Application to the New Hampshire Department of Education

for the purpose of approving

Danbury Chartered Public School



painting by Calvin Opitz

Section I: Letter of Intent 6
Section II: Cover Sheet and Technical Requirements 6
Section III: Introduction 7
A. General Description and Proposed Location 7
B. Eligible person(s) or entity of the applicant (RSA 194-B:3,V. Ed 318.05(c)(4)) 8
C. Education Mission & Vision Statement (RSA194-B:3,II(a)) 8
D. Summary of School's Focus 8
E. Target Population Intent (RSA 194-B:1-a (III)) 9
F. Measurable Goals and Objectives for school opening and a timeline for implementation ... 9
G. Projected student enrollment for each of the first 5 years of operation (RSA 194-B:3 II (cc)) 9
H. Students to be served (RSA194-B:3,II(e)) 10
I. Educational Need (RSA 194-B:1-a (IX)) 10
J. Any reasons why the prospective Board of Trustees believes RSA 194-B:3 XII relative to a shortening of deadlines may apply to this case 10
Section IV: Governance 11
A. Governing Board RSA (194-B:3 II (b)) 11
B. Method by which trustees and their terms are determined (RSA194-B:3,II(c)) 11
C. Board of Trustees By-Laws 13
D. Organizational Structure and Growth Plan (RSA194-B:3,II(b)) 14
E. Fundraising Plan 14
F. Grievance/complaints Process (RSA 194-B:15 (I) (II)) 15
Section V: Education Plan 17
A. Curriculum and Instruction (RSA194-B:3,II(f)) 17
B. Current research for selecting curriculum 18
C. Available information about its curriculum and policies to all persons (RSA194-B:2,II) 18
D. Measurable Academic Learning Goals and Objectives and timeline (RSA194-B:3,II(g)) ... 18
E. Performance Standards 19
F. Achievement Tests to be used to measure academic and other goal achievements (RSA194-B:3,II(h)) 19
G. For Schools offering High School grade levels graduation requirements (RSA 194-B:3, II (i); Ed. 306.23) 20
H. Student Performance Data Management System 20

I. Daily/Weekly Schedule Samples 20
J. Supplemental Programming 20
Section VI: School Operations Plan 20
A. Admissions Procedures (RSA194-B:3,II)....20
B. School calendar and the number and duration of days pupils are to be served. (RSA194-B:3,II(s)) 22
C. Staffing Overview (RSA194-B:3,II(j))....23
D. Employee job description/responsibilities....23
E. The total number of teachers and the average teacher/student ratio for the first 5 years...23
F. School employee and volunteer background investigations (RSA 189:13-a) 23
G. Personnel compensation plan (RSA194-B:3,II(k))....24
H. Administration Performance Evaluation 24
I. Teacher, Paraprofessional Performance Evaluation 25
J. Professional Development....25
K. Philosophy of Student Governance and Discipline (RSA194-B:3,II(p))....26
L. Age appropriate due process procedures (RSA194-B:3,II(p))....26
M. Student transportation plan (RSA194-B:3,II(l) & (V))....27
N. Student & Staff Handbooks....27
O. Student Information System....28
Section VII: Meeting Student Needs....28
A. Special Education (RSA194 B:3,II(n)) 28
B. Other educationally disabled and economically disadvantaged/at risk....29
C. Additional Academic support and credit recovery....30
D. Federal Title Programs....31
Section VIII: Financial Management....31
A. Method of Administering Fiscal Accounts and Reporting (RSA194-B:3,II(q) and (r)) 31
B. Annual Budget RSA194-B:3,II (r) 34
C. Budget Narrative and Justification....35

Year 1 (FY27) — Launch Year (3 Classrooms) 39

Year 2 (FY28) — Initial Expansion (4 Classrooms, +33% Growth)....39

Year 3 (FY29) — Full Enrollment & Steady State (5 Classrooms, +25% Growth) 39

Years 4 & 5 (FY30 & FY31) — Operational Maturity & Retention 40
Departmental Summary Table 40
Compensation Benchmarking & Market Alignment 41
Section IX: School Culture 41
A. School Environment 41
B. Establishment and maintenance of School Culture 42
Section X: Stakeholder Engagement 43
A. Philosophy of Parent (Family) Involvement (RSA194-B:3,II(v)) 43
B. Community Involvement Plan including Partnerships 43
C. LEA Partnerships 44
Section XI: Facilities 44
A. Access to a facility suitable for the school (RSA 194 B3: II(d)) 44
B. Description of school needs and requirements 44
C. Plans for facilities lease or purchase 45
Section XII: School Safety Management Plan 45
A. Emergency Operations Plan (RSA 194-B:3 (II) (CC) 9) 45
B. School facilities shall comply with all federal and state health and safety laws, rules, and regulations (RSA 194-B:8,II; RSA 194-B:3 (II) (CC) 9) 46
Section XIII: Communication Plan 46
A. Plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school (RSA194-B:3,II(w)) 46
B. Plan to develop and disseminate best practices to charter schools, LEAs and the wider community (Ed 318.13 e (4) and 318.14 (b) (4)) 47
C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance 47
Section XIV: Assurances, Provisions, and Policies 47
A. Global Hold Harmless Clause (RSA194-B:3,II(x)) 47
B. Severability Provisions 48
C. Statement of Assurance – Nondiscrimination (RSA 194-B:3, II(m)) 48
D. Statement of Assurance – Insurance Coverage (RSA 194-B:3, II(t)) 48
E. Statement of Assurance – Consultants (RSA 194-B:3, II(u)) 49
F. Policy and Procedure – Contracting with Host School District (RSA 194-B:5, V; RSA 194-B:8, VII) 49

G. Statement of Assurance – Required Pre-Opening Policies (RSA 194-B:16(a); Ed 317.05; Ed 317.06; Ed 318.16)....49
H. Dissolution, Disposition of Assets, and Educational Continuity (RSA 194-B:3, II(bb); RSA 194-B:16, VII; RSA 194-B:16-a)....50
I. Conversion and Alternative Arrangements (RSA 194-B:3, II(aa))....50
J. Provision of Exclusive Services and Student Transition (RSA 194-B:8, IV)....50
K. Only Available Education for a Specific Grade (RSA-B:8, IV; ED 318.07(b)(5))....51
L. Proposed Accountability Plan (RSA 194-B:3, II(dd))....51
M. Educator Code of Conduct (RSA 194-B:3, II(ee))....52
Section XV: Letters of Support....52
Section XVI: Charter School Opening....52
Section XVII: Signed and Certified Application....53
Appendix A Letter of Intent....54
Appendix B Measurable Goals and Objectives for school opening and a timeline for implementation....55
Appendix C Names and biographies of the founding members....58
Appendix D Description of Stages....59
Appendix E Proposed Draft Bylaws....60
Appendix F Organizational Chart....71
Appendix G Fundraising Plan....73
Appendix H Curriculum Proposal....75
Appendix I Current Curriculum Research Citations....77
Appendix J K-4 Competency Progression....78
Appendix K Draft Schedule Samples....82
Appendix L Sample School Calendar....86
Appendix M Staff Qualifications....87
Appendix N Employee job description/responsibilities....89
Appendix O School Leader Evaluation Draft....91
Appendix P Educator Code of Conduct....93
Appendix R Letters of Support....98
Appendix S Survey Results....112

Section I: Letter of Intent

The letter of intent was submitted on March 19, 2026, see Appendix A. All exhibits are incorporated by reference.

Section II: Cover Sheet and Technical Requirements

Charter School Name: Danbury Chartered Public School (DCPS)

Contact: Audrey Pellegrino

Mailing Address: 276 Ragged Mountain Road, Danbury NH 03230

Telephone: (603) 568-8156 Alternate Telephone: (603) 768-3100 (work)

Email Address: Audrey.Pellegrino@danburycharter.org

Projected Date of School Opening: August 30, 2027

Proposed School Location: 20 Daffodil Lane, Danbury, NH 03230 or alternate adequate building and area in Danbury or surrounding area

School Year	*2027/2028*	*2028/2029*	*2029/2030*	*2030/2031*	*2031/2032*
K	16	17	20	20	24
G1	12	18	20	20	24
G2	12	17	20	20	24
G3	10	14	20	20	24
G4	10	14	20	20	24
Projected Enrollment	***60***	***80***	***100***	***100***	***120***

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

Signed Audrey J Pellegrino Title BOT chairperson

Printed Name Audrey J Pellegrino Date 10/14/2026

Section III: Introduction

A. General Description and Proposed Location

The Danbury Chartered Public School (DCPS) will operate as an open-enrollment, nonsectarian, K-4 public charter school. The school's target opening date is September 1, 2027, and its original opening will be K-4 with multiage grouping for kindergarten through grade four. There may be some single grade grouping, dependent on initial year enrollment.

DCPS's core purpose is to provide a quality education in a rural setting.

The students in Danbury and the surrounding areas serve a population with a higher proportion of economically disadvantaged families compared to state averages. This factor can impact academic readiness and long-term educational outcomes. The DCPS will enhance educational outcomes by delivering an agriculture-based, experiential curriculum. Through hands-on projects in gardening, environmental science, and animal studies, students will engage in interdisciplinary learning that strengthens core academic skills in science, literacy, and mathematics while fostering critical thinking, problem-solving, and community.

The DCPS is anticipating being able to open at the current Danbury Elementary School, located at 20 Daffodil Lane, Danbury, NH or alternate adequate building and area in Danbury or surrounding area. The only school in our town was closed (2026) due to district wide financial difficulties. Without this elementary school in town, students who rely on bus transportation would spend over three hours each day on the bus traveling to and from the district school. By opening this charter school, we are providing a choice for parents and children to remain within our community for the early, developmental years.

B. Eligible person(s) or entity of the applicant (RSA 194-B:3,V. Ed 318.05(c)(4))

See Section II, to apply for 501(c)(3) status and EIN upon approval of charter.

C. Education Mission & Vision Statement (RSA194-B:3,II(a))

Danbury Chartered Public School's vision is to create a school where every child is known and valued, learning through strong multigrade relationships, hands-on experiences and connection to the agricultural and natural world to become curious, resilient, and engaged members of our rural community.

