and interests that connect with students' lives beyond school. As in EL Education, "academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom."⁹ Success beyond high school requires this integration and Kreiva is committed to providing a learning environment where applied experience is the norm, not the exception.

Teachers, ultimately, function as learning coaches within the classrooms. They use a variety of techniques to keep learning interesting and focused on the students, including but not limited to, elements of the Paideia Method, Montessori's approach for adolescents, project-based learning, inquiry-based learning, and arts-integrated techniques. All of these fall under EL's model conceptually-speaking, though they are not directly affiliated with EL. Frequently, lessons allow teachers to conference with individual students to understand and guide their thought processes, while their classmates work constructively on their own assignments. Simple formative or summative assessments (Checks for Understanding) like a thumbs up/down question session, are used to gauge general class understanding throughout the period. "Exit tickets," surveys at the end of class with specific questions that check for understanding and/or students' feelings about how things are going, and other quick assessments provide regular feedback to the teacher about learning progress so they can review and adjust their differentiation plans for future lessons. Assessment is embedded in the daily curriculum and used for students and teachers to achieve formal or informal data on student achievement towards the Learning Targets.

To develop leadership, self-direction, and higher-order thinking skills--all attributes spotlighted by employers and postsecondary educators as the most desirable traits of incoming applicants--lessons in all domains at Kreiva are designed to encourage student autonomy which empowers them as partners in guiding and shaping their own learning. Lessons and units are

⁹ EL Education. "EL Education Core Practices: A Vision for Improving Schools." *EL Education Core Practices: A Vision for Improving Schools*, EL Education, eleducation.org/uploads/downloads/ELED-CorePractices-1115.pdf. Accessed 26 Mar. 2017. p. 5.

based on class objectives that are clearly stated and displayed at the beginning of the learning process. Students take ownership and responsibility for meeting these objectives, which are Learning Targets that have been reworded to contextualize the generalized Learning Target (derived from the standard) to its specific unit-based application. They are asked to look beyond the facts and figures to “make connections, perceive patterns and relationships, understand diverse perspectives, supply evidence for inferences and conclusions, and generalize to the big ideas of the discipline studied.”¹⁰

Course Modules: Kreiva’s curriculum is organized into five-to-eight week class modules, based on topics that are relevant in the world of our students. This naturally structures the curriculum into frequently shifting experiential units where content areas are integrated, interdisciplinary, and not drawn out. Student progress is measured consistently throughout the modules and placement naturally adjusts to meet students’ changing needs with every new session. Moreover, modules are built throughout the year to offer options of advancement, revision, or re-learning the target in a different context. Modules work well with competency-based learning because there are consistent opportunities to allow students to move on from a topic for which they have met the benchmark, as well as opportunities to revisit a standard in a different way if, at the end of a module, mastery has not been achieved.

Grouping: Kreiva Academy’s culture honors diverse needs and holds all students accountable to the same long-term Learning Targets, while also recognizing that they may reach the targets via different approaches, and at different times. Equity is one of our core principles—that all students with equal desire and commitment have equal opportunity to achieve. This belief impacts how students are grouped in their classes. To honor students’ desire to learn in an environment that best fits their needs, grouping in classes is not based on age or grade designations. Instead, it is based on prerequisite Learning Targets (as applicable), a student’s best learning modalities, pacing of material, and/or student interests. This allows students within the small classes to work with a common focus. However, grouping must also honor the community goal to embrace, celebrate, and use diverse abilities and perspectives to make everyone stronger. The need for each student to be in an environment that matches their preparation and interest level is constantly balanced with the benefits of diverse perspectives through flexibility in student grouping. While individual modules may appear to be more homogeneously grouped, the classes are arranged by design to mix students from module-to-module, session-to-session in order to preserve our greater goal of an overall diverse community experience. This flexibility ensures that the community remains unified and all students are given equal access to opportunities. In all classes, regardless of grouping, teachers aim to bring out the best in all students by differentiating learning experiences and instruction while cultivating a culture of high expectations. In Crew, students are grouped by age/grade level and within that, as heterogeneously as possible. Crew is not only a place students get supported, but also where they get challenged to collaborate with non-academic peers.

¹⁰ EL Education. “Core Practice Benchmarks.” *Core Practice Benchmarks*, EL Education, 2003, commons.ededucation.org/sites/default/files/Core-Practice-Benchmarks_0.pdf. Accessed 26 Mar. 2017. p. 18.

Learning Expeditions: Learning Expeditions are a feature of EL Education and an integral part of the student experience at Kreiva. They are in-depth investigations that usually last for an extended period of time, engaging students in projects, fieldwork and service-learning that impact the world beyond school. While each expedition has clear and specific academic goals, students acquire valuable knowledge and skills that cut across subjects and make connections among disciplines. Expeditions include a deep understanding of the history of a topic, the contemporary view of the topic, fieldwork (real-world research), and use of field experts. All expeditions culminate with community exhibitions and/or final products that must meet EL standards for High Quality Work. These products are often vehicles for students to synthesize what they have learned and to demonstrate how they can use it. (See *Communicating Progress* below for more information.)

Extended Learning Opportunities (ELOs): Kreiva values the social nature of learning that occurs in a classroom, but we also recognize that circumstances and learning needs vary. In recognition of the opportunities that exist beyond our classrooms and school day, we offer a robust Extended Learning Opportunities (ELO) program. We have a growing partnership network that will provide a variety of ELO opportunities. Our placement in Manchester is crucial in regards to offering many such opportunities within an easy and inexpensive travel radius. Representatives from this network will also participate in our Futures Program as presenters or mentors, exposing students to the myriad options available after high school.

The ELO program at Kreiva will allow students to access and receive credit for electives and enrichment opportunities that are beyond the scope of the programs we are able to provide. It allows students to personalize their academic experience, providing credit when they engage in alternative learning opportunities if class offerings do not meet their needs.

Upon charter approval, a more detailed ELO Program plan will be developed. In general, ELOs could include but are not limited to independent studies, courses taken from other institutions, extracurricular activities, online learning, work experiences, and travel, as long as they have met the criteria and been approved. Before receiving credit towards a Competency or Learning Target, ELOs must be approved by a member of the administration and must have a demonstrable set of criteria to track and measure the desired learning goals. They must also be reviewed upon completion by a teacher with certification in the field to which the credit will apply.

To give an example of the flexibility we hope to maintain with regards to the ELO program, one potential ELO experience would be regular participation in the community discussion series we plan to offer, which would meet both speaking and listening targets, content targets, and fill some requirements for an Area of Distinction. The optional discussions will be offered in the evening to accommodate participation by families and members of the larger community. The purpose of these events is to bring the community together to discuss potentially challenging topics, learn together, and find points of common ground. We have partners that have hosted similar events and will invite experts to help us delve into issues of concern to the students, such as poverty, race, and substance use disorders. These discussions would extend students' knowledge and perspective on topics that we cover in their classes at

school. If they regularly attend and create an artifact that reflects their learning according to predetermined criteria, that effort and learning will earn ELO credit.

In addition, through our partnerships with local colleges and universities, such as Southern New Hampshire University and Manchester Community College, we hope to offer the opportunity for students to earn dual high school and college credit for some ELOs. Though this will require an additional teacher credential, we hope students will be allowed to take college level courses for dual credit, taught either at a college or at Kreiva Academy. The ability to teach classes for college credit will be a consideration during our hiring process. Since advanced classes will be offered, regardless of the AP designation, students will have the opportunity to take AP tests if so desired.

Assessment We chose to discuss all assessment as one entity, so please see our discussion of this important tool for student growth in *Section (h)*.

Tracking and Communicating Growth Throughout their attendance at Kreiva Academy, students have a variety of opportunities to report, display, track, reflect upon, and discuss their work and growth, including:

Individual Growth Plans (IGPs) Kreiva Academy offers a rigorous growth environment shaped by the commitment to support each student in challenging themselves to reach beyond their perceived personal and academic limitations. We strive to bring students with a broad diversity of needs, interests, and perspectives to the school, and as a result there are a variety of ways that students experience this environment. Regardless, each student will have the opportunity for an education that is appropriately challenging for them.

There will be a well-framed curriculum map to guide and maintain the rigor of the overall academic program. However, because the end goal for each student is to master the skills they will need for their own vision of post-graduate success, their individual paths along the Kreiva Curriculum Map will, by definition, differ. Therefore, each student will have an Individual Growth Plan (IGP) that will serve as a map of their own unique pathway. It will incorporate their strengths, needs, motivations, and goals to achieve success while at Kreiva and beyond. These IGPs will be updated, reviewed, and revised at least twice per year at Student-Led Conferences (see below).

Depending on the details of their IGP, some students will be empowered to serve as their own educational guides, charting a steady path towards graduation and their future goals. Others will need more scaffolding and support. Development and maintenance of these plans will be a collaborative process, coordinated by the student's Crew leader, with active contributions from the student, their parents or guardians, other teachers, and other professionals with insights into conditions that will best support the student's growth while at Kreiva Academy. The student, their teachers, and their Crew leader will collaborate to regularly measure and update progress towards goals set in the IGP and adjust instructional plans accordingly.

