Partial page cover letter, written and signed by Robert E. Myers, Ph.D., President and Michael Fishbein, Ph.D., Provost and Vice President, Daniel Webster College

[First paragraph missing.]

[XM] that the competition arising from such powers as India and China... (XM) news reports suggest. And yet, these nations and those around (XM) the prosperity of their own peoples are working hard to develop their (XM) and to claim a stake in fields we have previously conceived as a private (XM). The Academy will be part of the counterweight necessary to the (XM) scientific and technical leadership. New Hampshire can and should (XM)

The College supports both the value and the structure of public (XM) that the planned diversity represented by the existence (XM) Academy is not inimical. We believe the Academy will (XM) our State. It will allow local high schools to reconsider (XM) prepares a small portion of the school-going population.

For all of these reasons, we expect to lend our support (XM) time and circumstances allow, to participate in the (XM) and to propagate the lessons learned.

We look forward to your endorsement of this proposal.

Cordially,

Robert E. Myers, Ph.D.
President
Michael Fishbein, Ph.D.

Michael Fishbein, Ph.D.
Provost and Vice President

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Introduction

Science high schools and science education are a national priority. We are a culture continually shocked by national and international reports of American students' lack of international competitiveness in science and mathematics. Regardless of our personal interests-health, national, security, sustainability, industry, quality of human living-we can only imagine new generations of decision-makers with increasingly less background making increasingly sophisticated public policy decisions.

Reports say, students attending above-average schools in the U.S. demonstrate less preparedness and advancement in international competitions than their international peers. A recent news report suggested that "when students from forty countries are tested, the Americans place twenty-fifth. "In math and science, our nation's 4th graders are among the top students in the world. By 8th grade, our nation's students have dropped to middle of the industrialized nations. By 12th grade, US students score near the bottom of all industrialized nations. And while a corresponding body of literature assures us these reports are inaccurate, science schools are considered imperative to assure every student so motivated can access a science-specialized learning environment with like-minded peers. If any one school type is guaranteed corporate and college support, it is a statewide school for science.

> "U.S. science and mathematics education is lagging, and American students aren't being readied for "the gathering storm" of foreign competition". (Committee on Prospering in the Global Economy of the 21st Century, created by the National Academy of Sciences and the National Academy of Engineering. Washington Post, October 13, 2005)
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> "As the world becomes increasingly technologically driven, students need to be more deeply grounded in underlying science, mathematics, and engineering disciplines." (Thomas Magnanti, Dean of the School of Engineering, MIT. Before the Committee on Education and the Workforce Subcommittee on 21st Century Competitiveness. May 19, 2005)
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> "On September 16, 2005, IBM announced that it will help address the critical shortage of math and science teachers by leveraging the brains and backgrounds of some of its most experienced employees enabling them to become fully accredited teachers in their local communities upon electing to leave the company." (www.ibm.com)

Decades of study of American labor trends, college preparedness, economics, and K-12 student achievement supports national initiatives in math/science education. All over America states have schools for science, mathematics, engineering, and technology. Specialized science high schools are so important that schools are initiated by acts of the legislature (Maine), governors and mayors (Colorado, Virginia, South Carolina), colleges Idaho, Massachusetts), and public school systems themselves (e.g. New York, Virginia). Dozens of outstanding science and mathematics schools have opened under the nation's public chartered school program. There are good reasons for New Hampshire to forge ahead now.

The Academy for Science and Design will be a school of choice for all middle/higb school students in New Hampshire. Most students will likely attend from within an hour of the Concord to Nashua corridor. This area has in excess of30,OOO students in grades 7-12. With a maximum enrollment of 450 students, the charter school would draw less than 1.5% of the students in and around the corridor.

The Academy for Science and Design will address several need areas for New Hampshire:

1. Provide a world class, well-rounded education with a heavy emphasis on science, engineering, mathematics, and design,
2. Connect students to businesses before entering college,
3. Connect students to colleges in New Hampshire so in-state institutions become a natural path for graduates' continuing education,
4. Provide a sophisticated placement site for teacher training in critical shortage subjects of science and mathematics, growing the pool of highly trained teachers in math and science.

To understand the specific relevance of a science high school for New Hampshire, one must first look to our labor demographics. New Hampshire has the second highest percentage of high tech workers per capita in the United States. Core industries in New Hampshire include electronics, engineering, health services and management services. "One of the projected fastest growing sectors [in the New Hampshire economy] is professional, scientific, and technical services at a rated a 5.7%. All industry groups within this sector are growing in employment, led by management, scientific, and technical consulting services at 13.5 percent. This industry group is a prime employer of highly-skilled and highly-paid occupations. Other industry groups found in this sector include computer systems design; related, scientific research and development services; and accounting services. All of these industry groups are projected to grow faster than average" (Source: *Economic Conditions in New Hampshire,* January 2006).

Approximately 16 percent of all workers in the state are engaged in manufacturing. New Hampshire ranks 8 for in-migration of workers. Employers unable to find skilled workers in New Hampshire must seek personnel from other regions and countries. A New Hampshire school for science will increase interest and preparation for technologically sophisticated careers currently outsourced due to the lack of qualified New Hampshire applicants. Strong economic indicators support a world class science academy for New Hampshire students seeking more comprehensive and advanced science and engineering programs.

"Manufacturing in New Hampshire is becoming more technologically sophisticated".
"There is a concern about an erosion of skills and that the available manufacturing jobs (many in engineering) and available workers are just not good matches. Among others, areas for improvement are computer training, teaming, problem analysis and technical proficiency." (NH Manufacturing Roundtable, September 2004).
"A priority has to be high technology workforce development. The State and its educational institution-from kindergarten through graduate education-need to focus more on engaging and educating New Hampshire students in key areas related to a high technology economy. These include science, engineering, mathematics, computer

science and business fields. Also, the general educational attainment level has to be improved to ensure a strong high technology future, as there is a strong and clear link between high technology employment concentration and the percent of adults with a four-year college degree." (High Technology in New Hampshire: The Future is Now, April 2005, Network NH).

In addition, New Hampshire's colleges are expanding into increasingly sophisticated science fields, all connected to local and global markets. Within our few colleges we find degree programs in traditional areas of biology, chemistry, physics and math but also in biotechnology, meteorology (Plymouth State); aviation, aeronautical and mechanical engineering, computer science (Daniel Webster College); chemical, civil, electrical, computer, environmental, and mechanical engineering; mathematics, statistics, and computer science (University of New Hampshire); electrical and mechanical engineering technology (UNH-Manchester); and dozens of other specialty science-related degree programs. Virtually all of these programs are connected to American and international science, technology, and engineering industries that advise on state-of-the-art developments. A school highly integrated with these college programs will increase interest in New Hampshire's post graduate offerings.