The mission of DCPS is to nurture curious, capable, and kind children through a hands-on, agricultural-connected Kindergarten through grade four education. We would foster a strong academic foundation in literacy and mathematics while cultivating creativity, resilience and a deep respect for the natural and agricultural world and our rural community. We would strive to inspire a lifelong love of learning and prepare each child to thrive academically.

D. Summary of School's Focus

The Danbury Chartered Public School will present an integrated program for all students. Similar to the 4-H model, which has been used for 124 years, it will focus on the head, heart, health, and hands.

The "head" will include thinking, planning, problem solving-solving and learning. The "heart" will include caring, passion, relationships and service. The "health" portion will include healthy living and physical and emotional well-being. And lastly, the "hands" portion will include practical skills, work, and learning by doing.

On the Danbury Chartered Public School's grounds will be animals and gardens. The students will be responsible for helping to care for the animals and the gardens. For many, the acquired skills will lead to confidence, responsibility, curiosity, awareness of the natural world and a strong work ethic.

After the initial morning period, in the morning, when "chores" are done, the students will then have three hours of focused language arts and mathematics. After the lunch period students will have project periods where the focus is on science, the arts and social studies. This period is an integrated multi-age period, and a strong culture of mentorship will be fostered.

Students will have a presentation time each week where sharing of projects and achievements will be done. This encourages public speaking, confidence, and self-pride.

The physical set-up of the school will include indoor and outdoor areas, where students can work individually or in groups. There will be outdoor spaces, in the "barn" and greenhouses where students will be able to learn about the animals, agriculture and their natural world. This focus will allow many of the students to be able to take that knowledge and apply it at home and

the larger community. One method of sharing that knowledge will be through “pop-up” markets that the students will offer to the community and sell their produce and goods they may have made. This is an example of the students taking responsibility and pride in their work and by sharing the proceeds with the school emphasizing community within the school. The school will do this in hopes that the values the students acquire will be brought forth into the community and the students will become productive, well-adjusted and confident members of the community.

E. Target Population Intent (RSA 194-B:1-a (III))

The Danbury Chartered Public School will offer tuition-free education to all families in New Hampshire. We are focusing on families looking for an alternative education experience. The DCPS may be appealing to families seeking a small school environment, a school closer to home or a school based on hands-on agricultural experiences. The student body is expected to consist mainly of economically disadvantaged families.

The DCPS I will be seeking to enroll students within a thirty-minute drive of the proposed school, including seven school local districts, extending to thirty towns in New Hampshire.

F. Measurable Goals and Objectives for school opening and a timeline for implementation

See Appendix B.

G. Projected student enrollment for each of the first 5 years of operation (RSA 194-B:3 II (cc))

School Year	*2027/2028*	*2028/2029*	*2029/2030*	*2030/2031*	*2031/2032*
Kindergarten	16	17	20	20	24
First Grade	12	18	20	20	24
Second Grade	12	17	20	20	24
Third Grade	10	14	20	20	24
Fourth Grade	10	14	20	20	24

Total	***60***	***80***	***100***	***100***	***120***

H. Students to be served (RSA194-B:3,II(e))

The Danbury Chartered Public School will serve students in kindergarten through grade four. The school anticipates starting with 60 students and expanding by year five to a maximum of 120 students. This phased approach allows for sustainable growth and development of a comprehensive educational program. We reserve the right to adjust the number of students in each grade level with a maximum of 24 students per grade level to ensure complete enrollment. Over one third of Danbury students (26 of 60 families) qualify for free or reduced lunch, indicating a meaningful population of families with limited financial resources.

I. Educational Need (RSA 194-B:1-a (IX))

The Danbury Chartered Public School will be located in the town of Danbury, where approximately one third of the households have limited financial resources. The town school has been closed, due to district monetary restraints and that will mean students from Danbury will have to be transported to Bristol. For some of the students that will mean over three hours a day on the bus and for most two hours a day. The DCPS will be different because it will be local and rooted in the community. Danbury is a rural town with a significant percentage of homes having agriculture/gardens. The DCPS believes agriculture and gardening develops responsibility, compassion, teamwork, patience, cause and effect, and empathy. These characteristics will benefit the students in their academic work and within the community.

Danbury is part of the Newfound Area School District, located within fifteen miles, where older students attend school. The Andover and Hill School Districts each are approximately ten miles away. There are no charter schools or private elementary schools located within a comparable distance to Danbury.

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

The Danbury Chartered Public School's prospective Board of Trustees will be formally established following the charter approval of the Danbury Chartered Public School. At this time, neither the Founders of the Danbury Chartered Public School nor its advisory committee members have identified any extenuating circumstances to substantiate a request for shortening deadlines relative to this application.

Section IV: Governance

A. Governing Board RSA (194-B:3 II (b))

Development of the Founding Board and its membership

A former teacher and a successful entrepreneur and a parent began with a vision to save our community. With the closing of our local school, we looked for options which would not only educate our youngest children, in their hometown community, but to preserve the community feeling that Danbury has always had. We quickly realized that we had the community's support as well as their hopes and dreams with us. Within two days a former Danbury Elementary School alumni, who owns two Montessori schools and has served on multiple city boards, joined the board. Then a new resident who works in the state department for compliance decided to join and we rounded out our group with a parent of a young preschooler who dreams of educating her daughter in her hometown. The founding board's diversity and unified passion for a charter school that educates our youngest children in their community, to save some from a two-hour bus journey, in an agricultural setting with a strong literacy component became the board's drive. (See Appendix C**,** Names and Biographies of the Founding Members).

The founding members' responsibilities include the development of a nonprofit, support and operate the Danbury Chartered Public School, providing expertise in all aspects of the charter application, grant writing, securing a facility, fundraising and creating a process for selecting trustees. This process will include assessing the board's priorities in relation to our goal, taking inventory of our current composition, creating an advisory board of community members, and recruiting and interviewing potential board members. We will decide on where to begin our recruitment process based on our needs and using SMART goals.

B. Method by which trustees and their terms are determined (RSA194-B:3,II(c))

Upon the acceptance of the Danbury Chartered Public School's (DCPS) charter, the Board of Directors will engage in a deliberate and strategic recruiting process to create a strong, effective Board of Trustees (BOT). We will strive for a diverse BOT by assessing current board member's networks, connecting with local organizations, both community and professional and tapping LinkedIn searches. We will develop a selection and interview process according to best practices (National Charter School Resource Center, 2018).

The BOT will consist of between five and nine members with a broad range of expertise and at least two parents, pursuant to RSA 194-B:5-II.The creation of the BOT will be completed within two months of the charter's approval. This time ensures a diverse and representative board is in place, before the school opens its doors to students. The BOT will hold monthly meetings per NH's Right to Know Law per RSA 91 A:2. According to RSA 91-A:3, II, the BOT must conduct its meetings in public sessions, except those that can be designated as nonpublic sessions. For purposes of lawful meetings, a quorum is defined as a majority of trustees physically present or participating through video or voice communication systems. Recordings and meeting minutes

will be kept following statutory guidelines. Trustees are expected to attend meetings regularly and may be replaced if they are frequently absent.

One or more Founding Members may serve on the BOT to establish continuity. The remaining members will be selected based on qualifications that support the operation, philosophy, and success and can guide the DCPS toward its vision, mission and goals. BOT members should possess the following qualifications:

- A skill set that not only contributes to the effective functioning of the school but also complements that of other BOT members, including educational expertise, financial acumen, legal knowledge, governance and leadership, development and fundraising, community engagement, Human Resources, marketing technology, data analysis and a commitment to education equity. These qualifications are a guideline and roadmap to direct the DCPS towards its vision, mission and goals;
- A willingness to actively engage in the BOT's duties by preparing for and regularly attending meetings, committing time and energy into completing tasks, positively promoting the school in the community, upholding standards of confidentiality, recruiting advisors and nominating BOT members and other volunteers, thinking creatively to innovate, apply critical thinking skills to solve problems, and maintaining a growth mindset to continually broaden their skills and adapt to the changing needs of the school, and;
- A set of personal positive character qualities, not just desirable but essential, form the basis of the Board's productive work. These qualities include honesty, kindness, integrity, humility, compassion, respect, discipline, and a heart for fairness and equity and are the essence of the Board's and the school's success. Each board member is unique and collectively will strengthen our governance.

The trustees will draft bylaws to outline the governance of the DCPS, which shall include the process for appointing trustees. To recruit trustees, a Nominating Committee may be established. The Committee shall be responsible for publicizing the opportunity, identifying and vetting candidates, reviewing applications, conducting interviews, checking references, and making recommendations to the Founding Members.

DCPS's initial BOT shall be divided into three groups. Each group will be appointed to serve for one to or three years. After the first year of operation, trustees will be elected for three year terms, except the initial board which will all serve for a one year term. Trustees may serve consecutive terms by a majority vote. Trustees who have completed their term may serve as non-voting advisors on the Advisory Board. The BOT, once operating, will select and appoint future Trustees and establish policies for Board governance and filling vacancies, including adjusting terms.

The existing BOT will provide orientation and training for new trustees to familiarize them with the school's mission, bylaws, and governing structure. Trustees will also receive essential documents such as the school's charter, bylaws, budget, and financial statements. The trustees will formally convene during the first board meeting, electing officers and establishing

committees. They will agree on a meeting schedule, set initial goals and priorities, such as reviewing and adopting governance policies and procedures.

C. Board of Trustees By-Laws

The BOT's primary function is governance, determining the long term vision of the Danbury Chartered Public School and providing oversight to achieve academic results and school success. Subject to applicable laws and regulations,the BOT will have general supervisory control and authority over the operations of the DCPS pursuant to RSA 194-B:5. The BOT's key responsibilities are listed below, but are not limited to.

Governance, Oversight, and Policy

- Exercise full authority to determine the school's organization, methods, and goals, according to RSA 194-B:3 I (b), including annual performance reviews, adoption of curriculum and assessment tools, and teacher performance evaluation system;
- Ensure Compliance with all applicable laws and regulations;
- Create and oversee policies in alignment with federal and state laws and DCPS's charter, bylaws, policies and mission statement;
- Evaluate and update policies on an annual basis to ensure compliance with RSA 194 B:5;
- Approve and oversee memorandums of understanding (MOUs) with resident districts of students with disabilities to ensure compliance with the law RSA 194-B:11 III (c); and
- Create subcommittees for specific tasks such as budget, facilities, educational programming, and governance.