The IGP will include but not be limited to:

- Comprehensive Learning Target Checklist

- College and Career Plans/Goals
- Academic Interests
- Learning styles - what works, what doesn't
- Best learning environments and conditions
- Personal profile: personal interests, what's fun, resume, an ongoing autobiography updated by the student

Progress Reports Students will receive a progress report to summarize their mastery of Learning Targets at the end of each session (approximately 6 times per year). These reports show a list all of the Learning Targets addressed in the modules they attended for the session, as well as any ELO experiences attempted. Check marks will indicate the student's mastery status as "not yet," "almost," or "mastered." For middle school students the report will also indicate whether the student is currently on track, behind, or ahead for completing benchmarks by the end of 8th grade. For high school students, it will indicate whether the student is on track for completing benchmarks by graduation.

Student-Led Conferences At least twice a year, students in all grades will participate in Student-Led Conferences (SLCs). During this approximately half-hour conference, students will present to their parent(s), supporters, and Crew Leader through the lens of self-reflection about their past half-year's work. Students can present about moments of growth, particular successes, challenges, and/or goals. In addition, the team will discuss goals and update the IGP.

Community Exhibitions At least once a year, students share their process, results, and reflections in a school-wide public exhibition, seeking feedback and encouragement to inspire further growth.

Passage Portfolios Student work from class modules and ELOs is compiled in student portfolios, which are collections of work over time that showcase student challenges, growth, and ultimately their successes in regards to Competencies as well as personal and professional goals. In addition to work, students also compile a track-record of their progress towards Learning Targets in order to promote self-monitoring and self-reflection. These portfolios become the main focal point of the student-led conferences. They also serve as a source of evidence of growth and achievement during students' Passage presentations.

Passage Presentations These Passages are a 'coming of age' moment for students during which they reflect on their learning and give evidence of their readiness to move on to the next phase of their education. Students present to parents/guardians, teachers, Crew Leaders, and/or members of the community (e.g.: administrators, mentors) and must pass a final presentation in order to earn a diploma.

Curriculum and Instruction Coordinator To be successful, our curriculum must have consistent oversight to ensure that students are not falling through the cracks, content is thoroughly covered to avoid learning gaps, and teachers have an appropriate level of support for their workload.

This C&I Coordinator will have primary responsibility for development and maintenance of the central curriculum map (including Standards, Targets, and rubrics as well as class-specific task

cards and unit overviews). This C&I Coordinator will also be an ongoing member of the faculty team, serving as support, coach, and confidant about curriculum and instructional challenges. This will allow the teachers to focus on their jobs as facilitators of the daily learning process, to be trained as they go in EL pedagogy, and also ensure the charter's curriculum is enacted according to its principles.

(g) Learning Goals

New Hampshire schools perform quite well in providing students the academic exposure necessary for future success. Unfortunately, there has been less focus placed on preparing students for the roles and responsibilities they will face as 21st-Century citizens looking for a place in the evolving economy and seeking to make a difference in their communities. To achieve these goals, we believe it is essential to focus on student growth in three key domains: Intellectual, Personal, and Professional.

The Intellectual Domain includes and exceeds the rigorous academic content and modes of thought that are expected of all New Hampshire middle and high school students according to the frameworks established in the College and Career Ready Standards and Competencies. These will be addressed primarily in the academic modules each session. The Personal Domain includes the skills involved in managing a balanced and happy personal life and will be the primary focus of daily Crew meetings. The Professional Domain includes the global awareness coupled with technical and interpersonal skills necessary for success in civic and professional settings; this is the purpose behind Kreiva's *Professional Pathways* program.

1. Intellectual Domain

- Content Knowledge (Academic curriculum)
 - Awareness of historical and contemporary social and global issues
 - Traditional mathematical and scientific concepts paired with critical historical and contemporary issues
 - Information, media & technology skills
 - Written and oral communication skills

2. Personal Domain

- Organize a balanced and active personal, professional, and internal life (Executive Function)
- Healthy relationships
- Personal wellness
- Personal finances
- Identifying and managing personal thoughts and emotions

3. Professional Domain (Career and Community)

- Information, media, and technology skills
- Communication
- Teamwork and Collaboration
- Civic Engagement and Volunteerism
- Career Preparedness: Industry-related skills, knowledge, and abilities (based on

interest)

While we have broken these skills into separate domains, it is our firm belief that most of these skills will develop symbiotically as students progress through the many integrated and interrelated opportunities available throughout our learning environments. Aside from the domains described above, there are some processes that are essential to all growth; they will thus be highlighted throughout the school. The processes are Analysis, Synthesis, Evaluation, Conceptualization, Creativity, and Innovation.

Overall, we view development in each of these domains as appropriate for both middle and high school students. The differences are that middle schoolers generally have less prerequisite knowledge, less developed executive function skills, and less social/emotional maturity. Therefore, we will adapt our program in the middle school to meet these needs appropriately. Middle school students who show advanced skills in particular areas will be allowed to attend classes in the high school as appropriate to ensure that Kreiva is fully meeting their individual needs.

(h) Achievement Tests to be Used to Measure Pupil Academic and Other Goal Achievement

Assessment is an integral part of teaching and learning; it increases students' engagement in their learning and thus increases student outcomes. Assessment is the gear that connects clear Learning Targets to student improvement throughout an effective student-centered school. Clear Learning Targets form the hub of the system, with many moving parts working together to drive consistent progress in student achievement. Each of the parts needs to stay calibrated through regular feedback in the form of assessment data showing how the system is functioning and where there are opportunities for improvement.

At Kreiva Academy, formal assessments will take the form of tests, performances, projects, presentations, exhibitions, and portfolios. Regardless of form, the overall goal of assessments will be to inform the educational team to make the best possible decisions to support student achievement. The larger educational team is composed of state education officials, school board members, administrators, parents, teachers, and students — the individual entities responsible at various levels for ensuring that students develop the skills, knowledge, and dispositions they need for future success.

The State of NH needs to know that the school is meeting the required learning standards per Title XV, Chapter 193-C: Statewide Education Improvement and Assessment Program. Per Section 193-C:6, Kreiva will administer a standardized statewide assessment, such as the currently-required Smarter Balanced, to all students in grades 6-8 annually unless the students have been exempted. Additionally, the SAT assessment will be administered for all students in grade 11, unless exempted, and encouraged for those in grade 12. All results of achievement testing will be reported to the state, the Board of Trustees, parents, and the community as is appropriate to support student progress and as required by statute. Other achievement testing will be administered and results reported as required to comply with state educational statute.

As referenced in Title XV, Section 193-C:5, “history, geography, civics, and economics remain required critical areas of study,” though progress in these areas is not formally tracked by state achievement testing. These areas of study, along with the reading, writing, mathematics, and science assessed by the state, are key to the intellectual development of our students. For this reason, Kreiva will regularly assess student progress in each of these areas using both summative (assessment of learning) and formative (assessment for learning) methods, as previously described.

In order to make informed decisions about curriculum, staffing, and professional development, the administration needs to know if students are on track toward stated learning goals. Disaggregated data gathered from periodic summative assessments, predominantly given at the end of course modules, will identify areas of strength and weakness within the school as an overall system. As a system based on growth mindset, this data is an invaluable tool for team improvement. It should be used to start team discussions about possible causes of deficit areas, resources that are needed, areas to address in professional development, and aspects that need specific attention in team meetings. The Board of Trustees will further use this data to maintain oversight of this process, ask about apparent trends in data, and to allocate resources towards areas in need of further support.

These periodic summative assessments will also assist teachers, parents, and the students themselves in tracking and guiding growth. Given concrete Learning Targets, these summative assessments—in the form of written tests, presentations, and/or performance tasks—clearly identify what the student is, or is not, able to do at a given point in time. Given the data’s clear indication of the student’s status towards specific goals, informed decisions can then be made about next steps—advancement, continued work, or another approach altogether. In this way, the data derived from regular summative assessment becomes a tool that empowers the growth-based goals of the student-centered team at Kreiva.

While summative assessment is valuable as an occasional checkpoint, formative assessment, or assessment for learning, will be a nearly constant element of the Kreiva classroom. It will help the teachers to benchmark student understanding and engagement and make adjustments to future plans accordingly. Beyond that, since a process of trial-and-error is at the heart of experience-based learning, the very nature of it becomes a type of self-driven formative assessment. Students come up with solutions to problems, test those solutions, receive feedback, and adjust their approach. Through this formative process, they gain quick and regular feedback about their progress from their teachers, their peers, their own experiences, and/or their community. This quick and constant feedback informs and fuels their learning process and drives their desire to do more.