The Academy for Science and Design, first and foremost, will offer a full range of academic courses according to a solid philosophy of quality as defined by The National Research Council in its 1996 report: *Analysis to Action.* The Council provided these characteristics of good courses:

- Are problem-driven
- Emphasize critical thinking
- Provide hands-on experience
- Are relevant to topics students find in life
- Offer both the process and concepts of a discipline
- Show links between related disciplines
- Place subject in a broader personal, historical, cultural, social, and political context
- Provide intellectual tools needed to explore new ideas

For all the compelling issues and needs cited, this proposal is being advanced. If approved, the Academy for Science and Design will become a premier science high school in our region and greatly increase opportunities for our youth.

CHARTER APPLICATION

January 20, 2006

[Scanned in version. Edited by K. Glossop. Only changes are to fix typos.]

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Academy for Science and Design

(a) Educational mission.

The mission of the charter school founders is to create a world class, standard setting middle/high school that specializes in science, mathematics, engineering, and design.

The school will graduate students with in-depth subject mastery; real world laboratory experiences; and local, national, and global understanding and applications. The school will be recognized for its outstanding academic program and for well-rounded students with the capacity for high achievement and leadership in college, career, and society.

VISION
In constructing this proposal, founders envision New Hampshire having a world class high school for science that is truly based on competitive educational programs and cutting edge international applications. The school would address the growing national concern for science and math education.

Founders envision not only a school excellent for academics, but also for the well being of students--a school not only beneficial for students who attend, but also for the state as a whole. A resource to other public education providers, the Academy for Science and Design will broaden the scope of curriculum in chemistry, physics, engineering, computer science, environmental science, mathematics, and global sustainability.

Founders envision the school evolving as a center for teacher training, producing an ample supply of highly qualified teachers in science and mathematics with breadth of understanding, especially in engineering and global sustainability.

Founders envision a school so significantly connected to New Hampshire colleges that in-state institutions become a natural path for graduates' continuing education -- a phenomenon with many potential benefits to colleges.

Founders envision a school highly supported by businesses providing case study, hands on, research-based, real world opportunities and from this, students will intrinsically grasp the role of science and mathematics in all aspects of modern life.

Finally, the vision of students graduating from Academy for Science and Design is one of capable and confident young adults with the curiosity, understanding, and ability to address the challenges of their lives.

(b) Governance and organizational structure and plan.

BOARD OF TRUSTEES
In accordance with RSA 194-B: *§5,* the Academy for Science and Design will be governed by an eleven-member Board of Trustees that has general supervisory control and authority over operations of the charter school. The Board has a statutory responsibility for reporting progress and achievement of the school's stated goals.

Trustee selection will be based on personal and professional background and a commitment to the school's mission, support, and sustainability. Trustees will represent the diversity of stakeholders and contributors:

- Two (2) representing the business and engineering community,
- Two (2) representing the college and school industry,
- Two (2) with expertise in international perspectives and/or design applications,
- Two (2) founders or major contributors to the school,
- Two (2) parents,
- One (1) head of school.

The Board of Trustees can establish *ex officio* board members and/or advisors who will be non-voting.

OFFICERS
Initial officers shall include: chair, vice chair, secretary, and treasurer. Officers of the board shall be elected by majority vote of those present at the annual organizational meeting to be held in January of each year and shall serve until the next annua1 organizational meeting. If a replacement officer is needed, the term of office 1 complete the unexpired term of the absent officer.

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

- Approval and oversight of annual budget and fund-raising programs,
- Hiring of professional personnel,
- Setting policy,
- Appointment of board advisory members or committees,
- Delineation of educational priorities,
- Oversight for the school's growth plan,
- Establishing professional salary and compensation program,
- Reviewing and approving significant contracts, e.g., for facilities and benefit programs,
- Appeals,
- Any other matters that are not administrative in nature and/or *that* are prescribed in statute or rule.

COMMITTEES
The Board of Trustees will have subcommittees and advisory committees as it deems necessary to pursue specific topics and report back to the board for action. On occasion, the Board may specifically vote to delegate a subcommittee to act. Initial subcommittees will be for board recruitment and finance (for focus on financial sustainability).

STEERING COMMITTEE, First-year:
During the school's first year of planning, a design and development team shall work on all facets of start-up and readiness:

Steering Committee Initiatives:

- Develop and secure connections to colleges,
- Develop and secure connections to businesses,
- Develop and secure connections to donors,
- Develop and secure connections to government,
- Pursue a teacher certification contract,
- Develop and secure connections to public schools,
- Develop and employ a strategic marketing campaign,
- Assist with facility and program decisions.

BOARD OF ADVISORS
The governing Board of Trustees may be augmented by a Board of Advisors, non-voting, who represent science industries, academia, research, international relations, dent and faculty, legislators, and topics of interest to the board. This board will attempt to include industries and individuals collaborating with the school to advise on program quality, current research and developments, and business strategy.

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

The initial trustees will be drawn from founders, project supporters, and design team members who have already participated in the development or review of this charter. The President and Provost of Daniel Webster College will assure the first meeting is called and a Board chairperson is elected.

Terms of trustees will be staggered, five-year terms. Approximately one half of the initial trustees will be appointed for two-, three-, or four-year terms to establish initial staggered terms and governance stability~ The board may appoint a Trustee to fill a vacancy to complete a term according to established term timelines. Board members may serve consecutive terms if so voted by a board majority.

The Board of Trustees, once operating, will select and appoint future trustees, define future board terms, and vote policies for board governance and filling vacancies. 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. Records and minutes of meetings will be kept in accordance with statutory guidelines.

The Board of Trustees will begin governance within two months of charter award and before the school begins to operate. Prospective board members will participate in training in general governance and financial management.

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

Founders are working with specialists in real estate and in public and private industries to locate available properties large enough to house the school program for 40-120 during the first 2 years and for 200-450 students by the 4th or 5th year. Once the charter is approved, the initial trustees will pursue, negotiate, and arrange facility options. The location sought is along the Concord to Nashua corridor, where driving from any locations is possible by major roadways and there a number of industries and colleges.

The school makes no commitment at this time to boarding facilities for studies; however, it is anticipated that students from distances too far for daily travel may seek attendance and assistance locating overnight housing. During the first 5 years of the school's first charter, the Board will at least study overnight options, e.g. an• a-state exchange program or dorm facility.

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

ENROLLMENT
During its opening year, the charter school will accept up to 100 students, anticipated in grades 8-10, as the board decides. The exact capacity for enrollment in the lst year is highly dependent on the space chosen and the ability to make needed renovations, if applicable. New, incoming classes will be added each year thereafter until the school is fully enrolled. The school will serve a maximum of 450 students in grades 7-12.