Financial Management

- Create, approve, and oversee the annual budget and long-range growth plans.
- Receive and disburse funds for school purposes;
- Oversee the annual audit and prepare a report;
- Maintain financial oversight and control; and
- Enter into contracts with outside organizations, including financial institutions.

Academic Oversight

- Set goals and evaluate student achievement;
- Approve curriculum and ensure alignment with state standards and the school's mission;
- Leadership management; and
- Hire and oversee the School Leader, including annual goals and duties, evaluating performance, and setting compensation. Hire faculty and staff upon recommendation of the School Leader and a hiring subcommittee.

Development and Fundraising

- Secure grants, donations and partnerships to keep the school financially viable; and
- Develop and implement a fundraising plan.

Long-Term Goal Setting and Monitoring

- Set long-term strategic goals to guide the DCPS's growth and development.

The BOT will adopt a clear decision-making process, which shall include several stages:

Proposal Stage, Discussion Stage, Voting Stage, and the *Implementation Stage*. See Appendix D, description of stages.

The BOT shall approve its bylaws no later than February 1, 2027. See Appendix E**,** proposed draft bylaws.

D. Organizational Structure and Growth Plan (RSA194-B:3,II(b))

The Danbury Chartered Public School will implement a phased faculty model as the school grows, faculty and administrative staff will be added to support school needs. This gradual growth approach is designed to ensure financial stability, program quality, and operational effectiveness.

Staffing and facility costs will scale in alignment with enrollment, allowing the school to maintain small class sizes while reimaining fiscally responsible. Conservative revenue projections and the inclusion of contingency reserves further support the long-term sustainability of the school.

Supplemental programming, including after-school activities, will be developed to meet the needs of our school community. See Appendix F, organizational chart.

Staffing Levels by Year (FTE)

Role	Year 1	Year 2	Year 3	Year 4
School Leader	1.0	1.0	1.0	1.0
Teachers (Grades K-4)	3.0	4.0	5.0	5.0
Paraprofessionals	2.0	3.0	4.0	4.0
Administrative & Bookkeeping	0.5	0.5	1.0	1.0
Total FTE	7.5	8.5	11.0	11.0

E. Fundraising Plan

School fundraising and community events that increase in quality over the years will be an integral part of the Danbury Chartered Public School's overall success. It will help drive and sustain community and parent involvement. The systematic and ongoing analysis of the year-to-year budget will be analyzed on a regular basis by the Board of Trustees. We currently have two retired professional grant writers who will spearhead the grant writing process and join the fundraising committee. The committee will consist of community, family, faculty and BOT members. Due to the fact that our school is a school trying to save a community and a

community that is trying to save a school, most of our fundraising events will be within our community.

Objectives:
Create a fundraising sub-committee

- Design fundraising activities that will involve collaboration between community and school;
- Develop an annual fundraising event or events;
- Establish sponsorships with local businesses;
- Establish partnerships with organizations (i.e., UNH Extension Program);
- Create an Alumni drive for membership/recurring giving program; and
- Identify, develop and submit grant proposals.

Examples of fundraisers to be held include matching fund drives, 50/50 events, cornhole tournaments, community dinners, Silent auction, sponsored dinners from local restaurants, student-led/developed pop up farmer's markets to include bake sales, wreath sales and crafts.

Grants available for application include USED Charter Schools Program (CSP), USDA Rural Development, NHCF Community Grants Program, Franklin Savings Bank (Fund for Community Advancement), Bar Harbor Bank Casual for a Cause, UNH Farm to School Grant, UNH Sustainable Agriculture Research and Education Grant, SNAP-Ed and Nutrition Programs, NH Charitable Foundation (Community Farm/Garden Program/Greenhouse/Environmental Learning Lab). See Appendix G, Fundraising Chart.

F. Grievance/complaints Process (RSA 194-B:15 (I) (II))

The Danbury Chartered Public School is committed to providing conditions that are professional and stable for its employees, which in turn will provide students with a stable, effective and creative environment. DCPS strives to ensure that each person has the best working conditions (student and faculty) in an open atmosphere where any conflicts, complaints, questions or suggestions receive a timely response.

The DCPS will ensure fair and honest treatment of all employees and expect all school members to treat each other with mutual respect and are encouraged to offer positive and constructive criticism to encourage growth. Internal grievances arising from within DCPS, including disputes among staff, students, parents, community members, volunteers and governing board members, will be resolved pursuant to policies and processes developed by the DCPS. The LEA shall not be involved with DCPS's internal disputes unless DCPS requests LEA involvement or if it is legally required. All DCPS employees will receive DCPS's grievance/complaints policy upon hiring.

If employees disagree with established rules of conduct, policies, or practices, they can express their concerns through the conflict resolution procedure. No employee shall be penalized, formally or informally, for voicing a complaint in a reasonable, business-like manner or for using conflict resolution procedure. If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, and they do not feel that this

can be resolved through informal measures, they are encouraged to make use of the following steps. The employee may discontinue the procedure at any step. This process also applies to any parent or student.

1. The employee presents the conflict in written form to the DCPS School Leader after the incident occurs.
2. If that person is unavailable or the employee believes it would be inappropriate to contact the School Leader, the employee may present the conflict to a designated board member of the Board of Trustees.
3. The School Leader responds to the conflict during discussion or after consulting with others, when necessary, and documents discussion.
4. Any grievance or complaint that is not resolved by the above steps shall be brought before the BOT for hearing. At that time the BOT will determine a course of action.

In situations involving a classroom teacher or other employee, parents and students are encouraged to first bring their complaint to the teacher or employee in question. If they feel the issue is not resolved or it is not appropriate to bring it to that person, they shall follow the above process.

In the cases of grievances and/or complaints against the BOT that cannot be resolved through informal conflict resolution, a neutral third-party mediator shall engage the parties in a voluntary and non-binding mediation session designed to facilitate the resolution of the dispute. The cost of such mediation shall be split between the parties. If applicable, each party shall bear its own attorney fees, which result from the dispute resolution process.

Not every conflict can be resolved to everyone's satisfaction, but through understanding and discussion of mutual conflicts members of the DCPS community can develop a greater confidence in each other. That confidence and ability to have an efficient and harmonious work environment is the cornerstone of the DCPS.

In the cases of disputes between the LEA and the DCPS, an attempt will always be made to resolve them respectfully,amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise. In the event of a dispute between DCPS and the LEA, the involved parties agree to frame the issue in a written format to be submitted to the Superintendent of the LEA and the Chairperson of the BOTs. The Chairperson and the Superintendent shall meet informally and confer in a timely fashion to attempt to resolve the dispute not later than five business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and the Chairperson and attempt to resolve the dispute within fifteen days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and BOT Chairperson will identify a neutral third-party mediator to engage the

parties in a voluntary and non-binding mediation session designed to facilitate the resolution of the dispute.

The format of the mediation session shall be developed jointly by the Superintendent and the Chairperson. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of the mediation shall be split between the LEA and the DCPS. If applicable, each party shall bear its own attorney fees, which result from the dispute resolution process.

Section V: Education Plan

A. Curriculum and Instruction (RSA194-B:3,II(f))

Danbury Chartered Public School's proposed curriculum is grounded in evidence-based practices that support academic achievement, student engagement, and whole child development. The instructional model integrates place-based education, experiential learning, and interdisciplinary instruction, using agriculture and the natural environment as the central context for learning.

Research demonstrates that young learners benefit from hands-on, real-world experiences that connect academic content to their lived environment. In rural settings, such as Danbury, place-based education - defined as learning rooted in the local community, landscape, and economy- has been shown to increase student engagement, improve academic outcomes, and strengthen community connections.

The school will implement an integrated curriculum model in which agriculture serves as a unifying theme across all core subject areas, rather than as a stand-alone subject. This approach aligns with research on interdisciplinary instruction, which shows that students develop deeper understanding when concepts are taught across multiple domains.

All curriculum and instructional practices will be fully aligned with New Hampshire state academic standards for grades K-4, agricultural themes and projects will be intentionally designed to meet or exceed grade-level expectations in:

- English Language Arts
- Mathematics
- Science
- Social Studies

The DCPS will work closely with the Newfound Area School District to ensure when the students go to middle school they are prepared and will excel in the academic programs. The Curriculum that is chosen to be used by the DCPS may not be the same but will align with the mastery and knowledge expected by the Newfound Area School District to enter their schools. See Appendix H, Curriculum Proposal.

B. Current research for selecting curriculum

The proposed curriculum is grounded in evidence-based practices drawn from the U.S. Department of Agriculture, National FFA Organization and National Research Council. These sources emphasize experiential, place-based and interdisciplinary learning as highly effective for elementary students.

Research demonstrates that students in rural and place-based settings achieve higher engagement and improved academic outcomes when curriculum connects directly to their environment. (Gruenewald, 2203: Smith, 2002). Additionally, experiential learning models (Kolb, 1984) show increased retention and deeper understanding when students actively participate in real-world applications. See Appendix I**,** reference citations.

C. Available information about its curriculum and policies to all persons (RSA194-B:2,II)

Electronic copies of the Danbury Chartered Public School curriculum and policies will be publicly available on the DCPS website and hard copies will be available upon request.

D. Measurable Academic Learning Goals and Objectives and timeline (RSA194-B:3,II(g))

Measurable academic learning goals, objectives, and standards for grades K-4 are consistent with the Common Core standards as set by the State of New Hampshire. While some aspects of the curriculum may vary in their implementation and timing from other public schools, none of the standards have been omitted and it is expected that when students leave the Danbury Chartered Public School will have achieved the Common Core Standards and be fully prepared for the middle school years of education. The students must meet the required standards in order to proceed to the next grade level. The students at the Danbury Elementary School (a part of the Newfound Area School District) are currently below both district and state for proficiency in reading and mathematics. Reading scores are 10-15 points lower than district, Math points are 10+ points lower than the district, ranking in the bottom half of NH schools, with fewer than 40% of students meeting grade-level expectations compared to over 40% statewide.

Compounding these academic concerns, the recent decision to close the Danbury Elementary School as part of district-wide budget reductions and consolidation efforts has created an immediate disruption in local access to elementary education. Students will be reassigned to larger, more centralized schools, reducing opportunities for individualized instruction and community-based learning that are particularly important in rural settings.