(i) Graduation Requirements

Kreiva Academy awards credits for mastery, not seat time. A credit represents mastery of eight distinct Learning Targets in a Competency Area. Grade-level designations are not assigned to targets (i.e. freshman compared to junior level persuasive writing). Students will get credit for mastery whenever it is attained and continue working until that point — regardless of grade

level. While students need to meet benchmark on all required Competencies, the vast majority of our students embrace our core values of being courageous and focusing on growth. By participating in extended curriculum options and the ELO program, they advance their expertise far beyond the benchmark required. High school students will begin tracking their competency requirements for graduation as soon as they begin freshman year, and progressively work to reach mastery of all Competencies throughout their high school careers.

Required Credits via Graduation Competency

| | |
|--|--------------------|
| Math Competencies | 3 Credits |
| Concepts & Skills through Algebra 1 | 3 Credits |
| Science/ Health/ Technology Competencies | 4 Credits |
| Life Science/ Biology | 1 Credit |
| Human Health | ½ Credit |
| Earth, Space & Physical Sciences | 2 Credits* |
| Integrated Technology | ½ Credit |
| English Competencies | 4 Credits |
| English Language Arts | 4 Credits |
| History/ Social Science/ Culture Competencies | 3 ½ Credits |
| World History, Culture & Geography | 1 Credit* |
| Civics & Government | 1 Credit* |
| Economics | ½ Credit |
| US & NH History | 1 Credit |
| Arts Competency | ½ Credits |
| Integrated Arts (Visual & Performing Arts) | ½ Credit |
| Physical Education Competency | 1 Credit |
| Physical Education | 1 Credit |
| Futures Program Competencies | 5 Credits |
| Professional Domain | 2 Credits |
| Personal Domain | 2 Credits |
| Capstone Project | 1 Credit |
| Area of Distinction | ½ Credit |
| Additional Extended Learning Opportunities (ELOs) | Varies |

| | |
|------------------------------|---------------------|
| Extra coursework | Varies |
| TOTAL EARNED CREDITS: | 21 ½ Credits |

*Indicates credit requirements that have been doubled as compared to the NH requirement.

Required Math Competencies will include Pre-Algebra, some Geometry, some Statistics, and Algebra needed for non-college bound students. Typical high school math more advanced than Algebra will be offered for college-bound students.

English Competencies will include Reading (nonfiction and fiction), Writing, Speaking, and Listening, per the CCSS.

Science Competencies include Physics, Chemistry, and Biology.

Area of Distinction. The above table delineates the most basic requirements for graduation from Kreiva Academy. Our mission, however, is to inspire students to reach beyond. Throughout this charter application, we describe the character traits, habits of mind, and areas of awareness that students must attain to succeed while in school and later. They must be able to integrate and apply the individual Competencies, as well as possess a level of self-awareness, in order to reach what they desire. These traits underlie the final graduation requirement, because they define and focus Kreiva’s culture and programs— our Mission and our niche.

Throughout their time at Kreiva Academy, starting in 6th grade, each student is expected to develop an *Area of Distinction*, such as: Innovation, Scholarship, Citizenship through Service, or Citizenship through Leadership. They will work in their Crew meetings to understand how their personal interests and characteristics help to distinguish them from others and how they can use these to identify paths that fit their strengths. They will be required to present a defense of how they represent their chosen Area of Distinction in their 8th, 10th, and 12th grade Passages Presentations.

The 8th and 10th grade presentations provide students with a framework in which reflect and grow, but the senior presentation is special. This requirement challenges them to identify their individual strengths and find evidence to defend them before leaving school for “the real world”. By providing evidence of merit and defending their distinction, students learn to self-advocate. It provides needed motivation for some students to engage with their community and education. For others, it recognizes the many nonstandard ways that they already challenge themselves. How they shine will differ, but we believe it is important that each student be given the chance to distinguish themselves and receive formal recognition when they do.

Students Transferring Into Kreiva Academy. Kreiva does not recognize seat time when awarding credit, therefore, students who are transferring in, who have already received high school credit from another school, present a unique challenge. For both placement and credit purposes, it is essential for Kreiva faculty to get an accurate measure of the student’s existing skills. Whenever possible, students should bring a portfolio of work, including course syllabi and/or graded work, as evidence of Learning Targets that may have already been met. These

items will help limit the amount of placement testing necessary to identify Learning Targets for which the student should be given credit upon enrollment. This portfolio and testing will also help identify areas that may be in need of remedial help. Kreiva faculty, staff and administration will make every possible effort to make the student’s transition to our mastery-based system a successful one.

Students Transferring Out of Kreiva Academy. Because earning cumulative credit on our Competencies typically takes multiple years, Kreiva Academy transcripts and credit profiles will look significantly different from traditional transcripts. Transferrable credits will be based on a the number of Learning Targets a student has mastered in a given Competency area.

Example: In the table below, the student has completed two of the eight Learning Targets for the Life Sciences Competency. That represents one quarter of the targets required for a full credit, thus the student is given .25 transfer credits. Although the student has earned three Learning Targets in Civics, we can’t assign less than a quarter credit, and thus they still receive .25 transfer credits.

Example of Transferrable Credits

| | Number of Learning Targets Mastered | | | | | | | |
|-----------------------|-------------------------------------|--------------|-------------|-------------|-------------|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Life Sciences | | 0.25 Credits | | | | | | |
| Written Communication | | | | 0.5 Credits | | | | |
| Civics | | | .25 Credits | | | | | |
| Pre-Algebra | | | | | 0.5 Credits | | | |

(j) Staffing Overview

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

PROJECTED 5-YEAR STAFFING PLAN

| POSITION | YEAR 0 | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
|-----------------------|-------------------|--------|--------|--------|--------|
| ADMINISTRATION | | | | | |
| Director | .5 FTE contracted | 2 FTE | 2 FTE | 2 FTE | 2 FTE |

| | | | | | |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Executive Asst. | 0 | .75 FTE | 1.5 FTE | 1.5 FTE | 1.5 FTE |
| FACULTY | | | | | |
| Teachers | 2.2 FTE contracted | 11 FTE | 16 FTE | 20 FTE | 22 FTE |
| PROGRAM SUPPORT | | | | | |
| Curriculum Coordinator | .5 FTE contracted | 1 FTE | 1 FTE | 1 FTE | 1 FTE |
| School Counselor | 0 | 1 FTE | 1 FTE | 1 FTE | 1 FTE |
| Educational Assistant | 0 | 1.5 FTE | 3 FTE* | 6 FTE* | 6 FTE* |
| ELO Coordinator | 0 | .5 FTE | .5 FTE | .5 FTE | .5 FTE |
| Class Interns/ Volunteers | 0 | 3+ Unpaid | 4+ unpaid | 5+ unpaid | 5+ unpaid |
| OPERATIONAL SUPPORT | | | | | |
| IT Support | contracted | contracted | contracted | contracted | contracted |
| Maintenance Technician | 0 | contracted | contracted | contracted | contracted |
| Bookkeeper | 0 | contracted | contracted | contracted | contracted |
| Grant Writer | contracted | .25 FTE contracted | .25 FTE contracted | .25 FTE contracted | .25 FTE contracted |

| | | | | | |
|--------------------------|-----------------------|--------|--------|--------|--------|
| TOTALS AND RATIOS | | | | | |
| Total Staff (FTE) | 3.2 FTE contracted | 18 FTE | 26 FTE | 32 FTE | 34 FTE |
| Total Students | 0 | 144 | 224 | 288 | 318 |
| Staff/Student | N/A | 1/8 | 1/ 8.7 | 1/ 8.9 | 1/9.2 |

| | | | | | |
|---------------|-----|-----|--------|--------|------|
| Adult/Student | N/A | 1/7 | 1/ 7.5 | 1/ 7.7 | 1/ 8 |
|---------------|-----|-----|--------|--------|------|

Administration

The **Director of Programs and Services (1, salary/benefits)** will be the lead person in charge of the school’s culture, academic programs, guidance and advising, faculty support, special education coordination, and creating partnerships.

Specific Responsibilities

- Promote Kreiva’s Vision and Mission and ensure that the school’s programs and culture maintain fidelity to them as guides.
- Oversee curriculum, instruction, and assessment to ensure maximum student growth.
 - Support and oversight of the Faculty and Program Support staff.
 - Ensure that established standards and goals are being met.
 - Analyze assessment data for applicable learning trends.
 - Procure instructional resources as necessary to support faculty.
 - Observe school and classroom interactions and provide staff with regular constructive feedback.
 - Coordinate the graduation committee, Passages Panels, and Community Exhibitions.
 - Ensure support of faculty in collaboration with Curriculum Coordinator.
- Lead the Student Services Department.
 - Assist families in connecting with proper social service resources when needed.
 - Assist with resolution of disputes when escalated through proper channels.
 - Provide guidance for educational teams regarding Individual Growth Plans, special education, and post-secondary planning.
 - Supervise the use of either Restorative Justice or the traditional discipline system to resolve matters of dispute or Constitutional concern.
- Plan and implement professional development with the Curriculum Coordinator.
- Coordinate special education with sending school districts for eligible students.
- Create partnerships with community organizations, businesses, and colleges/universities.
- Submit required reports to the NH DOE, in conjunction with the Director of Operations and Development.