This state-sponsored charter school will be an open enrollment school of choice. For state-sponsored student placements, the school will comply with statutory provisions that govern acceptances. As of December 2005, a provision of RSA 194-B restricts one district's enrollments to not more than 10% of the resident pupils in any grade in one school year without local school board approval.

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

INFORMATION ABOUT PUPILS SERVED
The mission of this charter school is clearly tied to world class standards and teaching for mastery in areas of science and mathematics. This is an academic middle/high school with uncompromising standards of achievement. The school is designed for students from all academic and economic backgrounds who seek a public school with challenging academic study

in all areas, but uniquely specialized in science, mathematics, and engineering.

Students who are apt to choose the Academy for Science and Design, will:

- Seek the challenge of a school based on high standards and expectation of academic achievement,
- Have interests in mathematics, science and/or engineering and the many careers that relate to these fields,
- Welcome off-campus opportunities for learning, e.g. research and apprenticeships
- in different learning environments,
- Desire a program where students assist in their own program design and educational goal-setting,
- Welcome a personalized school environment designed to cultivate student interests and talents,
- Choose a school community based on respect, citizenship, and personal responsibility.

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

The curriculum will support the school's mission:

- to create a world class, standards-setting middle/high school that specializes in science, mathematics, engineering, and design.

- to graduate students with in-depth subject mastery; real world laboratory experiences; and local, national, and global understanding and applications.

- to have a school recognized for an outstanding academic program and for well-rounded students with the capacity for high achievement and leadership in college, career, and society.

Students will have stimulating and interesting courses with standards and competencies that meet or exceed New Hampshire standards. The solid foundation will be augmented and enhanced by routine seminar and immersion experiences created and pursue by the interests and talents of students, faculty, and others.

By mid-10th grade, students will be challenged to select an area of specialization for their senior thesis. The program of electives and independent study will essentially provide 11th and 12th grade students to have major and minor areas of specialization. The school, through its alliances with business and colleges, will also have areas of specialization anticipated to be: aeronautics and aviation; chemistry and bio-medicine; mathematics and physics; space, astronomy, and astronautics; environment and sustainability; architecture and engineering (mechanical, civil, electrical); and computer science, system design, and simulation.

Founders envision an emphasis on design, application, and implication as well cross-pollination among all areas of study.

The list below represents anticipated special features of the curriculum followed by goals, assessments, and course requirements for graduation.

SPECIAL CURRICULUM FEATURES

Curriculum:
The school will offer a high-standards college-preparatory program specializing in mathematics, applied lab sciences, and design. The course of study will include English/literature, social sciences/history, world language, reading/writing, health and personal fitness, and arts. The school will have generalized emphasis on applications, design, sustainability, relevance, and research/presentation.

Instruction:
Instructional philosophy will guide teaching style and school culture. The school's instructional methods will allow teachers creativity but also stress collaboration among and between faculty. Project-based learning, case studies, real-world applications, hands-on projects, and self-selected apprenticeships and research projects will emphasize and develop student interest and talent. The Academy of Science and Design instructional methods will be based on effective schools research —understanding how young people learn best—and the achievement results.

Students will have a role in planning their educational program. Teachers will both present information and facilitate student pursuit of independent learning.

Immersions/Seminars:
A regular program of seminars and short immersion courses will expose students to career and subject specialties, enhancing student appreciation of the breadth of opportunities and challenges that are available to them.

Project Orientation:
Individual projects and special assignments will be a style of instruction, cap and encouraging student pursuit of their own interests. Course study and assignments will largely be project-based, using real-world contexts.

Technology:
The Academy for Science and Design will offer specific elective classes in computer science and graphic design as well as integrating state-of-the-art information and communication technology. The school will strive to provide students access to current technology.

Arts:
Course and seminar offerings will expand student appreciation of culture, design, and artistic expression. Art will connect to classroom learning through exhibits, performances, concerts, and residencies taking place in local museums, colleges, galleries, theatres an the school.

Active Engagement:
Students will be actively engaged in learning and have experiences that require different kinds of

thinking. Their assignments will include written analysis of their own and others' work, reflective journals, quantitative and qualitative studies, products, and oral presentations.

Sharing Community:
Students will be expected to participate in public exhibitions, performances, competitions, and demonstrations, as individuals or in collaboration with others. The art of public speaking and presentation will be included in the school's curriculum.

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

Focus on Student Health, Nutrition, and Well-Being:
Concern for student health, nutrition, and well-being will assure that meals, snacks, breaks, exercise, and seminars will guide program decisions in these areas. Exercise will be incorporated into each day.

Genuine Achievement is Valued:
Students will accomplish their coursework and earn grade or program advancement based on clear expectations. Students will know how grades or advancement decisions are determined and that their own accomplishments reflect meeting a consistent standard.

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

Course Accomplishment:
Student learning will be measured by the mastery of standards, not seat time. This shift requires teachers to know the standards for their courses, plan instructional time around goals and objectives, and track academic progress for each student.

Diverse Learning Spaces:
Students will take courses at the Academy for Science and Design campus well as in diverse learning environments, e.g., local courthouses, businesses, research institutes, and college campuses. "School" and "schooling" will not be based on place.

Mentoring:
Each student will have a mentor for school and personal planning activities. Time and staffing resources will be allocated as needed.

Senior Advisory:
College-preparatory portfolios will include demonstrations of competencies, resume, and portfolio demonstrating the scope and variety of accomplishments. The portfolio itself is electronic, allowing students to change and adjust the information as needed to reflect changes in their own learning and experience.

Entrepreneurial Ventures:
Entrepreneurial ideas will be fostered by the Academy for Science and Design and operated largely by students.

Courses:
All course offerings will meet or exceed requirements for a New Hampshire high school diploma.

(g) Academic and other learning goals and objectives.

- All academic courses will have succinctly stated learning goals and objectives,
- Measures of progress will demonstrate >75% of students proficient or advanced in science and mathematics from year to year,
- Standardized assessments will demonstrate that >75% students are proficient or advanced in reading,
- >90% of students will demonstrate mastery of the content of Algebra I and II,
- 100% of students will have immersion experience opportunities in science, with specialists, industry leaders and entrepreneurs,
- 100% of Students will maintain digital portfolios,
- 100% of students graduating will have a post-graduation plan,
- 90% of students will plan to attend a college,
- Females and unrepresented minorities of both genders will pursue post graduate programs that make use of their accomplishments in science and mathematics in numbers that exceed state norms,
- 100% of our students' parents or guardians will make a commitment to be involved with our school,
- 100% students will have given public presentations,
- All students will have contributed to a respectful community environment.

(h) Achievement tests to be used to measure pupil academic and other goal achievement including, but not limited to , objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, expository writing, history, geography, science, and mathematics.

Student achievement will be assessed by a variety of strategies including course material examinations, individualized skill reviews in literacy areas, portfolios of student projects, state testing and national standardized tests.