Expectations:

- After two years of instruction at the DCPS, we expect students to average 10% growth on state assessment scores.
- After four years of instruction at the DCPS, we expect over 75% of students to be proficient in reading and 60% in mathematics.

- By year five at the end of the academic year, 75% of students will demonstrate grade-level mastery of scientific concepts and inquiry skills as measured by project rubrics and end-of-year assessments.
- By the end of each academic year, 70% of students will accurately identify and analyze key historical events, figures and geographic concepts covered that school year, as demonstrated by quarterly classroom assessments.

E. Performance Standards

The Danbury Chartered Public School will provide a rigorous, standard-based elementary education in which students learn through developmentally appropriate, hands-on and project-based experiences. Agriculture, gardening, animals, environmental education and outdoor learning will provide authentic contexts in which students apply academic knowledge and demonstrate competency.

The school will align instruction and assessment with applicable New Hampshire Academic and Common Core Standards. Students will demonstrate learning through classroom work, teacher observation, performance tasks, investigations, portfolios, projects, presentations, written work and other appropriate assessments.

Projects will be assessed using clearly defined criteria and rubrics aligned with the applicable grade-level standards. See Appendix J, K-4 Competency Progression.

F. Achievement Tests to be used to measure academic and other goal achievements (RSA194-B:3,II(h))

Pursuant to RSA 194-B:8 V, the Danbury Chartered Public School will administer state assessment testing for all grade levels as the law requires. Research-based assessments will be used to measure student academic and other goal achievement, including, but not limited to, objective and age appropriate measures of literacy and numeracy skills, including spelling, reading, writing, history, science, geography and mathematics.

A variety of rubrics will be developed by the faculty to measure age-appropriate academic progress. The rubrics will measure, but not be limited to, subject mastery, critical thinking, team participation, writing, research skills, leadership, and environmental stewardship. Appropriate progress monitoring and benchmark assessments will be used to measure student progress. An initial baseline assessment will be performed, at the beginning of the school year, a mid-year assessment, in February and an end of year assessment at the end of May. The data that is gathered will drive instruction for each student, assessing their progress and allowing intervention to be given, if necessary. The assessment schedule will allow ample opportunity to make any changes necessary to ensure that each student is able to be academically successful.

G. For Schools offering High School grade levels graduation requirements (RSA 194-B:3, II (i); Ed. 306.23)

Not applicable.

H. Student Performance Data Management System

The Danbury Chartered Public School will have a student performance data management system that complies with the New Hampshire Department of Education student accountability requirements. The DCPS will review and choose one of the several systems including, but not limited to: Power School, Rediker, Infinite Campus, Aspen, Quickschools and Skyward.

I. Daily/Weekly Schedule Samples

See Appendix K, Schedule Samples.

J. Supplemental Programming

Supplemental programming needs will be evaluated and implemented based on the individual needs of each student. For students who require academic support, individual and group tutoring/remedial assistance will be provided. Such support will be coordinated initially through the student's teacher.

Students requiring supplemental support programs including SPED will access those supports through their resident sending districts and/or contracted services. Individual enrichment programming will be developed for students who meet or exceed the school's content area standards. Other options will be available as the year progresses based on student interests and volunteer matches.

Section VI: School Operations Plan

A. Admissions Procedures (RSA194-B:3,II)

The Danbury Chartered Public School is an open-enrollment, no-tuition public school open to any student who desires a strong foundation in reading, mathematics and STEM through agriculture and environmental studies.

Student Recruitment Plan

- The DCPS will recruit broadly in the Newfound region, with an extra emphasis on neighboring towns including Danbury, Grafton, Alexandria, Wilmot, Hill, Canaan, Andover, Wilmot, and Bristol.
- Recruiting events may include, but not be limited to, speaking and distributing information at local schools and community centers, libraries, food pantries, farmer's markets, home school gatherings and events, Grange and town wide events, community

suppers as well as holding open houses at the site of the Danbury Chartered Public School.
- The DCPS will hold in-person recruiting events in targeted towns.
- The DCPS will hold recruiting events online, and by appointment if requested.
- The DCPS will employ a website, email and other means to distribute informational electronic content that recipients can share with others and post online.
- The DCPS will advertise in two local papers, which are distributed free to households., This will reach more families with limited internet access.
- At recruiting events, the DCPS will provide information about our vision and mission, our agricultural and balanced curriculum, and policies and procedures.
- The DCPS will provide application assistance to interested families hindered by poverty, language limitations, disability or homelessness.

Admission Policy
It is encouraged that each student and their parent or guardian attends a DCPS open house orientation, before school begins. Each family will be given an admissions agreement, that they must sign, in which the guardian/parent as well as the student agrees to the mission of the school, its policies, programs, and expectations**.** The policy handbook will be available on line as well as in written form. A translator will be available if needed.

All accepted students will need required paperwork (such as birth certificate, vaccination records, etc.) to be submitted within two weeks of notice to verify their placement at DCPS. Completed applications received after the deadline will be added to the waitlist according to time stamp requirements. Families will be asked to sign a letter of intent to re-enroll by a stated date preceding the lottery.

Methods for admission which shall not be designed, intended or used to discriminate or violate individual civil rights in any manner prohibited by law
The Board of Trustees will ensure that methods for admission are not designed, intended or used to discriminate or violate civil rights in any manner prohibited by law pursuant to ED 318.07 (b) (1)a.

Recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth)
Efforts will be made through marketing campaigns and the website to reach as many students in the area as possible, including home schooled, migrant, homeless, English language learners with educationally disadvantaged and low income households. The DCPS will contact local social services to provide information regarding the DCPS and enrollment for all children.
The BOT will track applications from year to year and reach out to under represented groups in future recruitment efforts.

How the school will conduct a lottery selection, including any applicable enrollment preferences (Children of staff and founders, students who reside in the district the school is located)

The DCPS will follow the basic method of admissions that defines charter schools nationwide: 1) Admission shall be blind; 2) Should the number of applicants exceed capacity, students will be chosen by a lottery system with a waitlist developed from the lottery overflow.

Beginning as soon as possible the first year and each December in following years, the application process will be open for two months, before the lottery system. The lottery will be held in March of each year. Parents/guardians will be notified, within one week, of their student's enrollment status.

After the application due date, we will accept applications on a rolling basis.

Admission Lottery
If in any grade there are more timely completed applications than the number of available spaces, admission will be offered according to a blind lottery for that grade.

- Each timely applicant will have one entry in the respective grade-lottery.
- Grade lotteries will be conducted in order from lowest to the highest grade.
- The following exemptions from each grade-lottery will apply on a space-available basis, and in the following order:
    - Siblings of students who are currently enrolled.
    - Up to 10% of projected enrollment numbers may be the children of current DCPS employees (first-come basis).
    - Up to 5 (first-come basis) of current DCPS Trustees.
    - Danbury resident students (first-come basis).

Should an error or dispute in the lottery process occur, the applicant will have two weeks after the lottery drawing to notify the DCPS's Board of Trustees in writing. The Board will then follow its grievance and complaint policy.

All accepted students will need required paperwork (such as birth certificate, vaccination records, etc.) to be submitted within two weeks of notice to verify their placement at DCPS. Completed applications received after the deadline will be added to the waitlist according to time stamp requirements.

B. School calendar and the number and duration of days pupils are to be served. (RSA194-B:3,II(s))

Danbury Chartered Public School will meet or exceed the number of hours required for seat time according to RSA 194-B:8.III. The DCPS expects to collaborate with the Newfound Area School District regarding holidays off. Our projected school day will begin at 8:00 am and end at 3:00 pm. The school year will likely begin the last week of August/first week of September and the last day will be in June. Parent/teacher conferences, and staff development days will be held at the beginning or ending of a week, not midweek to allow greater ease for families. See Appendix L, Sample School Calendar.

C. Staffing Overview (RSA194-B:3,II(j))

Danbury Chartered Public School will enact policies that prohibit discrimination against any person because of race, color, religion, age, sex, national origin, familial status, or disability, as provided by all applicable state and federal laws.

We have identified the preferred qualifications needed and required licensure. DCPS will include a highly qualified School Leader who will work closely with the Board of Trustees, professional and support staff, contracted staff, parents, community members and students to fulfill the DCPS's mission. See Appendix M, Qualifications.

D. Employee job description/responsibilities

See Appendix N, outline of staff job descriptions and responsibilities. In addition to staff, we have identified consultant/contractor responsibilities as well.

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

The total number of teachers and the average teacher/student ratio for the first five years, based on maximum enrollment estimates.

Year One 1:20

Year Two: 1:17

Year Three: 1:16

Year Four: 1:18

Year Five: 1:20

F. School employee and volunteer background investigations (RSA 189:13-a)

Danbury Chartered Public School will complete mandatory criminal history records checks on every applicant and volunteer. A select applicant for employment, for any position, must have a completed background investigation prior to a final offer of employment. A representative of the Board of Trustees and/or the DCPS School Leader will complete any required training conducted by the NH Department of Education (NHED) concerning the reading and interpretation of criminal history records, maintain the confidentiality of said records, properly notify the NHED as indicated by law, and destroy the criminal record information within 60 days of receipt. The DCPS will assume the cost of the criminal history records check.

The DCPS will create a policy regarding hiring practices based on the criminal history records check. The policy shall state that any person convicted of any misdemeanor, felony or list of the same may not be hired, thereby ensuring the safety and well-being of our school community.

G. Personnel compensation plan (RSA194-B:3,II(k))

The Danbury Chartered Public School is deeply committed to supporting teachers with competitive salaries and benefits and understanding the need for disciplined spending. The School Leader and full time teachers shall be paid an annual salary on a bi-monthly (around the 15th and 30th) basis. The budget assumes an average starting salary of $40k, and individual compensation may vary depending on experience, qualifications and credentials. Part time staff will be paid at an hourly rate for time worked. We expect to offer a three percent annual salary increase for full time employees. As the budget allows, we may offer 401K benefits and a health package. Teachers will be hired to work mid-August to one week after the students are dismissed for the year. In addition to instructional days required by law, teachers will be expected to participate in in-service days, as determined by the school calendar.