Qualifications Sought

- A leader who is passionate about personalized, competency-based education and committed to the School's mission.
- A minimum of a Master's degree in Education or a related field and several years of teaching experience.
- A history of providing student services.
- Prior experience in school administration and/or organizational leadership.
- A solid understanding of NH special education and Section 504 laws.
- A growth mindset.

- A record of success in community building.
- Highly effective communication, coaching, organizational, technological, and interpersonal skills.
- Ability to work collaboratively with diverse groups of people.
- Adaptability and willingness to reach beyond your comfort zone.
- Diversity of work, travel, community service, and other life experience is appreciated.

The **Director of Operations and Development (1, salary/benefits)** will be the lead person responsible for human resources, development, contracts, purchasing, financial reporting, state reporting and student admissions.

Specific Responsibilities

- Secure the financial health and sustainability of the school.
 - Negotiate for purchases, vendor contracts, and professional services.
 - Maintain accurate financial records.
 - Work with bookkeeping and accounting to submit financial reports as required.
 - Develop of the annual budget in conjunction with the Board of Trustees.
- Promote Kreiva’s Vision and Mission expand the school’s support network.
 - Public relations
 - Marketing: to families, partners, and funders
 - Fundraising committee of Board of Trustees
 - Website, and social media presence of the school
- Manage operations to maintain safety and efficiency at all times.
 - Supervise Operations personnel
 - Set operational policies in collaboration with the Director of Programs and Services and the Board of Trustees.
- Coordinate the admissions process.
- Oversee Human Resources for employees.
- Submit accountability reports to the NH DOE, in conjunction with the Director of Programs and Services.

Qualifications Sought

- A leader who is passionate about personalized, competency-based education and committed to the School's mission.
- A minimum of a Bachelor’s degree in Business or a related field.
- Prior business management and/or organizational leadership experience.
- Experience in two or more of the following areas: organizational development, school administration, financial management, fundraising, marketing, and public relations.
- A growth mindset.
- Highly effective communication, coaching, organizational, technological, and interpersonal skills.
- Ability to work collaboratively with diverse groups of people.
- Adaptability and willingness to reach beyond your comfort zone.
- Preference for candidates with a history of success in grant writing, experience with non-profit development, and/or managing a start-up.

- Diversity of work, travel, community service, and other life experience is appreciated.

The **Executive Assistant for the Director of Programs and Services (1, hourly)** will be an integral member of the school community, actively involved in the daily functioning of the School, attending school gatherings, and participating in school events.

Specific Responsibilities

- Assist the Director in all administrative matters as necessary, including but not limited to scheduling, communications, and preparation of reports.
- Coordinate interactions with sending school districts, particularly in scheduling special education meetings and services.
- Interact frequently with students, parents, faculty, staff, and visitors, while managing the front office and school phone system.
- Assist with daily logistical operations including but not limited to drop-off and pick-up, lunch periods, and students' off-campus needs.

Qualifications Sought

- A minimum of a high school diploma. A post-secondary degree is preferred.
- Exceptional organizational, communication, and interpersonal skills.
- Proficiency in Google Docs, Microsoft Office, and common internet based applications.
- Previous experience in an educational setting appreciated.

The **Executive Assistant for the Director of Operations and Development (1, hourly)**

Specific Responsibilities

- Assist the Director in all administrative matters, including but not limited to data entry, report generation, website maintenance, social media promotion and scheduling.
- Interact frequently with students, parents, faculty, staff, and visitors, while managing the front office and school phone system.
- Assist with daily logistical operations including but not limited to drop-off and pick-up, lunch periods, and students off-campus needs.
- Assist with planning, implementing, and coordinating events.

Qualifications Sought

- A minimum of a high school diploma. A post-secondary degree is preferred.
- Exceptional organizational, communication, and interpersonal skills.
- Proficiency in Google Docs, Microsoft Office, and common internet based applications.
- Experience managing websites, handling social media presence, and/or working with budgetary or educational management software is highly desirable.
- Previous experience in human resources, finance, or marketing appreciated.

Faculty

Teachers (Up to 22, salary/benefits)

Kreiva Academy Public Charter School will employ eleven full-time teachers in its first year, increasing our staffing each year until we reach full capacity with twenty-two full-time faculty

members. At least 50% of the teachers employed by the school will have New Hampshire teaching certificates, per New Hampshire Charter School statute.

Specific Responsibilities

- Plan and teach interdisciplinary course modules in conjunction with the Curriculum Coordinator.
- Plan daily lessons, differentiating for varying student interests and abilities.
- Conduct frequent formative assessment to gauge student understanding/interest.
- Provide fast and frequent feedback on student work to facilitate further learning.
- Help plan and execute Community Exhibitions.
- Instruct Crew members in aspects of the Personal Domain per the Futures curriculum
- Meet periodically with students and their families to draft and revise their Individual Growth Plans (IGPs).
- Promote the school culture and constitution per Kreiva's Vision and Mission.
- Collaborate with colleagues to develop and assess new programs and teaching methods.
- Participate in school professional development courses/activities.

Qualifications Sought

- A growth mindset.
- Dedication to educating students based on their needs and interests.
- Enthusiastic about competency-based education and committed to the School's mission.
- Passionate about facilitating learning with a collaborative, interdisciplinary approach.
- Interested in progressive and experiential school settings.
- Highly effective communication, organization, technology, and interpersonal skills.
- A minimum of a Bachelor's degree in a field related to the position offered. An advanced degree in education or content area, and/or NH teaching certification is preferred
- Diversity of work, travel, community service, and other life experience is appreciated.

Program Support

The **Curriculum Coordinator (1, salary/benefits)** will be integral to the success of Kreiva's comprehensive, rigorous, adaptive, integrated, experience-based curriculum. S/he will be part of the faculty team, serving as a resource and coach for the teachers regarding the curriculum and any instructional challenges. Teachers will be free to focus on being fully available to their students each day.

Specific Responsibilities

- Take primary responsibility for development of the central curriculum map and content area curriculum strands.
- Support the faculty with innovative ways to meet unforeseen curriculum and instruction challenges that arise from a program founded on the ideals of inquiry and innovation.
- Assist faculty with differentiating instruction.
- Collaborate with the Director of Programs and Services to keep curriculum aligned with the school's mission and goals.

- Collaborate with Director of Programs and Services on the planning and implementation of a professional development program for staff and employees.
- Work with the ELO Coordinator to develop connections and facilitate competency attainment from internships, job shadows, and mentorships.
- Lead continuous curriculum development and improvement efforts.
- Collaborate in initial development and implementation of school, such as hiring and the development of competencies, transcripts, and expeditions.
- Assist with planning for the transition of new and transfer students (from a curricular perspective), Community Exhibitions, fieldwork, and student orientations.

Qualifications Sought

- A growth mindset.
- Experience developing student-centered curriculum.
- Classroom teaching experience.
- Experience in coaching adults/teachers.
- Experience with EL Education, Paideia Method, Montessori with adolescents, Project-based education, and/or Extended Learning Opportunities (ELOs) a plus.
- At least a Master's degree in education.
- Highly effective communication, coaching, organizational, and interpersonal skills.
- Diversity of work, travel, community service, and other life experience is appreciated.

The **School Counselor** (1, salary/benefits) will assist with the cognitive, personal, and social development of students through one-on-one interventions, small group work, and classroom interventions; and will provide professional development to administrators and teachers in working effectively with all students, particularly those who have behavioral, emotional, and learning challenges.

Specific Responsibilities

- Meets individually with students and develops a plan to provide needed support.
- Develops social skills groups and other group interventions as indicated by the needs of the student population.
- Provides classroom-level interventions and support to classroom teachers.
- Assists teachers and other staff in the design and implementation of educational and behavioral interventions for referred students.
- Recommends assessment by outside providers for individual students in collaboration with the student's family.
- Participates in IEP and 504 meetings as requested by families, teachers, and/or administrators.
- Maintains thorough and confidential case files on all students referred for and/or receiving services.

Qualifications Sought

- Master's degree in School Counseling or a related Master's degree or certification.
- A solid understanding of NH special education and Section 504 laws.
- A growth mindset.
- Ability to work collaboratively with diverse groups of people.
- Experience as a school counselor preferred.

Kreiva will consider adding a second counselor as enrollment increases. If a second counselor is added, responsibilities will be divided according to skills and the School's needs.

The Educational Assistants (Up to 12, hourly)

Specific Responsibilities

- Supporting the teacher in carrying out their lesson plans by working with students one and one and in small groups
- Assist in maintaining operation of the classroom
- Helping maintain the school culture and constitution.

Qualifications Sought

- Dedication and enthusiasm about the School's mission.
- A passion for facilitating learning with a collaborative and team-oriented style.
- Interest in progressive and experiential school settings.
- A growth mindset.
- Experience in education or specific content areas is preferred.
- Effective communication, coaching, organizational, technology, and interpersonal skills.
- Diversity of work, travel, community service, and other life experience is appreciated.
- At least a high school diploma, some college preferred.