State Test	As required for grades 7 - 12
PSAT	Grade 10
SAT-1	Grade 11 (and/or ACT)
SAT-2	Required (1) in Science; required (1) in elective area.
NWEA	Basic assessment tool to measure and monitor literacy in areas of reading, writing, and basic arithmetic.

(i) Graduation requirements.

The Academy for Science and Design will have minimum graduation requirements, listed below. The school will consider unique circumstances where students are seeking early college admission.

The school's definition of "credit" shall be completion of a year-long program with demonstrated content mastery. The school will accommodate students whose grasp of content requires more or less than one year.

Graduation requirements were researched to satisfy requirements for acceptance to notable colleges and universities.

- Applied Mathematics through Calculus (4 credits),
- Applied Laboratory Science & Engineering *(5* credits; 4 required plus 1 credit elective):
- Biological Science (1 credit),
- Chemistry (1 credit),
- Physics (1 credit),
- Engineering (1 credit),
- Potential elective advanced science courses *(0.5* credit): Such as; advanced electronics, aeronautics, anatomy, anthropology, archaeology, aviation, biochemistry, botany, computational sciences, computer programming, design technology, environmental science, ethics in science, forensic science, forestry, history of science, marine biology, natural history, numerical modeling, oceanography, physiology, population biology, renewable energy, space science, sustainable agricultural science transportation sciences
- Computer Science *(0.5* credit),
- World Language and Cultural Studies (3 credits),
- English/Literature (4 credits),
- Social Science/History (2 credits); law, world and US history, business/marketing, political science, geography,
- Visual and Performing Arts (1 credit); dance, drama/theater, music or visual art
- Health and Fitness Personal Program (2 credits),
- Electives (2 credits),
- Stewardship Project *(0.5* credits),
- Junior Apprenticeship/Mentorship project *(0.5* credits),
- Senior Research Project *(0.5* credit).

(j) Staffing overview.

PERIOD OF PLANNING AND ORGANIZATIONAL DEVELOPMENT
The time period from authorization until 4-6 months before the school opens to students is considered the Period of Planning and Organizational Development. Planners have considered this period consuming approximately one year, based on an assumption of authorization by March 2006.

During this time of planning and organizational development, project staff will include start-up coordinators, as-needed consulting specialists, personnel from other organizations, and volunteers. Tasks related to school development include overall planning and coordination; materials development & marketing; curriculum development and course design; board initiation and governance training; administration systems setup; strategic planning; financial operations; revenue initiatives; facility initiatives; dissemination of information to schools, parents, and colleges; outreach to selected corporations; research and visitation.

Given the school's size and scope and the importance of the school's connectedness to colleges, businesses, and corporations, the basic planning period staffing will include 1.4 FTE administrative/coordination personnel, 0.5 administrative assistance, .25 IT personnel, 0.25 financial officer, and contracted specialists, as needed, in various capacities.

PERIOD OF SCHOOL READINESS TO OPEN
The time period 4-6 months prior to school opening is considered the Readiness to Open period when key school staff will be recruited and brought on board. By this time a clearer sense of school staffing will have been decided, particularly in areas of school governance. Size of school will determine numbers of personnel required. In general, classes with labs will strive for a staff: student average ratio of 1:10-15 and typical non-lab classes will strive for a staff: student average ratio of 1:16-1:22. These ratio computations address core subjects and do not include fitness, arts, language, guidance, internship coordination, specialists, etc. The school will plan for teaching assistants.

PERIOD OF FIRST YEAR OPERATIONS
In staffing the Academy for Science and Design, the Board of Trustees will comply with RSA 194-B: 14, Section IV, requiring the teaching staff of a charter school to consist of a minimum of fifty percent of teachers with New Hampshire certification or having at least three years of teaching experience.

The following table provides an example of staffing based on 60 students in the first year and growth at the rate of 60 students each year thereafter. The charter requests up to 450 students. The growth plan will be determined by the Board based on facility selection and capacity, student applications, and program quality and stability.

The Academy for Science and Design will seek personnel whose backgrounds have at least two competencies so that they might cover more than one subject. Additionally, the curriculum planning intends to integrate and cross-pollinate course content.

Estimates provided in the following table are based on full-time equivalent (FTE).

	2006-07 Year 1 Planning	2007-08 Year 2	2008-09 Year 3
Assumptions:			
Student Population	0	60	120
Teaching Functions	1.5	5.0	9.0
Teaching Assistant Functions	0.5	2.5	4.0
Health. Nutrition, & Fitness functions	0.4	0.8	1.0
Literacy Support and Special Programs Functions	0.4	1.0	1.0
Research and development Functions	0.2	0.2	0.2
Head of School Functions	0.5	1.0	1.0
Administrative Assistant Functions	0.5	0.6	1.0
Student Governance and Mentorship Functions	0.0	0.4	1.0
Special Education Liaison Functions	0.2	03	0.4
Grant-writer/fundraiser Functions	0.5	0.5	0.5
Superintendent Office Functions	1.9	1.9	0.8
Total Full Time Equivalents	6.6	14.2	19.9

SELECTED POSITION DESCRIPTIONS

HEAD OF SCHOOL

This individual will lead the standards-setting educational program according to the vision of its creators. In this role, the head of school will:

- Mentor faculty and students to maximize achievements consistent with the Academy for Science and Design's vision and philosophy,
- Assure the school is administered according to board policy, its budget, and requirements that apply,
- Establish a school culture built on respect, responsibility, support, and common goals of excellence,
- Develop public outreach and relationships with partners, parents, and sending districts,
- Assist faculty with all aspects of school, as needed,
- Assure coordination of personnel functions and recommend or engage contracted and salaried personnel within guidelines proposed by the board of trustees,
- Assume overall responsibility for supervision of staff and students,
- Provide liaison to the State Board of Education, safeguarding and advocating for the freedoms from bureaucracy intended by state and federal law,
- Develop and oversee schedules created in collaboration with faculty,
- Assure the individual and collective assessment programs are meaningful and provide accountability for progress and achievements,
- Initiate and sustain ongoing, inclusive dialogue for ever-improving the school culture and

parent relationships, according to the school's belief in standards, openness, and support,
- Promote safety and good health practices by adherence to public codes/regulations and the Academy for Science and Design standards,
- Assure the board or its designee is apprised of issues of importance,
- Fulfill other responsibilities as required by the board.