In addition to scheduled school vacations, salaried employees will receive three paid personal leave days and five sick days per year. Full time faculty and staff and part time hourly employees are also provided with up to twelve (12) weeks of unpaid, job protected leave per year through the Family and Medical Leave Act (FMLA) for any of the following reasons: the birth and care of the newborn child of the employee; placement with the employee of a child for adoption or foster care; to care for an immediate family member (spouse, parent, child) with a serious health condition; or to take medical leave when the employee is unable to work because of a serious health condition. Employees are eligible for leave if they have worked for DCPS for at least 1,250 hours over the past twelve (12) months. Whether an employee has worked the minimum 1,250 hours of service is determined according to FMLA principles for determining compensable hours or work. DCPS may offer up to two weeks of paid leave.

Employees will also be entitled to three days of paid leave on the death of an immediate family member defined as spouse, parent, child, brother or sister, grandparent or grandchild, spouse's parent, child, brother or sister, grandparent and grandchild. Any additional time off will be without pay or applied to PTO days.

Employees who sustain work related injuries are eligible for a medical leave of absence for the period of disability in accordance with all applicable laws covering occupational disabilities. A military leave of absence will be granted to employees who are absent from work because of service in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment rights Act (USERRA).

H. Administration Performance Evaluation

The performance of the Danbury Chartered Public School's School Leader will be formally evaluated annually to ensure effective leadership that is consistent with the school's goals and focused on continual improvement. The Board of Trustees will consider best practices when

creating, modifying or approving administrative performance evaluations. See Appendix O, School Leader Evaluation Draft.

I. Teacher, Paraprofessional Performance Evaluation

The BOTs will work with the School Leader to determine a comprehensive evaluation method, such as Mariano's Teacher Evaluation Model or another research-based framework to evaluate teachers and paraprofessionals. The performance evaluation tool will align with the school's vision, mission and values, including respecting teachers as professionals and incorporating best practices, such as the following: 1) use multiple measures to get a complete picture of a teacher's performance; 2) link evaluation to targeted professional development opportunities; 3) provide for consistency across evaluations; 4) provide teachers with ongoing feedback; 5)engage teachers in the process to encourage self-reflection and professional growth.

https://ospi.k12.wa.us/sites/default/files/2023-10/marzano_teacher_evaluation_model.pdf

J. Professional Development

Professional development will be systematic, data-informed, and aligned with both school goals and New Hampshire educator evaluation expectations. The Danbury Chartered Public School will utilize a continuous improvement model consistent with the New Hampshire Educator Effectiveness System to guide staff growth and instructional quality.

Key components include

- Annual assessment of professional development needs at the school, grade , and individual teacher levels.
- Alignment of training with student performance data, curriculum priorities and instructional best practices
- Differentiated professional learning opportunities to address specific educator needs

All professional staff will meet or be actively progressing toward certification requirements established by the New Hampshire Department of Education (NHED). Educators who are not yet fully certified will be supported through structured mentoring and clear timelines to achieve certification in accordance with state guidelines. The staff at DCPS will participate in the Newfound Area School District's Title One training, the State's Historical Society training, the State's Project Wild and Project Learning Tree training as well as the training and curriculum development that Agriculture In The Classroom provides.

The DCPS will fund and accommodate teachers for mandated professional development. Any other professional development will be at the teacher's expense.

The Board of Trustees will work collaboratively with the School Leader and faculty to develop, review and approve a comprehensive development plan. This plan will be reviewed on a regular basis and updated as necessary to reflect emerging needs, state requirements, and evolving educational priorities.

K. Philosophy of Student Governance and Discipline (RSA194-B:3,II(p))

The approach to student governance and discipline at the Danbury Chartered Public School is centered on cultivating a positive, inclusive, and growth-focused school culture. This approach prioritizes restorative practices, encourages student voice and responsibility, while maintaining a thoughtful balance between accountability and support. Through these principles, the school aims to guide all students towards responsible citizenship, strong personal development, and high levels of academic achievement.

The establishment of rules and a thorough explanation of those rules is the basis upon which our students will become more self-disciplined and a contributing member to our school and community.

The DCPS believes that a rule that is violated, should have a consequence related to that infraction and should have a learning and healing effect on those who have been impacted. For example if a young child should take something from another, that child should have to apologize and explain why they took the object. The child then receives another explanation of the rules and why they are necessary for our school to be a safe learning environment for all.

The DCPS does reserve the right to remove a student from school on the basis of the student's own health and safety, or the health and safety of others. This is not to be considered punishment, yet a way to restore order, with the home interval being necessary for the order to be restored.

L. Age appropriate due process procedures (RSA194-B:3,II(p))

Our first goal is to always provide the additional support that is necessary for the child to be successful. This is accomplished by creating a positive environment in which the student feels safe and able to learn. The second step would be to use data collected and provide additional support in the form of targeted behavioral interventions or social skill groups. The third step would be to utilize an individualized behavioral plan, with additional support.

Implementing age-appropriate due process procedures for disciplinary matters, including suspension and expulsion, is crucial for ensuring fairness, transparency, and the protection of student's rights. Our guidelines emphasize appropriate practices that adhere to legal and ethical standards.

- Notice: Notice will be clear, simple and age-appropriate. Parents will be notified immediately about any behavior that could lead to suspension or expulsion.
- Hearing: The student will have the opportunity to explain their behavior in a supportive setting, often with a teacher present. The hearing will be informal, focusing on understanding the child's perspective and guiding them towards better choices.
- Parental Involvement: Parents or guardians will be directly involved in the process, attending any meetings or hearings. The goal is to work collaboratively to address the behavior and find solutions.

- Decision and Consequences: For severe cases, such as those leading to suspension, decisions should be made considering the child's age, developmental level, and severity of behavior. The consequences will be educational and restorative rather than punitive.
- Expulsion: Expulsion should be considered only in extreme cases and after exploring all other interventions. The process should involve a formal hearing with the child, parents, and School Leader.

Under the Individuals with Disabilities Education Act (IDEA), students with disabilities are afforded additional protections. If a disciplinary action may result in a change of placement such as long-term suspension or expulsion), the school must conduct a manifestation determination review. This review determines whether the student's behavior was related to their disability, and if so, alternative disciplinary measures must be considered.

Bullying or cyberbullying will be handled in accordance with RSA 193F.

The Board of Trustees will create and approve policies regarding student conduct and disciplinary procedures in compliance with NH state law, specifically RSA 193:13, which outlines the procedures for student suspensions and expulsions.

M. Student transportation plan (RSA194-B:3,II(I) & (V))

The Newfound Area School District is in the process of changing superintendents. As soon as possible, we will meet with the new superintendent and their team to address the matter of transportation.

For purposes of transportation, the Danbury Chartered Public School will follow the guidelines of 194-B:2, V which states: "Pupils who reside in the school district in the same terms and conditions as provided for in RSA 189:6 and 189:8 and that transportation is provided to pupils attending other school within that district. However, any added costs for such "transportation services shall be borne by the charter school." As a result, students attending the DCPS who reside in the host district shall ride district transportation with the charter school providing for added route costs, if billed.

For students attending the DCPS from outside the host district, we will serve as an open enrollment school under RSA 194-B:1, VI. Given the limited funding per student, and the lack of guarantee for additional funding above the state allotment per student, students from outside the host district must either request their assigned districts to transport them, or arrange their own transportation. The DCPS will make every effort to support families as they explore transportation options and facilitate ride sharing, if possible.

N. Student & Staff Handbooks

Handbooks for students and staff will be developed and approved by the Board of Trustees prior to school opening.

The DCPS student handbook will include, but not be limited to :About us, the DCPS philosophy, BOT information, School Calendar, sample schedules, Age entrance policy, attendance guidelines and policies, drop off and pick up policies, absence and tardiness policies, school closures/delays, releasing student policies, immunizations, medication, school illness/injuries, food restrictions and allergies, lunch and snack policies, what to wear to school and to bring, such as sunscreen. It will also include information regarding afterschool care, what can and cannot be brought from home, the students code of conduct, visitor policies, field trip policies, family participation agreement, criminal check forms, information regarding the DCPS channel of information with the families, discipline/conflict resolution policies, suspension/expulsion/grievance policies, transportation, bullying, student code of conduct, and emergency management guidelines/preparedness.

The DCPS Staff Handbook will include, but not be limited to: about us, The DCPS philosophy, BOT information, most of the information that the parents are receiving and staffing days off, procedures to have a day off, staff development policies and requirements, staff code of conduct, staff grievance policies and procedures, insurance policies, suspension/termination policies, privacy requirements, channels of information to families, use of internet/release of information policies, field trip policies and medical policies.

O. Student Information System

The DCPS will enter into a subscription-based vendor agreement to use a student performance data management system to track important data from attendance to discipline, contact information, grades and reports.

Section VII: Meeting Student Needs

A. Special Education (RSA194 B:3,II(n))

In accordance with RSA 194-B:3, II(n), Danbury Chartered Public School shall establish and maintain clear methods for coordinating with each pupil's local education agency (LEA) regarding special education programs and related services. DCPS shall comply with all applicable federal and state laws pertaining to children with disabilities, including but not limited to RSA 186-C, the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act.

As an open-enrollment chartered public school, DCPS will accept applications from any student who is a New Hampshire resident. In compliance with RSA 194-B:8, DCPS shall not discriminate against any student with a disability as defined under RSA 186-C. DCPS shall cooperate fully with each student's resident district to ensure the delivery of special education and related services as identified in the student's Individualized Education Program (IEP).

LEA Coordination and IEP Process
Pursuant to RSA 194-B:11, III(a), the funding and educational decision-making responsibilities for students with disabilities enrolled at DCPS shall remain with the student's resident school district,

and all rights and options available to parents and resident districts under state and federal law shall be preserved.

When a child with a disability is enrolled by a parent at DCPS, the school shall notify the student's resident district. In accordance with RSA 194-B:5, VIII(a), the resident district shall convene a meeting of the IEP team and shall invite a representative of DCPS to participate. DCPS shall designate a qualified staff member to attend the meeting and collaborate with the LEA throughout the planning and implementation process.

At the IEP meeting, the IEP team shall determine how the child will be provided a Free Appropriate Public Education (FAPE) in accordance with the child's IEP, utilizing the least restrictive environment appropriate for the student.