The ELO Coordinator (1, hourly)

Specific Responsibilities

- Form connections with businesses and community programs.
- Create opportunities for students to do internships, mentorships, and job shadows.
- Coordinate, monitor, and assist students with online learning courses.
- Coordinate opportunities for students to take off-campus courses, such as physical education, art/music, or classes at local colleges and universities.
- Coordinate with students, teachers and directors to allow for time and crediting of ELOs.
- Coordinate transportation as needed for any ELOs.
- Create a system to keep track of the locations of off-campus students.

Qualifications Sought

- Exceptional organizational, communication, and interpersonal skills.
- Proficiency in Google Docs & other computer skills required.
- Proven ability to form connections and build partnerships.
- A growth mindset.
- Previous experience in an educational setting appreciated.
- Experience working with students ages 12-19.
- Experience working with businesses and/or community programs.
- At least a high school diploma, some college preferred.

(k) Personnel Compensation Plan

As with all charter schools in the Granite State, Kreiva Academy Public Charter School foresees the ongoing necessity of operating within a tightly constrained budget. With this said, our budget and organizational structure is built on the belief that, "it's the teacher[s] that make the

difference, not the classroom[s].”¹¹ Beyond faculty, we believe that disciplined spending on personnel to enhance student support and academic achievement is money well spent; it is directly focused on achieving the Mission and Vision of the school. True to this belief, we will prioritize our faculty and then program support staff, in seeking to find a reasonable balance between compensation and job requirements that will attract highly qualified personnel. In all hiring decisions, we will comply with any state and federal laws pertaining to employment compensation and leave provisions.

Once established, Kreiva Academy’s leadership and Board of Trustees will draft employee contracts and compensation plans and, similar to other charter programs, we expect benefits to rise as the school grows and establishes itself. The Board will approve employee compensation and benefits based on statewide norms and the availability of funds. We are working with advisors to find investment packages that will allow us to spread our lean budget over more employee benefits, but the details of these packages will change over time, thus we feel it is more appropriate for them to be detailed in Board policy documents than in the school charter application. Generally, proposed benefits include health and dental coverage, retirement savings, continuing education reimbursement, short-term disability and life insurance. As allowable by law, these benefits will be offered as an a-la-carte package to most efficiently accommodate employees with differing benefit needs within the confines of our limited budget.

The full-time, professional staff will be offered salaries, benefits packages, and an allowance for paid sick and personal days off. Part-time and contracted staff will be paid an hourly wage, based on the average pay for their field of service and our availability of funds. Our projected budget in Appendix D provides employee compensation cost expectations.

In exchange for the agreed upon compensation, professional staff will be expected to work scheduled days and/or hours beyond those required for students. These hours will be used for professional development, strategic planning, community building, and other Mission focused activities. A specific schedule of requirements will be determined by the Board annually prior to the renewal or release of new contracts for the following academic year.

(I) Pupil Transportation Plan

Charter school students will have access to public transportation only if they reside in the district where the charter school is located. In compliance with charter law provisions under Section 194-B:2:V, Kreiva Academy students who reside in the host district “shall be provided transportation to that school by the district on the same terms and conditions as provided for non-chartered public schools in the district and utilizing the same regular bus schedules and routes that are provided to pupils attending non-chartered public schools within that district.”

Attendance at a charter school for the purposes of transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school district in which the charter school is located shall be provided transportation to that school by the district

¹¹ Morpurgo, Michael. “Teacher Quotes.” *BrainyQuote*, www.brainyquote.com/quotes/topics/topic_teacher.html. Accessed 22 Mar. 2017.

on the same terms and conditions as provided for in RSA 189:6 and RSA 189:8 and that transportation is provided to pupils attending other public schools within that district.

For the purposes of students outside their home district, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending the charter school outside the pupil's resident district. No transportation is promised by the sending school district or receiving the charter school for students whose residence is other than where the school program is located.

Kreiva Academy anticipates that students will come from many different communities around New Hampshire. Since busing will not be provided, other than within the host district, we will use our family and community network to assist with carpooling and transportation for students who are outside of our home district to the best of our ability. As we continue to grow, we will explore other financially feasible options to increase transportation assistance for our students.

(m) Statement of Assurances Related to Commitment to Nondiscrimination.

Kreiva Academy will not discriminate on the basis of race, creed, color, religion, veteran status, national or ethnic origin, citizenship, age, gender, sexual orientation, gender identity, disability, pregnancy, marital status, or genetic information in the selection of students or staff or in the administration of the School or in any other way that is prohibited by law. The Board of Trustees will develop and adopt a policy and will have administrative procedures to address any concerns.

(n) Method of Coordinating with a Pupil's Local Education Agency (LEA)

In accordance with New Hampshire law (RSA 194-B:8) and any applicable federal laws, Kreiva Academy Public Charter School will not discriminate against children with disabilities as defined in RSA 186-C. We welcome all students who can benefit from our program, regardless of background or disability status, and will welcome interest from any parent or guardian.

The following provisions respect the LEAs as the responsible agents, since special education is not part of Kreiva Academy Public Charter School's educational charter. They will allow sending districts and Kreiva to be innovative in finding mutually agreeable solutions to meet students' special education needs.

Responsibilities of Sending School Districts (LEAs) for Special Education

New Hampshire RSA 194-B:11 makes it clear that responsibility for decisions regarding the special education process for students with disabilities who attend a public charter school remains with the child's sending school district. Additionally, all current options available to the parent and the school district are retained when a child with disabilities attends a chartered public school. Any special education funding available to the sending LEA shall follow the child to the receiving chartered public school pursuant to RSA 194-B:11, IV, to the extent and in a manner acceptable to the funding source.

The following sequence of events for managing the special education process is detailed in ED 1104.01, effective 6/28/08:

1. Referral
2. Evaluation

3. Determination of eligibility
4. Development and approval of the IEP
5. Placement
6. Ongoing monitoring of the IEP
7. Annual review of the IEP

Specific LEA responsibilities towards special education students include:

- Providing Kreiva Academy with complete copies of any eligible student’s IEPs for implementation and monitoring purposes.
- Responding to referrals for services or accommodations, developing IEPs as necessary.
- Coordinating and overseeing the provision of IEP services for students from their LEA.
- Communicating with Kreiva Academy and service providers about meetings, necessary assessments, or other requirements of the IEP process to ensure the student receives their complete services.
- Leading yearly team reviews of any IEPs involving Kreiva Academy school students, making revisions to the plan if necessary.

Responsibilities of Kreiva Academy Public Charter School for Special Education

Under New Hampshire’s, RSA 194-B: 11, III, the public charter school is responsible for coordination with the student’s sending school district and oversight of services provided during school and daily implementation of the IEP. To ensure smooth implementation, Kreiva Academy will appoint the Director of Programs and Services as a liaison to collaborate with local school districts about matters regarding individual students’ special education needs and implementation of their IEPs while at Kreiva.

Specific liaison responsibilities for students who need IEPs will include:

- Informing the sending LEA of any concerns about an individual student that warrant referral for services or accommodations, based on observations made by the School’s professional staff.
- Collaborating with the sending LEA to develop an IEP, if appropriate.
- Providing information about Kreiva Academy for members of a student’s potential IEP team, support personnel from the LEA, and service agencies.

Specific liaison responsibilities for students with IEPs will include:

- Communicating with districts about enrollment of students with IEPs.
- Providing information about Kreiva Academy for members of a student’s IEP team, support personnel from the LEA, and service agencies.
- Maintaining contact lists of all service providers and any records related to the IEP.
- Reviewing a copy of the current IEP with each teacher and any staff involved in its implementation.
- Coordinating with the LEA, parents, and faculty to ensure that all services intended for implementation during school hours are consistently provided.
- Contacting the sending LEA’s liaison about any concerns and/or recommendations regarding a student or their IEP implementation.
- Attending meetings to review the student’s IEP and educational status, upon request.

(o) Admissions Procedures

Kreiva Academy Public Charter School is a tuition-free, open-enrollment public school for New Hampshire residents. It is not the intent of any of Kreiva's admissions procedures to discriminate, violate individual civil rights, or block members of any group from enrollment in the School. To the best of our ability, translation services or other accommodations will be provided upon request. Though we intend to locate ourselves in the Manchester School District, which has multiple middle and high schools, if we do not, we will follow the legal requirements of RSA 194-B:8, IV.

Our admissions process, like our school, will reach out to the community, be inclusive to all types of families, and seek to inform potential applicants of the benefits and responsibilities that come with joining the Kreiva Academy community. Specific procedures regarding the application package requirements, due dates, lottery guidelines, and wait list information will be established by the Director(s) and posted annually on the school's website. To be considered for enrollment, the admissions process must be followed and no walk-in registrations will be permitted.