STUDENT GOVERNANCE, MENTORSHIP, AND GUIDANCE SUPERVISOR
The person or persons assigned this responsibility will collaborate with others to assist all students in their academic, personal and social development. Related tasks include:

- Facilitate both faculty and students in their quest for excellence,
- Research and bring to faculty models of student governance, mentorship and guidance,
- Work to assure the systems, policies, and programs of student governnance, mentorship, and guidance are meaningful, progressive, and successful,
- Assist students in selecting coursework and activities within the Academy for Science and Design and the larger community that leads to realization of their personal education plans,
- Establish a confidential system of student records,
- Maintain files of school and community resources and agencies as may be needed for a broad range of educational, psychological, personal or health related needs of individual students or families,
- Teach as necessary.

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

COMPENSATION
The philosophy of staffing and compensation is to recruit highly motivated and talented personnel, committed to the excellence described in the charter and the philosophy of instruction and support. The school requires faculty who embrace teamwork within and across traditional subject disciplines.

The philosophy of compensation is based on whole school accomplishments, value, fairness, and freedoms afforded charter schools from traditional track and step compensation models. When the school opens, the anticipated initial compensation range for teachers is $25,000 to $50,000/year, depending on financial resources of the school. Additional compensation may be incurred by assuming extra responsibility in needed areas and through board-approved bonuses.

BENEFITS
The Board will determine benefit program options and leave philosophy and policy during the period of planning and development. With reasonable funding, the goal would be to offer options that include health, disability, and retirement.

The school's program of leave will honor state and federal guidelines that may apply such as official holidays, family leave, disability, and civic duty.

(1) Pupil transportation plan, including reasonable provision from the charter schools' own resources for transportation of pupils residing outside the district in which the charter school is physically located.

Charter school students will have access to transportation to the class program only if they reside in the district where the charter school is located. The charter schoo1 will comply with charter law provisions that govern student transportation under Section 194-B:2, which states:

> *Attendance at a charter school for the purposes of transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189 8. Pupils who reside in the school district in which the open enrollment or charter school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for in RSA 189:6 and RSA 189:8 as that transportation is provided to pupils attending other public schools within that district. However, any added costs for such transportation services shall be borne by the charter school.*
>
> *For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's resident district. No transportation will be provided by a sending school district or receiving charter school for students whose residence is other than where the school program is located.*

We foresee students applying from many different school districts; this is the pattern with science academies in other small city areas. One goal of charter school personnel will be to assist parents and students who wish to coordinate personal transportation. For students in secondary district special education programs, the charter school will assist with transportation arrangements, e.g., identifying shared routes.

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

The Academy for Science and Design shall not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability or marital status in the selection of students or staff or in the administration of its educational programs or in any other way as is prohibited by law.

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

(n) Method of coordinating with a pupil's local education agency (LEA) for matters pertaining to any special education programs

or services including method of compliance with all federal and state laws pertaining to educationally disabled pupils.

The charter school will discuss the school with any parent and will accept applications for review from any parent or student. Under New Hampshire's charter school statute, RSA 194-B: 11, III, the local school district continues to be responsible for special education funding and decision-making for any child whose parents seek the child's attendance at a charter school. Placement at the school will require an LEA endorsement, from the IEP team or Superintendent of Schools.

RSA 194-B:1 1, §111, states that all options available to the parent and the local education agency are retained. Regarding special education, options now available to parents and the local district include: 1) the district concurring on the parent's or student's desire for choice and attendance at this school, and assuring whatever services the student needs continue to be received, 2) the parent accepting or rejecting the district-proposed education plan in full or in part, 3) the district concurring with the choice placement as a general placement and providing the special services needed after hours, 4) an education plan of short duration or one that allows for a trial period in the charter school to assess suitability for a student and the services needed, if any, in the charter school environment, 5) the parent refusing special services and matriculating the student without services, should the charter school find this acceptable in a particular instance, and 6) should the placement be disputed, either the parent or the school district initiating the resolution of disagreements through provisions of the Department of Education.

COORDINATING WITH A PUPIL'S SCHOOL DISTRICT

The Academy for Science and Design will respect the LEA's responsibility under statute for handling special education decision-making, and have a charter school liaison that collaborates with the local education agency on individual student matters.

CURRENT SCHOOL DISTRICT SPECIAL EDUCATION RESPONSIBILITY

In 1994, Section Ed 1102.11 defined "educational decision making process "in RSA 186-C:14 11(b), as the "identification, evaluation, and placement, as well as the hearing, mediation, and appeal procedures." Under ED 1106.01 in the 200 rules revised, the special education process is defined as: 1) referral, 2) evaluation, 3) determine eligibility, 4) development of an IEP (individualized education plan), and 5) placement.

CHARTER SCHOOL RESPONSIBILITY AND METHOD OF COORINAT1NG

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

1. To assure that districts are alerted about requests for admission.

2. To provide information about the school to the sending district, and when possible, attend meetings for the purpose of district review of choice requests.

3. To obtain copies of parent rights provided to parents by districts and to assist parents who want choice to understand their own district's procedures.

4. To obtain copies of any IEP that is in place, and assure that each teacher and service provider listed as having responsibility for implementing the IEP has a complete copy of this document and explanation as to what is required of the charter school.

5. To keep name, address, phone, and email for the person(s) in each district who are responsible for special education vis-à-vis students attending the charter school, and make contact, when needed.

6. To alert the sending district of pre-referral issues that rise to a level of concern or needing district attention.

7. To meet with special education administrators or their designees to understand how districts would like certain procedures to take place, e.g. should the charter school schedule and call a required meeting or should the LEA.

8. To notify the LEA if the IEP written in one setting does not seem pertinent for the student's needs within the charter school and to ask for a review of the IEP when a portion of the IEP seems inadequate, unneeded, inappropriate, or too long in duration.

9. To assist the local education agency in development of the IEP and procedures designed to ensure that individualized education programs are monitored in a regular and systematic manner.

10. To work with the district and articulate services or accommodations the students need, from the charter school's perspective, and to continue the dialogue about concerns until they are reviewed.

(o) Admission Procedures.

ELIGIBILITY
The Academy for Science and Design is an open enrollment, public school. New Hampshire students who meets the school's admission criteria may apply. The school may accept out-of-state students on a space-available basis.

There are four criteria for admission eligibility:

1) The applicant student will have successfully completed the school year preceding admission with credits or creditable work in all core subjects (verification of last grade completed by sending school district or department of education).
2) The applicant student demonstrates interest in sciences and academic study.
3) The applicant student and his/her parent will agree to the mission of the school, its policies, program, and expectations.
4) The Admissions Committee agrees that the applicant is likely to benefit from this specific charter school program.

If more students apply and are eligible than the number of spaces available in any grade or program, the board will conduct a lottery according to an established lottery policy. Eligible students who are not chosen in the lottery will be listed on a wait list in the order their names are drawn, according to grade or program. Should a selected student not attend or an opening otherwise occur, placement will be offered based on waiting list order. If a student offered admission from the waitlist declines admission, the board will continue to contact students/parents in the order listed.