Provisions of Special Education and Related Services
DCPS shall cooperate with the LEA to implement IEP services using one or more of the service-delivery methods permitted under RSA 194-B:11, III, including:

1. The resident district assigning staff to provide services at DCPS;
2. The resident district contracting with an approved service provider to deliver services at DCPS;
3. The resident district providing services at a resident district school;
4. The resident district providing services at a service provider's location;
5. The resident district contracting with DCPS to provide services; and
6. When required by the IEP, the resident district provides transportation to and/or from DCPS before, after, or during the school day, consistent with RSA 194-B:11, III(c).

DCPS shall cooperate with all district determinations and coordinate schedules, classroom access, and instructional supports as needed to ensure effective and timely service delivery.

Ongoing Collaboration and Student Supports
As district preferences and student enrollment patterns are identified, DCPS shall regularly review staffing structures and operational needs related to special education and paraprofessional support and shall make programmatic adjustments as appropriate. DCPS shall maintain ongoing communication with resident districts regarding student schedules, progress, and service implementation, with the best interest of the student as the primary objective.

Consistent with federal law, Section 504 plans are the responsibility of the chartered public school. DCPS shall implement all required Section 504 accommodations and services and shall ensure compliance with all applicable procedural and substantive requirements.

B. Other educationally disabled and economically disadvantaged/at risk

The Danbury Chartered Public School is committed to identifying and supporting students who are educationally disadvantaged or at risk, ensuring equitable access to educational opportunities and supports in compliance with all applicable state and federal laws.

Prior to school opening and on an ongoing basis, DCPS shall coordinate with the New Hampshire Department of Education and appropriate state and local agencies to establish procedures and access resources necessary to support students with additional needs, including but not limited to:

- Educationally Disadvantaged students, including those performing below grade level academically;
- English Language Learners (ELL), including coordination for language access and instructional supports;
- Neglected or Delinquent youth, including collaboration with relevant agencies as applicable;
- Homeless students, consistent with the McKinney-Vento Homeless Assistance Act, including the designation of a Homeless Liaison at DCPS to ensure immediate enrollment, access to services, and removal of barriers to attendance; and
- Migrant and refugee populations, including coordination with state and regional programs to support enrollment, academic success, and family engagement.

DCPS shall implement systems for timely identification of students requiring additional support and shall provide appropriate academic interventions, referrals, and accommodations to meet individual student needs. The school shall work collaboratively with families, community partners, and state agencies to ensure that all eligible students receive services and support necessary to promote student achievement and well-being.

C. Additional Academic support and credit recovery

Danbury Chartered Public School is committed to improving student achievement and closing achievement gaps through a structured system of additional academic support and credit recovery. DCPS recognizes that students enter school with diverse academic backgrounds and will provide targeted support to ensure all students have equitable opportunities to succeed.

DCPS will implement a Multi-Tiered System of Supports (MTSS) to identify and respond to student needs. Tier I will include high-quality, differentiated instruction for all students. Tier II will provide targeted small-group interventions during the school day, and Tier III will offer individualized support such as one-on-one tutoring, skill remediation, and personalized learning plans.

Students who require additional time or support will have access to before- and after-school tutoring, extended learning opportunities, and academic intervention blocks focused on literacy, numeracy, and essential skills. For students who fall behind in coursework, DCPS will offer credit recovery opportunities, including competency-based coursework, blended or online modules, and teacher-guided recovery plans aligned to New Hampshire academic standards.

Student progress will be monitored regularly through formative assessments, benchmark data, and teacher observations. Instructional teams will review data to adjust supports as needed. DCPS will also recognize the connection between academic success and social-emotional well-being and will coordinate academic support with counseling and behavioral interventions when appropriate.

Through these strategies, DCPS will support students in mastering academic content, recovering credit when necessary, and progressing toward graduation with confidence.

D. Federal Title Programs

Pursuant to RSA 194-B:11, VI, Danbury Chartered Public School may receive federal financial aid, grants, and other revenue sources in the same manner as a school district and shall not be compelled to accept funding from any source. The DCPS Board of Trustees may seek and accept funding from applicable federal Title programs to supplement instructional and student support services.

Federal Title funds, if accepted, may include but are not limited to Title I, Part A; Title II, Part A; Title IV, Part A; and other funds available under the Every Student Succeeds Act (ESSA). These funds would be used to provide additional support and services that enhance educational equity and student outcomes, particularly for students who are academically at risk or educationally disadvantaged.

Potential uses of Title funds may include:

- Supplemental academic interventions and instructional materials for eligible students;
- Professional development for teachers and staff to improve instructional quality and student achievement;
- Social-emotional learning supports, counseling services, and family engagement initiatives;
- Extended learning opportunities, including tutoring, after-school programs, or summer learning; and
- Programs and resources to support a safe, well-rounded educational environment.

The BOT may also allocate funds raised through fundraising efforts or private grants to support expenses that might otherwise be funded through federal Title programs, ensuring fiscal flexibility and sustainability. All Title funds shall be administered in compliance with federal and state requirements, and expenditures shall be aligned with identified student and school needs.

Section VIII: Financial Management

A. Method of Administering Fiscal Accounts and Reporting (RSA194-B:3,II(q) and (r))

Danbury Chartered Public School will adhere to all accounting guidelines for NH public schools and implement robust internal accounting controls necessary to safeguard assets and prevent and detect financial statement misstatements. The school will maintain accurate financial records for non-profit corporations in accordance with the Governmental Accounting Standards Board (GASB). An annual financial report, including an audit, will be provided by an external, independent Certified Public Accountant (CPA).

The DCPS is built on a financial plan grounded in unit economics (per-pupil costs) and conservative revenue projections, with rigorous internal controls to ensure long-term school success. By building a robust financial model, the DCPS School Leader and Board of Trustees will be able to respond to enrollment needs while maintaining transparent reporting standards and a balanced budget that prioritizes direct instructional spending.

DCPS will maintain a balance of rigorous internal controls and clear accountability. Per RSA 194-B:3, II(q) and (r), DCPS will be a responsible steward of public funds.

Danbury Chartered Public School's budget is built in three phases:

Phase 1: Start-up & Planning (prior to student arrival, Year 0)
Phase 2: Implementation (Years 1 & 2, Proof of Concept)
Phase 3: Sustainability & Renewal (Years 3-5)

Financial Management

The BOT will maintain ultimate fiduciary responsibility for DCPS. The BOT will collaborate with the School Leader to maintain a watchful eye on revenue and expenses, including monthly approval of a Monthly Expenditure Plan. In addition to the BOT and the School Leader the DCPS will initially contract with a Bookkeeper who specializes in working with New Hampshire Charter Schools and QuickBooks.

The BOT will adopt policies for the school's financial management, including policies on conflicts of interest for BOT members, Administration, and Faculty. All employees, contractors, and BOT members will follow BOT-approved accounting policies, internal controls, and procedures to ensure the proper tracking and use of DCPS funds.

Legal Status and Governance

Upon charter approval, Danbury Chartered Public School will establish an independent 501(c)(3) non-profit organization to serve as its governing entity. The Board of Trustees will hold ultimate fiduciary responsibility, maintaining a distinct governance structure, independent bank accounts, and complete operational and financial oversight. Danbury Chartered Public School will adhere to standard New Hampshire public school accounting guidelines and implement rigorous internal financial controls, quarterly reporting protocols, and annual independent CPA audits to ensure fiscal accountability.

Key roles and responsibilities for oversight and control

- Board of Trustees (BOT): Holds ultimate fiduciary responsibility. Approve annual budget and oversee long-term financial health. Reviews monthly financial reports (Profit and Loss, Balance Sheet, and Cash Flow), including approval of monthly Accounts Receivable and Accounts Payable.
- Treasurer: DCPS will appoint a BOT member to monitor the school's financial records and to chair the Finance Committee if DCPS deems it necessary to form such a committee.
- School Leader: Manages day-to-day spending within the approved budget.
- Business Manager / Contracted Bookkeeper: DCPS will initially outsource bookkeeping to establish best practices in maintaining financial records. DCPS may hire a part-time Business Manager to process payroll, accounts payable, and state reporting.
- Certified Public Accountant: DCPS will outsource accounting, including annual tax returns and any financial audits required by the NHED.

Internal Financial Controls (Building robust safeguards to protect cash flow)

DCPS will segregate financial duties to ensure that no single person has exclusive control over the school's inflows and outflows. To that end, DCPS will strictly prohibit single-person spending, account ownership (bank, online platforms through the NHED, and vendor accounts), or the ability to act on behalf of DCPS to set up bank or vendor accounts or to transfer money, including petty cash. School Leader and Board Treasurer will be granted a discretionary spending limit for incidental or emergency purchases, set by the BOT. For all other spending, two signatures are required on checks.

Methods of Administering Fiscal Accounts
DCPS will maintain accurate and up-to-date records using QuickBooks Online. For special Accounts Receivable, like Title I or IDEA, DCPS will use a separate account from the general operating account. All expenditures and contracts will be handled through an approved system of internal control and procedures. The Business Manager provides quarterly financial statements (Balance Sheet, P&L, Cash Flow vs. Budget Projections) to the BOT for review.
Specific Safeguard Examples

- Authorization: Expenditures will require a signed Purchase Order (PO) or approval from the BOT.
- Checks and Balances for all Financial Duties: All fiscal procedures require at least two authorized representatives to complete business transactions. For example, the person who writes the check is different from the person signing the check, and reconciling bank accounts. 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.
- Check Signing Authority: Typically, checks over a certain threshold determined by the BOT (e.g., $2,500) will require two signatures (usually the School Leader or Business Manager and a Board Member or Treasurer).
- Asset Protection: Detailed procedures for handling petty cash, inventory of school property, and insurance coverage (General Liability, D&O, and Bonding, if necessary).

Annual Audit
The BOT will select an external, independent auditor annually to conduct the required audit. The audit will address accounting practices, review internal controls, and be conducted in accordance with applicable generally accepted accounting principles. The audit is anticipated to be completed within six months of the close of the fiscal year. The BOT will review and respond to the audit report, including the audit results in its annual report.

Where RSA 194-B:3 mandates, DCPS will perform an Annual Independent Audit. Additionally, DCPS will submit a Charter School Budget, an Annual Fiscal Report to the NHED per DOE-25 and on time per the State's deadline requirements.