While the specifics of the admissions process will be determined by the Kreiva Academy Board of Trustees and Directors, the general process is as follows:

- Written information about the School, its philosophy, competency-based grading, Restorative Justice, and other unique features of the school, along with student-related policies will be distributed in admissions packets.
- Prospective students and their families will attend an information session to learn about the unique features of Kreiva Academy, at which information about the curriculum and school policies will be available to all families considering enrollment. In addition, this information will be available on Kreiva's website.
- Upon request, families will be given the opportunity for a one-on-one appointment with a school advisor to further determine if Kreiva is a good fit.
- Students and parents/guardians will be required to sign an agreement indicating their understanding of the School's Mission and expectations as part of the admission application.
- Applications will be submitted before a clear deadline.
- All applications will be reviewed for completeness.
- As necessary, a formal lottery, organized by grade, will be held. Those that do not gain acceptance will be placed on a waiting list in the order determined by the lottery.
- All applicants will be notified of the lottery results, either by phone, email, or letter.
- The enrollment process (as determined by the Board and Directors) will begin for accepted students.

Once a New Hampshire resident is admitted to Kreiva Academy, they are guaranteed enrollment for all subsequent middle and high school years, unless they voluntarily withdraw or are expelled, according to the school Code of Conduct.

Application Eligibility Criteria

All New Hampshire students are eligible to apply if they:

- Are entering one of the grades served by Kreiva Academy in the year of application.
- Have proof of physical examination, immunization records (unless exempt in accordance with 141-C:20-c), documentation to verify student’s date of birth, and proof of residency.

All New Hampshire students are eligible to apply if they and their parent/guardian:

- Are willing to abide by the school’s policies and expectations, and to work collaboratively toward achieving the Vision of Kreiva Academy.
- Either meet with an advisor or attend a public information session to ensure they understand the culture and educational approach at Kreiva Academy.
- Believe that the student will benefit from attending Kreiva Academy.

Annual Admissions Lottery

If at any time the number of eligible applications submitted for a given grade exceeds the number of spaces available, candidates for admission will be selected through a random lottery drawing of all eligible applications. Applicants who do not gain admission will be placed on a waitlist in the order their lottery number was drawn. If there are ever fewer applicants than spaces available, Kreiva will not conduct a lottery. Kreiva Academy’s waitlist will roll over from one year to the next. Each year, before the lottery, families still on the waitlist will have to reaffirm that they still want a space at the school.

Siblings of children already enrolled will receive preference in the lottery or will be moved to the top of the waitlist if necessary. If there are not enough spots for the interested siblings, there will be a special lottery among sibling applicants to determine admission and placement on the waitlist. The sibling lottery will take place prior to the lottery for the general public.

In accordance with the NH Charter School Program Lottery Selection Guidelines (E-4.d), Kreiva Academy Public Charter School reserves the right to give enrollment preference to children of Kreiva faculty, administration, and Founding Committee members. The Founding Committee includes active Foundation for Educational Insight (FEI) board members at the time of charter development and contributing committee members. See Appendix A for a list of members and the table below for the maximum percentage of students receiving preference each year. The largest number of Founding Committee exemptions will occur in the opening year, due to the fact that we are enrolling students for all grades and that is our biggest lottery enrollment group. The assumption is that after our first year, exempt enrollments will predominantly come from younger children entering the age of eligibility. To offset the first-year bubble, we will not allow employee exemptions in our first year, unless the percentage of founder exemptions falls below 5% of the enrollment pool. Should that happen, we will allow exemptions up to that 5% level (rounding down to the nearest whole number). Once established, the Kreiva Academy Board of Trustees will complete formal policies and guidelines pertaining to this exemption preference.

| Fall of Year | Max # Founders Children Enrolling | Total % of new enrollment allowed exemptions | Total Lottery (Enrollment) |
|--------------|-----------------------------------|--|----------------------------|
| 2018 | 13 (Grades 6-10) | 10 | 144 |

| | | | |
|-------|---|---|-----------|
| 2019 | 1 | 5 | 80+ (224) |
| 2020 | 3 | 5 | 64+ (288) |
| 2021 | 1 | 5 | 30+ (318) |
| 2022 | 1 | 5 | ? (318) |
| 2023 | 1 | 5 | ? (318) |
| 2024 | 1 | 5 | ? (318) |
| 2025+ | 0 | 5 | ? (318) |

Out of State Students

Out-of-state students who meet the school’s application criteria may apply, but will be admitted only after all New Hampshire applicants have been accepted, and if space at the school remains available. Non-New Hampshire students enrolled at Kreiva Academy will be charged tuition at an annual rate determined the preceding year by the Board of Trustees.

Legal References

- RSA 186-C, Definition of Disabilities
- RSA 193:1, Duty of Parent, Compulsory Attendance by Pupil RSA 193:12,II, Legal Residence Required
- RSA 194:B-3-a, Chartered Public School Law

(p) Philosophy of Pupil Governance and Discipline

"The true design of all punishments being to reform, not to exterminate mankind."

New Hampshire Constitution

Kreiva Academy will implement a Restorative Justice model of discipline, which relies on community involvement (see Section P: Philosophy of Pupil Governance & Discipline). Parents and other members of the community will be encouraged to participate in training in restorative justice in order to increase community support for the model. Parent and community support are important aspects of a Restorative Justice program because the model views the breaking of rules as damaging to relationships and the community. Because Restorative Justice asks that all stakeholders in an infraction come together to discuss this harm and come to a resolution, we will need to involve parents and the greater community when student behavior impacts them.

Kreiva will employ the Response to Intervention (RTI) model in order to create systems that work for teachers, students, and administrators. RTI helps identify students who need extra help (Tier 2 and 3), as well as identify teachers who need support in their Tier I strategies. Students in Tier 2 or 3 will be involved in creating a plan for their behavior/academic success, and will attend meetings with teachers, administrators, and/or parents in order to report on their growth in their challenge area.

The power and necessity of including student voices in shaping their educations is a foundational aspect of Kreiva Academy. Our pupil governance and discipline models are therefore built around empowering the students with as much opportunity as possible to influence their experience.

Kreiva's Student Senate is modeled after that of Baxter Academy in Portland, ME¹². Each crew will elect one student to serve as their representative in the Student Senate. The Student Senate will work with two faculty advisors, whose role will be to provide support to the senators and to pass along information from student meetings to the Employee Senate, the Administration, and the Board of Trustees. The Student Senate will be tasked with some of the same questions as the Employee Senate and the Board, regarding school culture, aspects of the Kreiva Academy Constitution (to include the Code of Conduct), curricular, and extra-curricular debates. It is our intention that the Student Senate has a respected and meaningful leadership role within the overall governance of the school.

Kreiva Academy has established a preliminary Code of Conduct which will be open to student and community input as a part of our growth-centered philosophy of student and community leadership. The Student Senate will be involved in further developing the Code of Conduct and community norms as part of a comprehensive Kreiva Academy Constitution. The preliminary Code of Conduct includes an outline of students' due process rights, an anti-harassment policy, an anti-bullying and cyberbullying policy, and a policy related to in- and out-of-school suspensions and expulsion.

In keeping with our focus on growth and understanding diverse perspectives, Kreiva Academy will utilize a Restorative Justice approach to reinforce the Code of Conduct. The success of Pittsfield, New Hampshire's opt-in model¹³ offers a local example to consider. An opt-in model allows students, families, and staff the option to choose a more traditional discipline path if any of the involved parties prefer. Restorative Justice will support our efforts in establishing a school culture where students can learn critical social-emotional skills along with academics. The use of a Restorative Justice system requires training of staff, students, and the entire community. Staff training for Kreiva Academy is a budgeted expense, and training of students and the community will then be conducted by our trained staff.

Kreiva Academy's model of pupil governance and discipline loosely follows the structure of the United States government. The school administrators will act as the Executive Branch. The Student and Employee Senates will play a similar role to the US Legislative Branch. And, under the Restorative Justice system, there will be a Justice Panel comprised of students and staff which parallels the Judiciary Branch. This model not only provides checks and balances within the school, but will also immerse students in the American civic system, bringing more of real life into school.

¹² "Student Government - Baxter Academy." *Student Government - Baxter Academy*, Baxter Academy, baxter-academy.org/studentgov. Accessed 22 Mar. 2017.

¹³ Richmond, Emily. "When Restorative Justice in Schools Works." *The Atlantic*, Atlantic Media Company, 29 Dec. 2015, www.theatlantic.com/education/archive/2015/12/when-restorative-justice-works/422088/. Accessed 22 Mar. 2017.

(q) Method of Administering Fiscal Accounts and Reporting, Including a Provision Requiring Fiscal Audits and Reports to be Performed by an Independent Certified Public Accountant

Kreiva Academy Public Charter School will follow all accounting guidelines for NH public schools. The School's Board of Trustees will enact internal accounting controls, and will appoint a Treasurer and an Assistant Treasurer with financial oversight responsibilities to ensure that the school's finances are managed with discipline, integrity, and transparency. To facilitate fiscal oversight by the Board of Trustees, key aspects of the school's financial health will be reviewed using a "dashboard" or similar summary tool at each Board of Trustees meeting.