APPLICATION PROCEDURES

The school will provide its program information, application procedures, and application forms to New Hampshire public school personnel. The Academy for Science and Design will have a web site with complete application procedures and forms available online.

The application process allows the school to understand student needs and abilities to ensure experience at the Academy for Science and Design is positive, if the student is enrolled. The Academy for Science and Design offers a unique opportunity for students to become deeply involved in their own education. There is an expectation for students to make a commitment to excellence and strive to be genuinely involved with opportunities the school provides. Student involvement begins at the time of application.

1. The student will submit a completed school application package that will include a personal statement of interest in the school and student questionnaire. A Portfolio is optional for students applying to grades 7 and 8 but required for students applying for grades 9-12. Portfolio contents allow students to offer materials that enhance the Admissions Committees understanding of the student. Examples of portfolio material may include artistic work, creative writing, science or math projects, and audio or video tapes. Letters of Recommendation are optional and may be submitted if the student believes another individual can contribute valuable information to the application.
2. The student's parent or legal guardian will provide additional application components: a completed educational history, transcripts from previous schools attended, and releases of information needed for obtaining health, academic, and special records from prior school years.
3. Once the application is complete, the applying student and parent or guardian will be invited for a visit to the charter school. During the school's first year, the facility may not be ready at time of interview.
4. The student and parent meet with the Admissions Committee or designated staff and review the program and share expectations and interests.
5. The student and parent will review the responsibilities, rules, and commitments needed to attend and sign a statement of acceptance of the policies and programs of the school. This confirms the student's intent to be an applicant for the school.
6. If a student is enrolled in a school district special education program, the respective special education department will be notified of the student's request for admission, but such students are continued in the lottery pool.
7. The school will have one or more admission decision deadlines. Dates and guidelines for admissions decision-making and lottery will be available to applicants.

8. Once accepted, the student will have an orientation and may need to provide or be available so the school can obtain additional information**,** e.g., skill screenings to determine levels of literacy (reading, writing, and math) and subject understanding.
9. New students must successfully complete the orientation that typically precedes school starting.

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

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

The Academy for Science and Design is committed to providing students opportunities for leadership and citizenship. A program of student government will serve as the voice of the student body and this shall be integral to the school's culture. The purpose of student governance will include working for the welfare of the school and students.

The school is committed to a respectful and safe environment for all. Accordingly, student governance philosophy involves high expectations for respectful and responsible behavior on and off campus and logical consequences when this is not the case. The school will have clear expectations for responsible academic and interpersonal student behavior and an honor system. The school will not allow hazing, harassment, safe behavior, disrespect, or unlawful behavior.

In addition to clear and fair guidelines for unacceptable and dangerous behavior, the school will strive to equally provide opportunities for positive recognition and reward. The school recognizes that education includes evolving maturity and will provide programs, such as mediation, to teach skills. Situations requiring intervention not available at the school will be discussed and handled with parents.

The Board of Trustees will adopt policies that conform to and support state law in areas of harassment, fighting, drugs, alcohol, smoking, weapons, and other dangerous behavior. A student may be suspended or expelled in accordance with statute and policy

With a goal of helping students develop maturity and responsibility, the school will provide fair and age appropriate due process in administering student discipline and will comply with current suspension and expulsion provisions in RSA 193:13 (Suspension and Expulsion of Pupils). A pupil may withdraw from a charter school based on criteria determined by the Board of Trustees consistent with the advice of the principal and teachers in conformance with RSA 193:13. No public school shall be obligated to enroll an expelled pupil).

COMMITMENT TO MEDIATION AND DISPUTE RESOLUTION

Every student and staff member will be trained in mediation techniques, which will be the intervention of choice for resolving interpersonal conflicts within the school community.

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

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

The Academy for Science and Design Board of Trustees will appoint a Treasurer who will provide the oversight necessary to monitor the school's financial status. The Board of Trustees shall also adopt policies for the financial management of the school, including policies on Conflict of Interest for board members and faculty.

A general account will be set up for the administration of funds, and the Treasurer will be the only person with check-writing authority. In addition, a discretionary account will be set up, and the School Administrator as well as the Treasurer will have check-writing authority for this account. Any funds transferred from the school district will be to the general fund only. The Board of Trustees will establish a maximum cap for discretionary expenditures.

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

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

The school district will make timely transfers of any funds due the Academy for Science and Design at least in accordance with timelines proscribed by the legislature and/or Department of Education.

The Academy for Science and Design shall comply with all requirements specified in the law pertaining to reporting requirements (RSA 194-B: 101-V). This 1ist includes annual report, annual financial audit and report, program audit, and participation during the annual school budget process.

Pursuant to Ed 318.07, the Academy for Science and Design will produce an annual report which will include, at a minimum, the following elements:

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

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

The Academy for Science and Design will use the state's average high school tuition cost as a basis for shaping its own budget, attempting to comply with the 80% of average per pupil funding guideline of 194-B:

The following budgeted amounts are provided as estimates and include revenue and expenditure components. The school vision is raising $500,000-$ 1,000,000 before the school opens and an endowment in the vicinity of $10,000,000. A multiyear commitment has been received to privately fund the marketing and development campaign to meet endowment goals and locate facility. This effort will begin in March.

See **Appendix A for Projected Expenditure and Revenue Budget**

ENTREPRENEURIAL SOURCES OF REVENUE
In addition to sources of revenue guaranteed, the Academy for Science and Design has planned revenue streams from other sources based on a comprehensive marketing and development program.

1. The school will have a marketing and development program, with a goal of raising $500,000 to $1,000,000 in its first year and $10,000,000 by year 3. Funding for this program will be supported, in part, by philanthropy.

2. Fee-based, science immersion programs and other outreach are anticipated, such as tutoring or online courses.

3. Computer technology initiatives, e.g. services or businesses.

4. Fundraising events, such as science & technology-oriented benefit dinners.

5. Entrepreneurial ventures will be fostered by the Academy for Science and Design and operated largely by students, e.g. café, eco-tourism, "green" store, and other ideas will be pursued.

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

Annually, the Board of Trustees will approve a school calendar that conforms to laws and rules of the state as to number and duration of days required by law, including any existing provisions for exception that may be pursued. Major holidays will follow the school calendar of the district in which the school is based.

The Academy for Science and Design has several signature features that have bearing on how school days are used, e.g. opportunity for college courses which may be on a different calendar schedule and mastery learning, which allows students to finish courses when content is mastered instead of when a number of seated hours are completed.

All school policy on time use and calendar will be in conformance with laws that apply.

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

The Academy for Science and Design, pursuant to RSA 194-B:!, III, will be a public school subject to the same protections as any public school under RSA 50 (b) which provides for Limited General Liability for the charter school and its agents.