> Explicitly stated herein: *The School shall undergo an annual financial audit performed by an independent Certified Public Accountant (CPA) in accordance with RSA 194-B:3, II(q).*

Report Type	Frequency	Recipient
DOE-25	Annual	NH Department of Education
General Ledger Exports	Quarterly/Annual	NH Department of Education
Financial Statements	Monthly	Board of Trustees
Form 990	Annual	IRS (Internal Revenue Service)

Transparency (RSA 194-B:10)
DCPS will comply with all required reporting requirements specified in RSA 194-B:10, including issuing an annual report, performing annual financial and program audits, and participating in the annual school budget process. DCPS will provide the New Hampshire Department of Education (NHED) with four quarterly financial reports per year. All financial and quarterly financial statements will be posted publicly. A summary version of the annual report and periodic reports will be made available to parents/guardians and the general public, as required by law.

> **Public Transparency: The annual audit will be a public document and will be available for review by the sponsoring district or the State Board of Education.**

B. Annual Budget RSA194-B:3,II (r)

Danbury Chartered Public School is committed to developing a long-term fiscal plan that ensures sustainability, especially after the expiration of the federal startup grant.

The School Leader, in partnership with the Treasurer or Finance Committee when formed, will develop a balanced yearly budget. The Board of Trustees will review and approve each budget prior to each fiscal year. Annual budgets will contain adequate reserves and be submitted to the appropriate State Offices and other entities as required by law. The proposed 5-year annual budget plan is available in Appendix P and outlines the use of budgeted, startup grant, and donated funds.

DCPS will utilize all available state funding, including per-pupil adequacy aid from the local districts of attending students, which will be adjusted annually pursuant to RSA 194-B:11. DCPS

will apply for a federal charter school startup grant, if available, and use these funds in accordance with U.S. Department of Education guidelines for proper startup expenditures. Other potential funding sources may include but are not limited to: Lease Aid (support for facilities costs), Federal Title Funds (I, II, III, IV), Special Education Reimbursements from resident districts, and other mutually agreeable funding sources. See DCPS's Start-up & 5 Year Budget Proforma.

C. Budget Narrative and Justification

The budget is based on realistic enrollment and funding projections, with expenditures conservatively estimated to align with the school's mission of delivering a high-quality agricultural-based education.

The Danbury Chartered Public School anticipates applying for and receiving the $1,100,000 start-up Charter School Program (CSP) grant, plus an additional $400,000 for special projects including the construction of a barn and greenhouse, and the purchase of passenger vans. This competitive federal grant administered by the NH Department of Education (NHED) will be utilized by DCPS for planning, implementation, and expansion of DCPS. By receiving this grant, DCPS will propel its operations becoming a leader in agricultural-based elementary education. However, if DCPS is not awarded such funding, the BOT is prepared to bootstrap the first few years of operations by utilizing the former elementary school building, the furniture and equipment left on-site at time of closing, and begin school with modest programming focused on core educational services.

Five-Year Proforma & Start-Up

The goal of this budget is to limit an over-reliance on fundraising by limiting projected donations to a modest 5% of revenue based on the lowest level of enrollment with 60 students. In a rural town, like Danbury, it is anticipated that the community will support the school through fundraising initiatives; however, these activities are designed to create community engagement rather than a significant weight on the school's annual budget. This budget ensures the school's viability with the primary source of funding being the State's adequacy aid and categorical state/federal funds. See DCPS's Start-up & 5 Year Budget Proforma.

Revenue Summary

The primary source of sustainable revenue is state adequacy aid. Fundraising and grants are projected conservatively as supplementary support, not as a core funding stream, to ensure the school is sustainable primarily on state and federal funds. Until DCPS reaches full enrollment and operational maturity, pre-operational costs and any estimated operating costs will be closely monitored to ensure fiscal health. By focusing on a per-pupil model, the BOT will act swiftly and with great care to manage a balanced budget. The DCPS does not anticipate using a line of credit to capture any operational cash flow shortages. However, a line of credit may be utilized to help offset payroll with adequacy aid receivables.

On the expense-side, the greatest investment will be in the instructional staff and leadership. Representing 60% of the budget, payroll will be the largest single cost. It is anticipated that all other costs will be market rate, excluding rent. Rent is anticipated to be extremely low as the building is owned by the Town, and the former location of Danbury Elementary School.

Major Expenditure Categories

- **Personnel:** Instructional and Administrative Staff salaries, including a School Leader, teachers, and paraprofessional support staff. Compensation is estimated based on current market conditions. Fringe Benefits and payroll taxes are budgeted at approximately 22% of salaries to cover FICA, retirement, and insurance.
    i. "Bumper positions" for additional services provided by Instructional Staff including nursing (with qualifying professional development), custodial, food service, and before / after care (to be off-set by revenue).
    - **Special Education:** Per **RSA 194-B:11**, direct, student-specific IEP services (such as speech/language therapy, occupational therapy, and 1-on-1 aides) are fully reimbursable pass-through costs paid by the student's resident school district. DCPS has budgeted **$20,000 annually** with COLA as prescribed with other teaching positions in general operating funds to cover non-reimbursable administrative oversight, Section 504 student accommodations, and screening tools. Additionally, the school maintains a **$20,000 cash flow reserve** to maintain timely vendor payments during standard district billing processing delays. Because the precise number of students requiring IEPs and their associated costs remain unknown and hypothetical prior to enrollment, Danbury Chartered Public School's approach focuses on establishing a collaborative system and philosophy with resident districts rather than fixed numerical projections. The school will work in close collaboration with resident school districts to address the needs of students with special education plans and individualized education programs (IEPs), coordinating directly with district special education directors to outline contracted services and arrange for necessary accommodations. Additionally, Danbury Chartered School will seek appropriate special education reimbursements from resident districts for allocated paraprofessional time and bill for specialized services, such as speech, occupational therapy, and academic consultations, to ensure seamless service delivery and statutory compliance.
      ii. Hiring Schedule, Payroll Estimates, & Benefits
          *Outsource SPED Services to surrounding School Districts. Reimbursements based on billed hours, net zero for services, as budgeted for non-reimbursable administrative oversight.
- **Facilities:** As a major benefit to the DCPS, the costs for the lease is negligible. However, the school will be responsible for the ultimate purchase of a facility in the future, plus utilities, insurance, and grounds maintenance, including snow removal, based upon industry standards. Lease Aid Grant funds will be used for facility updates (e.g., ADA, fire safety, egresses) and the initial execution of the lease agreement.

- **Instruction and Support:** Supplies, furnishings, and materials to bring the school's curriculum to life. Expenses include direct curriculum and instructional materials (printing and reproduction, textbooks, software licenses), technology (teacher laptops, student devices, networking infrastructure, SIS licensing), classroom furniture, playground equipment, and budgeted professional development for staff, particularly on curriculum, competency-based practices, and agricultural studies.
- **Transportation:** DCPS anticipates purchasing two to three vans with grant funding to provide students the opportunity to visit local farms and other hands-on learning opportunities. Staff will need to be trained on the use of these vans. Alternatively, the school anticipates frequent bussing trips, including to the local ski area, so this may fall under Outsourced Services.
- **Outsourced Services:** Essential services such as bookkeeping, accounting, auditing, legal counsel, and Human Resources will be contracted to external providers. Additionally, the school may contract with Enrichment Providers for art, music, physical education, and agricultural studies. The school may also contract with a bussing provider for field trips or to Ragged Mountain, if a van is not purchased by the school. Other outsourced services include licensed trades, like electrical, HVAC, and plumbing.
- **Insurance:** DCPS will obtain and prepay one year of insurance premiums for worker's compensation, D & O insurance, general liability insurance, teachers insurance, and auto insurance, if vans are purchased.
- **Innovation & Agricultural Studies:** To support the agricultural curriculum at DCPS, the budget will include resources for farm animals, a pole barn, animal feed, veterinarian services, and professional development to support the instructional staff. DCPS may need to contract with local farmers to ensure proper animal care. It is anticipated that the school will have gardens, a small greenhouse, and farm animals like chickens, pigs, and goats.
- **Administrative Expenses:** Supplies, postage, printing, and communications.
- **Contingency/Reserve:** A line item each year to cover unexpected enrollment shifts or emergency expenses.
- **Reserves / Surplus**: DCPS may seek to purchase the school building in the future. Creating a reserve account allows for planning and saving for larger on-time purchases.
- **Contingency Plan:** Should enrollment targets not be met, DCPS will prioritize core educational services. The school will identify and remove lower priority items within the operating budget, which may include reducing staff hours while maintaining educational services, deferring elective hires, freezing nonessential purchases, or trimming discretionary program lines (travel, stipends, materials) by 10–15%. If the federal startup grant is delayed or not awarded, DCPS will re-scope leasehold improvements, technology, and furniture purchases, prioritize core curriculum, and pursue bridge support from philanthropic partners, and seek furniture and equipment donations from the former Danbury Elementary School (the inventory left on-site at time of closing). The School Leader will present a written contingency execution report within 15 days of any trigger, or a similar timeline.

Executive Summary & Staffing Philosophy

The Danbury Chartered Public School staffing and payroll model is designed to support high-quality instructional delivery, strong school culture, and student well-being while maintaining fiscal responsibility. The hiring timeline aligns directly with the school's projected enrollment growth and facility expansion—scaling from 3 classrooms in Year 1 to 4 classrooms in Year 2, and reaching a steady-state capacity of 5 classrooms by Year 3.

All compensation estimates are benchmarked against regional New Hampshire public school data (specifically the Newfound Area School District and New Hampshire Department of Education Bureau of Education Statistics) to ensure competitive wages that attract and retain high-caliber educators and leaders. A 3.0% annual Cost of Living Adjustment (COLA) is modeled across all salaried positions from year to year.

Special Education

Because the precise number of students requiring IEPs and their associated costs remain unknown and hypothetical prior to enrollment, Danbury Chartered Public School's approach focuses on establishing a collaborative system and philosophy with resident districts rather than fixed numerical projections. The school will work in close collaboration with resident school districts to address the needs of students with special education plans and individualized education programs (IEPs), coordinating directly with district special education directors to outline contracted services and arrange for necessary accommodations. Additionally, Danbury Chartered School will seek appropriate special education reimbursements from resident districts for allocated paraprofessional time and bill for specialized services, such as speech, occupational therapy, and academic consultations, to ensure seamless service delivery and statutory compliance.