At least three officers of the Board of Trustees for Kreiva Academy will be given check writing authority. The Director of Operations and Development and the Board Treasurer will be given a discretionary spending limit, set by the Board, and reviewed annually, for incidental purchasing. Additionally, the Director of Operations and Development and Treasurer will have the authority to endorse regular payroll expenses. For all other spending, two signatures will be required on checks. Each individual with check-writing authority will be covered by a fidelity bond in accordance with the guidelines of the New Hampshire Department of Revenue Administration. Additionally, the Board of Trustees will vote on a spending limit for purchases made without a quorum vote from the Board.

Kreiva Academy will comply with all requirements specified in the law pertaining to reporting requirements (RSA 194-B: 10-V): an annual report, annual financial audit and report, program audit, and participation during the annual school budget process. The annual financial audit will be conducted by an independent auditor (CPA) hired by the Board. The Treasurer, or a committee assigned to the task, may recommend a specific CPA be hired, but the final choice of a CPA must be chosen by a majority. The audit should be completed no later than three months after the close of the fiscal year. The annual report will be provided to the State Board of Education, local board, and any person who requests it as required by law.

In compliance with i4see (Initiative for School Empowerment and Excellence) reporting, Kreiva will provide the New Hampshire Department of Education (NH DOE) with a quarterly financial report. We will also, in our opening year, provide the NH DOE with a progress report by December 1st. Monthly Board meeting minutes will be provided after each meeting or as required by the NH DOE.

(r) Annual Budget

Kreiva Academy Public Charter School's founding members recognize that the financial sustainability of a charter school requires a long-term fiscal outlook and strategic plan. We have already begun cultivating additional funding opportunities. We are committed to finding diverse sources of revenue to secure our sustainability for the future.

In submitting the charter for Kreiva Academy, the Foundation for Educational Insight, Inc. (FEI), recognizes the challenges to financial stability facing public charter schools in the Granite State. We are committed to an ongoing partnership between the two organizations, in which the

FEI will function as the financial development, marketing, and public relations engine supporting the Mission and Vision of Kreiva Academy. Over time, the FEI hopes to establish an endowment that will ensure Kreiva's long term financial security.

The FEI has a Board of Directors with networking and financial management skills. With this in mind, they are tasked with meeting higher fundraising targets and reaching out to contacts on a broader scale than those contacted by the Kreiva Academy Board. The FEI will be tasked with securing funding assistance through a variety of grant, donor and investor options. They will also work to cultivate partnerships with area colleges, civic & community engagement organizations, and businesses to offer a variety of valuable options to Kreiva students.

In addition to the FEI's contributions, Kreiva will utilize its own sources of funding to offset the gap. Families, board members, staff, and community partners will be educated on the need for contributions in many forms, including financial, material, and in kind, to add to the quality education at Kreiva. In addition to fundraising we will look to leverage our funds at every opportunity by looking for discounts on purchasing choices available to schools and nonprofits such as bulk ordering, teacher discounts, community partnerships, and association memberships. Kreiva and/or the FEI will also contract a grant writer to help capitalize on the funds available through philanthropic sources. Kreiva will not only apply for the Federal Charter School Start-up Grant (through both the fund available at the state-level and through a later application submitted directly to the US DOE for year three), but for grants specific to location, training, programs and charter school support. We will use partnerships with area schools, businesses, and universities to provide opportunities, enrichments/extracurricular, dual credit classes and tuition reimbursement programs to our students. Kreiva will run summer youth service programs and extracurricular programs at a fee (to be determined) as another source of income for the school.

Kreiva is aware that while we have already made important connections and our potential funding stream is diverse, we may not fully realize our fundraising goals. For this reason, we have prioritized the school's needs to ensure that all money received is well spent. Please note that while our budget reflects some high-cost items/programs, we have lower-cost options available if our goals are not fully met. Ultimately, we aim to ensure that the school is sustainable and students receive the education they deserve.

Our current budget projections include revenue from the NH per-pupil adequacy funding, which is \$6,735.82 at the time of this submission and shall adjust annually pursuant to RSA 194-B: 11. It also includes projected employee compensation, including salaries, benefits, and hourly wages. The faculty and staff options such as life insurance, tuition reimbursement, and short-term disability will be further delineated by the board, but are currently shown as a lump sum in the retirement benefits line item of the budget. Costs for the facility and utilities are projected based on other similarly-sized local charter schools and quotes we have received. For more information, see Kreiva Academy's detailed 5-year budget in Appendix D.

(s) School Calendar

Kreiva Academy will meet or exceed the required amount of instructional time in accordance with RSA 194-B:8, III, and expects to follow the calendar of the district in which the school is located in order to best coordinate transportation services. A school year at Kreiva Academy will follow the traditional Fall through Spring schedule, starting around Labor Day and ending in June. Any school-specific changes to the schedule will be monitored closely to ensure that our students meet the required number of attendance hours. In response to research-based findings that adolescents benefit from a later start to the school day, we plan to begin at approximately 8:30 am and end around 3:00 pm, though some flexibility may be required to meet the host district's bus route schedule. Should transportation issues result in lost educational hours, we will address this loss by amending our end date to ensure the required instructional quotas are met.

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

In accordance with RSA 194-B:1, III, Kreiva Academy Public Charter School will be a "Chartered Public School." As such, the school and its agents will be subject to the same Limited General Liability protections as are provided any public school under RSA 507(b).

Kreiva Academy will obtain, and keep current, policies of each form of insurance required for the operation of a chartered public school. Continuing evidence of adequate insurance coverage will be kept on site and reviewed annually by the Board of Trustees.

(u) Identity of Consultants and Qualifications.

When feasible, Kreiva Academy will enter into a mutually advantageous contractual agreement with our host district regarding services and facilities. Otherwise, Kreiva may contract for services with other entities, noting that teaching services cannot be obtained from a nonpublic school. In addition, contractors shall provide a proof of professional liability insurance and their services will be defined by a purchase order in advance of such service being provided. The contractor selection process will involve multiple bids including criteria such as liability insurance, cost, conflicts of interest, comparison of value, professional references, etc. Further delineation of this process will be identified by the Board of Trustees before any contractor is needed.

Kreiva Director of Startup Operations

Specific Responsibilities

- Set project calendar for employees
- Provide an outside perspective on project
- Create systems of data, analyze and report on data, and adjust timelines/resources accordingly
- Manage facility set-up: Negotiate contract, manage fit-up of space and timeline

- Oversee creation of marketing materials and strategy
- Manage group dynamics; introduce new members to project
- Write and manage budget and finances
- Manage grant writing and fundraising
- Manage all parts and pieces of a start-up school
- Managing public relations campaign

Qualifications Sought

- Growth mindset
- Excellent people manager
- Demonstrable organizational, project management, and time management skills
- Strong strategic thinking, critical thinking, and problem-solving skills
- Demonstrable comfort with financial planning and analysis, human resources, and information technology
- Exceptional verbal and written communication skills, with ability to communicate well with diverse constituents and staff
- Commitment to accountability and data-driven decision making
- Experience using financial management software for schools and/or small businesses
- Proven attention to detail and ability to work independently
- Experience with grant writing and fundraising
- Bachelor's degree required; MBA or CPA preferred
- Prefer Three or more years of experience writing budgets and managing finances
- Prefer Three or more years of experience with school or small business operations

Maintenance

Specific Responsibilities

- Keep school classrooms, restrooms, offices, building and grounds clean, orderly and functional
- Performs work according to standard procedure and by building's operational schedule
- Trash removal

Qualifications Sought

- The skills and knowledge required would generally be obtained with previous experience in building cleaning and maintenance work
- Ability to carry out oral or written instructions
- Ability to relate to officials, staff and public in a courteous manner

IT Support

Specific Responsibilities

- Monitor and maintain the computer systems and networks within the school to ensure they run smoothly and effectively
- Install and configure computer systems

- Diagnose issues with hardware and software and solve technical issues
- Ensure security of the computer network and the data stored upon it

Qualifications Sought

- Experience working in a school or large company with a network of computers
- Degree in computer science or related field preferred
- Demonstrates exceptional communication, problem-solving and analytical skills

Bookkeeper

Specific Responsibilities

- Use designated accounting system to account for financial transactions
- Maintain orderly accounting files system
- Balance accounts and prepare financial statements
- Communicate and collaborate with the Director of Operations and Development and the Kreiva Board of Trustees
- Assist the Audit Committee of the Kreiva Board as necessary
- Comply with local, state, and government reporting requirements

Qualifications Sought

- Degree or work experience equivalent to related field
- Knowledge of applicable accounting systems
- Experience with nonprofit bookkeeping a plus

Grant Writer

Specific Responsibilities

- Search for grants that apply to Kreiva Academy and its programs
- Prepare, submit, and manage grant proposals
- Maintain records and track statistics as necessary for donor reporting
- Comply with follow-up reporting as indicated in grant guidelines
- Meet award quotas set by the Director of Operations and Development

Qualifications Sought

- Excellent written communication skills
- Attention to detail
- High-level research skills
- Ability to think creatively in identifying potential grant opportunities
- Strong organizational skills
- Grant writing knowledge and experience a plus

Accounting

Specific Responsibilities

- Review quarterly and annual accounting activities
- Coordination and completion of annual audits, and reviewing financial reports/support as necessary

- Analyze and report on annual financial status including income statement variances, communicating financial results to management, budget preparation and analysis
- Work with the school's bookkeeper to improve systems and procedures and initiate corrective actions
- Oversee taxes and abide by federal regulations

Qualifications Sought

- Experience in nonprofit and school auditing
- Expertise with QuickBooks/Accounting Software
- Extensive knowledge of US GAAP
- Computer skills in MS Office, accounting software and databases
- Excellent organizational, problem-solving, project management and communication skills

Legal

Specific Responsibilities

- Focus on preventing legal culpability
- Anticipate problems and advise on legal solutions as necessary
- Help school officials to follow state and federal regulations affecting schools and to avoid costly litigation
- Advocate for the Kreiva Board of Trustees before courts and administrative bodies when necessary

Qualifications Sought

- Experience in preventative law
- Up-to-date knowledge of current educational law trends and recent court decisions
- Knowledge of applicable nonprofit laws and recent court decisions
- A member of NSBA's Council of School Attorneys.