The Academy for Science and Design will pursue a comprehensive insurance program that provides protections needed for a public charter school, including worker compensation, board errors and omissions, and facility coverage. The insurance program will be in place as the first Board of Trustees begins its duties.

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

During the period of planning and development, the Academy for Science and Design project will require numerous tasks addressed by specialists in fields of charter schools, assessment, school administration, insurance, finance, public relations, curriculum and instruction, foreign language, business and technology, science and engineering, marketing, and strategic planning.

At this time the specialists who have agreed to participate in first year of planning and development, include:

- Matora Fiorey, Ph.D., specialist in chemistry; founder,
- David Guo, Ph.D., specialist in aeronautical engineering and Chinese education,
- Susan Hollins, Ph.D., specialist in charter schools and school administration; founder,

- Barbara Hopkins, specialist in math/science grant programs and school business partnerships,
- Annette Kurman, specialist in public relations, currently at Daniel Webster College,
- Marc Lessard, Ph.D., specialist in space science, physics, and engineering; currently faculty at University of New Hampshire,
- Alexander Slocum, Ph.D., specialist in engineering, design, and invention; currently faculty at Massachusetts Institute of Technology,
- Fred Wetzel, Ph.D., specialist in independent teacher preparation programs and advanced placement programs.

All of the above-named specialists have intimate knowledge and commitment to New Hampshire's students, schools, and economy.

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

Parent involvement is a core philosophical commitment of this school. Moreover, the broadest and most inclusive definition of 'parent' will assure a student support system embraced by faculty, members of the student body, and non-family mentors.

The school will have a well-defined parent involvement initiative. Regular parent/student/school communications can be expected. Parents can expect clear standards, high expectations, and a commitment to their student's success. The school will have expectation for parents that include committing to the school's program and assuring home support for student studies.

Not all students have parents to share in their achievement interests. The school will identify business and community members who are available as mentors, providing guidance specific to student interests and future aspirations.

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

To assure all residents have equal opportunity to apply to the charter school, an extensive public relations effort will be initiated. During the initial months of planning, information will be disseminated through bulletins, advisories, and postings on informational websites. Materials for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses and foundations.

(x) A global hold harmless clause.

The Academy for Science and Design agrees to indemnify and hold harmless any sending district which sends students to the charter school, and their officers, directors, board members, agents, and employees (the "indemnified parties") from any and all claims, demands, actions or causes of action at law or in equity, and all damages, costs, losses, and expenses resulting from any act of omission by the charter school, its agents, employees or staff, relating to the operation of the

charter school. The charter school shall have no obligation to hold harmless the Indemnified Parties for any claims, damages, losses, or expenses resulting from the Indemnified Parties' own acts and omissions.

The Academy for Science and Design, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the school district, any other school district which sends its students to the charter school, and their school boards, office directors, agents, employees, all funding districts and sources, and their successor and signs, (the "indemnified parties") from any and all claims, demands, actions and causes action, whether in law or in equity, and all damages, costs, losses, and expenses, including, but not limited to, reasonable attorney's fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

(y) Severability provisions and statement of assurance.

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

(z) Provision for dissolution of the charter school including disposition of its assets.

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

All property which the Academy for Science and Design has leased, borrowed or contracted for use shall be returned or handled according to contractual prearrangement.

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

1. The board will first consider any debt obligation and will research the disposal of property, etc., that best enables the Trustees to meet its debts.

2. Once debt obligations are met, any remaining property and assets of the school will be distributed depending on how it was obtained. Items obtained through federal or state charter school funding will be offered to other charter schools. Assets provided with funds from local school districts will be offered to public schools in a manner deemed fair and appropriate, e.g., either returned to the district that provided the asset or valued or liquidated and distributed on a participation basis. Items that schools do not want will be consigned in the most beneficial manner with the proceeds reverting to the New Hampshire's charter school support fund.

3. All property personally or individually owned by the employees of the charter school shall be exempt from distribution of property as prescribed herein and shall remain the

property of the individual teachers and staff. Such property includes, but is not limited to, albums, curricular manuals, personal mementos and other material or apparatus that have been personally financed or acquired or personally developed by teachers and staff.

All outstanding debts/encumbrances for which the charter school is legal liable will be properly settled with the creditor of record. Under no circumstances shall a sending school district be liable for any obligations of the dissolved charter school. The Academy for Science and Design shall coordinate any planned or voluntary bankruptcy filing with the area school board to facilitate reintegration of its students. A minimum notice of 120 days for voluntary dissolution of the charter school will be given to school districts with students at the Academy for Science and Design.

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

Not applicable.

(bb) A plan for the education of the school's pupils after the charter school may cease operation.

A plan for each student's continued education, should the school cease to exist, will be determined individually with each student and his/her parent or/legal guardian. Likely options would be 1) re-integration into the student's local public high school, 2) application to a public high school, including a different chartered public high school, if available, 3) depending on age, early admission into a post graduate program, or 4) other available options based on parent and student priorities.

Official records of all the students would be transferred in a timely manner to the receiving school. Staff and trustees would work with the receiving school, parents, and students to assure smooth and timely transitions.

(cc) In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract.

Not applicable.

(dd) An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program and which contains an acknowledgement that a full accountability plan

shall be developed and ready to implement prior t the date of opening.

The Academy for Science and Design will provide annual reports of progress that covers governance, financial operations, student enrollment, progress toward meeting goals, parent involvement, and outreach.

Planning			**1st Year** Start		**2nd Year** Start
FYO6-07	**FYO7-08**	**FYO8-09**			
Notes					
INSTRUCTIONAL **SERVICES**					
	110 Salaries, Teachers	1 $60,000	$200,000	$360,000	
	115 Salaries, **Support Staff:** teacher asst.	2 $10,000	$50,000	$80,000	
	122 Substitutes	3 $0	$6,000	$8,000	
	200 Benefit Contributions, Required	$5,600	$20,000	$35,200	
	290 Benefit Programs, optional	$7,000	$25,000	$44,000	
	320 Consultants **&** Contracted **Support**	**4 $24,000**	**$14,000**	**$16,000**	
	580 Instructional Travel	**$2,400**	**$4,000**	$6,000	
	591 Contracted Arts Programs	**$3,600**	**$5,000**	$7,000	
	610 **Supplies**	$32,000	$12,000	**$14,000**	
	640 Textbooks and Core Instruction Program	$36,000	$36,000	**$36,000**	
	650 Computer Software, Licenses,Connectivity	$36,000	$36,000	$36,000	
	733 Fumiture&Equipment	$27,800	$14,600	$15,000	
	738 Computers & Communications Equipment	$28,000			
	SUBTOTAL	$272,400	$450,600	$685,200	
	SPECIAL EDUCATION				
	110 Teacher/Liaison, Special Education	$5,000	$8,000	**$20,000**	
	320 Contracted Special Services (Other)	$2,000	$6,000	$10,000	
	SUBTOTAL	$7,000	**$14,000**	$30,000	
	STUDENT **SUPPORT** SERVICES	$15,000	**$20,000**		
	110 Guidance, Mentorship Development, etc				
	200 **Benefit Contributions** Required	**$0**			
	290 Benefit Programs, Optional	**$0**			
	370 Testing/Appraisal Services	$11,000			
	320 Contract Services	$10,000			
	610 Supplies/Support Services	$1,200			

		738 Computers & Communications				**$0**
		Equipment $0		**$1,400**		
		SUBTOTAL		**$23,600**	$36,100	$48,200

Appendix A

EXPENDITURE BUDGET

ANTICIPATED EXPENSES **ANTICIPATED** EXPENSES		**ANTICIPATE:** **EXPENSES**				
2130		HEALTH **SERVICES**				
2130	**320**	**Nurse Services, Contract**		**$2,500**	**$2,600**	
2130	**610**	**Supplies & Equipment**		$500	$500	
2130	*650*	**Computer Software & Fees, Health**		**$500**	**$300**	$300
2222		**SUBTOTAL**		**$5,600**	**$10,800**	
		LIBRARY/RESEARCH **PROGRAM**		**$5,800**		
2222	**320**	**Library / Media** Personnel		**$0**	**$10,000**	**$10,000**
2222	320	**Contracted Services, IT**		**$12,500**	**$25,000**	**$40,000**
2222	**641**	**Books/Media & Equipment, Library**		**$14,000**	**$10,000**	**$10,000**
2222	**650**	**Computer** Software & **Fees, Library**		**$10,000**	**$14,000**	**$18,000**
		SUBTOTAL		$36,500	**$59,000**	**$78,000**
2300		ADMINISTRATION SUPPORT SERVICES				
2300	110	School Coordinator/Director, Salary	**7**	**$72,000**	**$55,000**	**$55,000**
2300	110	**Support Staff**	**8**	**$15,000**	**$22,000**	**$30,000**
2300	200	**Benefit Contributions ,Required**		**$6,960**	**$6,160**	**$6,800**
2300	290	**Benefit Programs, Optional**		**$4,350**	**$7,700**	**$8,500**
2300	320	**Contracted Services, Board/Management**	**9**	**$12,000**	**$12,000**	**$12,000**
2300	520	**Board/School Liability Insurance**		$6,000	$7,500	**$8,000**
2300	**534**	**Postage**		**$3,000**	**$4,600**	**$5,000**
2300	540	**Marketing/Advertising**		**$10,000**	**$10,000**	**$10,000**
2300	550	**Printing**		**$4,000**	$4,000	**$4,000**
2300	580	**Travel**		**$4,000**	**$4,000**	**$4,000**
2300	610	**Supplies/Equipment & Furniture**		**$2,200**	**$1,400**	**$1,400**
2300	641	Reference Books	10	$800	$800	$800
2300	738	**Computers & Communications**		$4,400	$1,800	**$1,800**

2300	650	**Equipment Computer** Software,		$3,400	**$3,400**	**$3,400**
2300	810	**Services & Fees, Dues & Fees**		**$2,000**	**$2,000**	**$2,000**
2300	320	**Audit**		**$6,000**	**$6,200**	**$6,400**
2300	**320**	**Legal Services**		**$6,000**	$4,000	**$4,000**
		SUBTOTAL		**$162,110**	$152,560	**$163,100**
2600		**OPERATION** AND MAINTENANCE **OF FACILITIES**				
2600	**320**	**Custodian, Contracted**				
2600	420	**Trash, Plowing, Grounds, Cleaning Etc.**				
2600	**622**	**Electricity**				
2600	**624**	**Oil**				
		SUBTOTAL		$60,000	$50,000	**$50,000**
2700		STUDENT **TRANSPORTATION**				
2700	**510**	**Student Transportation Services**	**12**	**$20,000**	**$6,000**	**$8,000**
3000		**SUBTOTAL**		$20,000	$6,000	$8,000
		OPERATION OF FOOD SERVICES				
3000	**570**	**Food Services**	**13**	**$0**	**$6,000**	**$8,000**
		SUBTOTAL		**$0**	$6,000	$8,000
TOTAL ANTICIPATED EXPENDITURES			**14**	**$587,210**	**$780,060**	**$1,081,300**

1. Teacher positions estimated at $40,000 average, based on statewide statistic estimates the range of salaries as ***$25,000*** to $50,000. Statewide date indicate FY2005, the av. salary of 15,298 teachers was $43,941.
2. Teacher assistant estimates based on $20,000 for 1 FTE
3. The Board of Trustees will set substitute rates and leave allowances.
4. This anticipates significant curriculum module development, estimated at $1 module.
5. Computer purchases reflect classroom setup needs.
6. Special education liaison duties are outlined in the charter, e.g. setting up relationships with LEAs
7. Due to the size and scope of this initiative, 1.4 FTE is needed for the planning and development year. Services will be akin to central office services and will in people.
8. Anticipates ***0.5*** FTE Admin Assist during planning and 1.0 FTE office staff school has 100 students
9. Anticipates the Board needing specific consultation services each year, e.g. training, research reports, specialist for projects or concerns
10. Board members will all have reference materials regarding state laws, Robe charter documents.
11. Anticipates a facility that needs some finding for renovation and code compliance finds in this category will be requested unless needed. Future years anticipate mortgage or rent expense.

12. Anticipates purchase of one school van or bus.
13. Anticipates a healthy nutrition program for students with budget requirement.
14. Balance will be moved forward in accordance with proper accounting procedures.

FISCAL YEAR		Planning 2006-07		1st Year Start 2007-08	2nd Year Start -09
		1st year budget	2nd year budget	bu	rear get
ESTIMATED STUDENT ENROLLMENT		0	60	1	0
Revenue Sources	Note				
Local Revenue					
State Revenue (per pupil allocation)	1	$0	$210,000	$420,000	
State & Federal Grants	2	$287,000	$150,000	$150,000	
Other Grants		$100,000	$100,000	$100,000	
Foundation Awards		$50,000	$100,000	$100,000	
Parent/School Revenue		$20,000	$40,000	$60,000	
Gifts & Philanthropic Contributions		$500,000	$800,000	$2,0	
Other Revenue	3	$5,000	$16,000	$20,000	
Total Estimated Revenue	**4**	**$962,000**	$1,416,000	$2,803,000	

FOOTNOTES:

1 Solely based on statute, January 2006. During the planning year there will be no students.
2 $287,000 represents one half of the planning year needs. The $60,000 included for facility is an estimate and will not be requested until need is confirmed.
3 Would include event and food receipts.
4 Revenue balances will be transferred to trust or savings accounts according o appropriate procedures.