ELO - See staffing

Curriculum Director - See staffing

Director of Programs and Student Services - See staffing

(v) Parent Involvement Philosophy, Plans & Procedures

Kreiva Academy believes we must view parents and teachers as partners in education. As philosopher George Santayana said, "A child educated only at school is an uneducated child."¹⁴ When both groups are inspired to facilitate learning, children are the winners. It is essential for parents to understand, commit to, and be part of not only the educational process, but the culture and community of Kreiva Academy.

¹⁴ Price-Mitchell, Marilyn. "20 Awe-Inspiring Quotes for Teachers and Parents." Psychology Today, Sussex Publishers, LLC, 11 Sept. 2013, www.psychologytoday.com/blog/the-moment-youth/201309/20-awe-inspiring-quotes-teachers-and-parents. Accessed 26 Mar. 2017.

Kreiva Academy will encourage participation and volunteering from parents and members of the community at large. Input from a diverse group of advisors and volunteers will create a stronger school community.

Parents will participate on the Board of Trustees and its committees. The work that these committees will do includes developing and revising strategies to enhance student success and strategies to increase student involvement in community service, oversight of ELOs, and provision for tutorial support as needed.

Involvement in Programs and Services Support

Extended Learning Opportunities (ELOs) are central to the philosophy of Kreiva Academy, and community connections are crucial to a successful ELO program.

Kreiva Academy will implement a Restorative Justice model of discipline, which relies on community involvement (see Section P: Philosophy of Pupil Governance & Discipline). Parents and other members of the community will be encouraged to participate in training in restorative justice in order to increase community support for the model.

Parents will provide support for the faculty in the following ways:

- Assist students on special projects and aid in tutoring
- Work on a school committee
- Help with planning and supervising events and activities
- Assist teachers in classrooms by organizing, setting up, and working with groups of students
- Help maintain the school culture and constitution

Involvement in Operations Support

In addition, parents will participate with the Board in its efforts to bring substantial donations, endowments, and grant opportunities to the school.

This may consist of work on a committee, assistance with the facility, and seeking community outreach opportunities.

Kreiva Academy shall conduct school employee and volunteer background checks in accordance with RSA 189:13-a.

(w) Information dissemination plan

Outreach and information dissemination will continue to be one of the primary ways that the Foundation for Educational Insight (FEI) will assist Kreiva Academy now and in the future. They will work in concert with the Kreiva Academy Board's recruitment committee to continue finding additional ways to reach new students. At this time, the FEI has already begun work in this area. Once the charter has been approved, these efforts will increase substantially to inform as many students and families as possible about this new educational option.

As part of its mission, the Foundation for Educational Insight works to inform caregivers about key educational issues and the options they have in choosing the best education for their children. The FEI hosts screenings of educational documentaries, panel discussions, community

events, and information sessions in the Greater Manchester Area. Kreiva Academy will have the opportunity to share information and gain visibility at these events.

To further connect with the larger community, we plan to take every available opportunity to represent Kreiva Academy. We will support our fellow community organizations, participating in their events, including fairs, festivals, educational events, and meetings, spreading good favor and information about our school along the way. This method of information dissemination is directly in line with the service learning aspects of our curriculum and we hope to build our partner network along the way.

Being in Manchester, we are fortunate that there is already a population of families who have prior knowledge about the charter school system due to the existing charter schools in the area. We have already established a strong dialogue with many families in this community and look forward to building on these relationships once approval is achieved. For these families, our task is informing them about the new charter school option and how it differs from existing choices. In future years, we will continue to foster relationships with the elementary charter school communities, ensuring they consider Kreiva as a viable next step for their children after primary school.

Kreiva will also hold public information sessions to provide families with more details about our educational plans prior to the initial admissions phase. These sessions will be held in a variety of locations, including public libraries, the Marion Garrish Community Center, the Boys and Girls Club, schools, and other community locations that prove comfortable and convenient for interested families. Efforts will be made to provide translation services as necessary.

Kreiva will take advantage of all avenues of technology for sharing its information, including: social media; advertising in public forums; public radio; local print outlets; and local media coverage. Our website will provide information about the school and links for the application process. For those who lack access to technology, Kreiva will also utilize printed materials that can be distributed to libraries, public organizations, and anywhere else they may be of interest.

(x) A Global Hold-Harmless Clause

Kreiva Academy Public Charter School, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any school district which sends its students to the chartered public School, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the “indemnified parties”) from any and all claims, demands, actions, and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys’ fees and legal costs, for any action or inaction of the chartered public School, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils. The charter School shall have no obligation to hold harmless the Indemnified Parties for any claims, damages, losses, or expenses resulting from the Indemnified Parties’ own acts and omissions.

(y) Severability Provisions and Statement of Assurance

If the provision of the charter agreement is determined to be unenforceable or invalid for any reason by a court of valid jurisdiction, the remainder of the charter agreement shall remain in effect unless otherwise terminated by one or both of the parties in accordance with the terms contained herein. Said provision shall not be enforced by the charter School or its affiliates, and will be promptly amended by the Board to meet statutory obligations.

(z) Provision for Dissolution of the Charter School

In the event that Kreiva Academy Public Charter School should cease operations for any cause, including nonrenewal or revocation of its charter, the Board of Trustees shall consult with an attorney and the Department of Education. Priority will be placed on meeting all contractual and financial obligations and on assuring the wellbeing of all students.

Distribution of property. Personal property of teachers and staff; including technology, books, lesson plans, art supplies, props, and teaching aides; should be labeled as such upon entering the school and will remain the personal property of teachers and staff, not to be included in the dissolution of items.

Property that is not liquidated for monetary distribution will be offered back to the original source, according to the guidelines above. Should that not be possible, it will be offered to other similar educational organizations in hopes that the assets will continue to benefit students in New Hampshire.

Distribution of monetary assets. 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.

(aa) Not Applicable

(bb) Pupil Education Plan if Operation Ceases

In the event that Kreiva Academy should cease operation for any cause, the well-being of the students and their smooth transition to new educational settings will be a top priority. The administration, Board of Trustees, faculty and staff will each take responsibility for aspects of accommodating the needs of students, parents, and the receiving schools. The following steps will be taken:

At least 90 days prior to the closure of the school, the Board of Trustees shall mail a letter to the parents' address on record. This letter will offer a reason for the closure of the school and list available options parents have for the education of their children.

The charter school staff and administration will make themselves available to answer questions and provide assistance to parents for a smooth transition to the new school. Once the decision is made about where a student will transfer, parents will be asked to sign a statement of intent and a release of their child's school records. Charter school staff and administration will contact receiving schools about the closure, provide staff contact information to use in case of questions, and forward student records once complete.

Crew leaders will be responsible for compiling complete student records, including Individual Growth Plans that will represent the student's academic status and communicate any unique strengths or needs that will assist the new school in the transition.

(cc) Not Applicable

(dd) Proposed Accountability Plan

Kreiva Academy's Board of Directors will meet all accountability and reporting requirements as outlined by the New Hampshire Department of Education. We will provide an annual report to the Department of Education (DOE) that speaks to the school's effectiveness at upholding its mission, maintaining student progress, and sustaining the academic, financial, and organizational health of the school.

Data will be collected from students, parents/guardians, faculty and staff, through a variety of means, about the school's progress, achievements and challenges. In accordance with the NH DOE, the Board of Trustees will use the following questions, or subsets of them, to benchmark accountability:

1. Is the school making progress toward achieving its mission?
2. Is the school responsibly using public funds?
3. Is the school promoting student attainment of expected knowledge and skills?
4. Is the school sustainable?

Kreiva Academy's accountability plan will be fully developed and ready to implement prior to the date of opening and will continue to evolve as statutory requirements or the informational needs of our stakeholders change. As a guide, we plan to abide by the reporting schedule provided in the following NH Charter School Reporting Requirements graphic, including submitting a progress report by December 1st of our opening year, and completing a program audit following our first year and at least once every 3 years.

In line with our commitment to transparency, copies of our annual reports will be available to all parents and staff members, as well as to the general public upon request.