Phased Hiring Timeline

Pre-Opening / Start-Up Phase (Year 0 / FY26)

- **Focus:** Leadership recruitment, facility readiness, curriculum development, community outreach, and charter compliance.
- **School Leader:** The School Leader is brought on during the pre-opening phase with budgeted compensation of **$53,333.30** (reflecting roughly an 8-month pre-opening ramp-up toward a full-year $80,000 base). This allows the leader to oversee facility fit-up, charter authorization milestones, student recruitment, and initial teacher hiring.
- **Founding Teachers (3 FTEs):** The three founding classroom teachers receive **$10,400 each** in pre-opening compensation ($31,200 total) to participate in summer curriculum design, professional development, and classroom setup before the first day of instruction.
- **Total Start-Up Payroll: $84,533.30**

Year 1 (FY27) — Launch Year (3 Classrooms)

- **Instructional Staff: 3 Full-Time Classroom Teachers** serve the initial 3 classrooms. Each teacher starts at a baseline salary of **$52,000**, resulting in an instructional salary subtotal of **$156,000**.
- **Administration: 1 Full-Time School Leader** at **$80,000**, matching regional principal baselines.
- **Guidance Services:** Not yet staffed as a separate FTE during Year 1; student support duties are shared among the founding team.
- **Total Year 1 Salaried Payroll: $236,000** (4 full-time staff).

Year 2 (FY28) — Initial Expansion (4 Classrooms, +33% Growth)

- **Instructional Expansion:** The school expands from 3 to 4 classrooms.
    - The **3 returning teachers** receive a 3% COLA increase, advancing to **$53,560** each.
    - **1 new Classroom Teacher** is hired at the baseline starting salary of **$52,000**.
    - Total instructional payroll expands to **$212,680** across 4 teachers.
- **Guidance Services:** To support growing enrollment, a **Part-Time School Counselor** is hired at **$25,000** annually.
- **Administration:** The School Leader advances with a 3% COLA to **$82,400**.
- **Total Year 2 Salaried Payroll: $320,080** (5 salaried instructional/support staff + 1 school leader).

Year 3 (FY29) — Full Enrollment & Steady State (5 Classrooms, +25% Growth)

- **Instructional Expansion:** The school reaches full scale with 5 classrooms.
    - The **3 founding teachers** advance to **$55,167** each (3% COLA).
    - The **Year 2 teacher** advances to **$53,000**.
    - **1 new Classroom Teacher** is onboarded at **$53,000** starting salary.
    - Total instructional payroll reaches **$271,501** across 5 teachers.
- **Guidance Services:** The School Counselor position expands in scope/hours, increasing to **$30,000** annually.
- **Administration:** The School Leader advances with a 3% COLA to **$84,872**.
- **Total Year 3 Salaried Payroll: $386,373** (6 salaried instructional/support staff + 1 school leader).

Years 4 & 5 (FY30 & FY31) — Operational Maturity & Retention

- **Classroom / Headcount Stability:** Classrooms remain steady at 5, and staffing headcount stabilizes at 6 instructional/support roles and 1 School Leader.
- **Year 4 (FY30):** All staff receive a 3% COLA adjustment. Total salaried payroll increases to **$397,964** (Instruction: $279,646; Guidance: $30,900; Administration: $87,418).
- **Year 5 (FY31):** All staff receive a 3% COLA adjustment. Total salaried payroll increases to **$409,905** (Instruction: $288,037; Guidance: $31,827; Administration: $90,041).

Departmental Summary Table

Category	Start-up (Yr. 0)	Year 1 (FY27)	Year 2 (FY28)	Year 3 (FY29)	Year 4 (FY30)	Year 5 (FY31)
Operating Classrooms	3	3	4	5	5	5
Classroom Teachers (FTE)	3	3	4	5	5	5
School Counselor (PT)	—	—	1	1	1	1
School Leader (FTE)	1	1	1	1	1	1
Total Salaried Staff	**4**	**4**	**6**	**7**	**7**	**7**
Instruction Salaries	$31,200	$156,000	$212,680	$271,501	$279,646	$288,037
Guidance Services	$0	$0	$25,000	$30,000	$30,900	$31,827

School Administration	$53,333	$80,000	$82,400	$84,872	$87,418	$90,041
Total Salaried Payroll	**$84,533**	**$236,000**	**$320,080**	**$386,373**	**$397,964**	**$409,905**

Compensation Benchmarking & Market Alignment

The baseline salaries used in this financial proforma are competitive with local district scales:

- Classroom Teachers: Starting at approximately 53,000 places the school comfortably above the Newfound Area School District Bachelor's degree minimum, providing the school with a competitive recruitment advantage in the Lakes / Central NH region.
- School Leader: The base of $80,000 matches the starting baseline for regional school leaders (Newfound Elementary Principal level).
- Cost of Living Adjustments: The standard 3% annual compounding COLA reflects typical regional public educator contract increases, ensuring wage competitiveness over the five-year charter term.

Section IX: School Culture

A. School Environment

Danbury Chartered Public School seeks to cultivate a warm, inclusive, and developmentally appropriate learning environment for students in grades K–4, where each child may feel safe, respected, and supported. School culture is grounded in respect, kindness, responsibility, curiosity, stewardship, and connection to place—values that support both academic growth and social-emotional development.

Students may be encouraged to listen actively, share ideas, ask questions, engage in cooperative problem-solving, and demonstrate empathy through daily interactions. Classroom discussions, storytelling, collaborative projects, outdoor exploration, and guided play could support students in developing strong relationships and an appreciation for others.

Cultural awareness may be reflected through stories, traditions, and experiences that honor students' families while also highlighting the local landscape and agricultural heritage of the community. Farming, food production, seasonal work, and land stewardship may be presented as shared practices that connect learning to everyday life and foster respect for people, land, and resources.

Faculty and staff engagement in ongoing professional learning could support inclusive, developmentally responsive practices that meet the needs of all learners. Inclusion is understood not as a separate initiative, but as something students may experience daily through classroom routines, outdoor learning, shared responsibilities, and a strong sense of belonging.

B. Establishment and maintenance of School Culture

The culture of Danbury Chartered Public School may be shaped through consistent routines, clear expectations, shared responsibility, and positive relationships among students, staff, and families. At the beginning of each school year, age-appropriate expectations for behavior, learning, and community participation could be introduced and revisited regularly. These expectations may be reinforced through modeling, reflection, and daily practice and shared in the Student and Family Handbook.

Learning experiences are intended to be active, hands-on, and connected to the real world. Instruction may include project-based learning, outdoor classrooms, and place-based studies that reflect the rural and agricultural setting of the Danbury community.

Agriculture and land-based learning may serve as foundational elements of the school's identity and daily life. Agricultural experiences could be woven into academic instruction, school routines, and community activities. Opportunities may include:

- **School garden programs** where students participate in planting, tending, harvesting, composting, and seed saving
- **Seasonal learning cycles** connected to planting schedules, weather patterns, soil health, pollination, and harvest traditions
- **Farm-to-school experiences**, such as preparing simple foods, tasting local produce, and learning how food moves from field to table
- **Partnerships with local farms, orchards, foresters, and agricultural organizations** that support real-world learning
- **Student-led agricultural initiatives**, such as maintaining a small produce stand, donating harvested items, or sharing food with families and community members
- **Animal and habitat studies**, when appropriate, introducing humane care, ecosystems, and agricultural responsibility
- **Stewardship practices**, including care for tools, water conservation, waste reduction, composting, and respect for living systems

Through these experiences, students may develop patience, responsibility, collaboration skills, problem solving abilities, and pride in meaningful work. Agricultural learning may also reinforce literacy, numeracy, science, and social studies skills while supporting social-emotional growth.

The school environment may also function as a community gathering place. Seasonal celebrations, harvest events, shared meals, community work days, and classroom showcases could strengthen connections between school and home and reinforce the school's role within the local community.

Organizations that the DCPS will look to partner with are the Blazing Star Grange, Future Farmers of America, The New London Playhouse, The Blazing Star 4-H group, the Newfound Lake Region Association, The Newfound Audubon Society, The local Police and Fire Departments, the Danbury Public Library, the Danbury Community Center, Colby-Sawyer College environmental department, Local Artisans and Farmers.

Section X: Stakeholder Engagement

A. Philosophy of Parent (Family) Involvement (RSA194-B:3,II(v))

Danbury Chartered Public School recognizes and appreciates the vital role families and the community play in the educational process. We value a strong relationship between the parents/guardians and the school community. To further strengthen this partnership, DCPS will actively seek input and collaboration from families, by forming a Family Advisory Committee (FAC). This group will form in the beginning of the school year and will strive to maintain membership of at least one parent/family member from each grade, a member from the Board of Trustees and any additional parents or community members that would like to join. The FAC will also welcome teachers and/or students to join if they wish. The FAC will set its own rules, bylaws, agenda, and meeting schedule. The FAC will focus on supporting educational and extracurricular activities, fundraising efforts (in partnership with the School Leader and the BOT) and retaining a vibrant connection with community members.

DCPS will schedule periodic parent-teacher evenings where parents will be able to make an appointment to provide feedback or ask questions directly to their child's teacher. The School Leader and the Chair of the FAC will also maintain an open line of communication for any parental/family input.

In addition, DCPS will maintain transparency in all activities. The curriculum will be posted for the parents' review and parents may be called upon to volunteer at school and fundraising activities such as Dandelion Days, agricultural events, and others as needed.

B. Community Involvement Plan including Partnerships

Danbury Chartered Public School seeks to support its programming and operational goals by engaging community members, civic and non-profit organizations and local businesses in its fundraising events and extracurricular activities. The Family Advisory Committee, School Leader and Board of Trustees will promote this involvement and encourage community partners to provide donations, fund program initiatives, provide materials, etc. DCPS will actively pursue a working relationship with other charter schools, to share and collaborate information as appropriate.

Current outreach efforts include monthly community meetings, farmer's market information table, social media postings, and other forms of community outreach.

C. LEA Partnerships

Danbury Chartered Public School will actively reach out to LEA superintendents and principals to explore partnership opportunities. We will focus on the district where our school is located and the home districts of our students. We will work on coordinating with scheduling, information sharing and possible transportation options for students.

Section XI: Facilities

A. Access to a facility suitable for the school (RSA 194 B3: II(d))

Currently, the Danbury Chartered Public School is considering pursuing leasing the existing Danbury Elementary School located at 20 Daffodil Lane. The Newfound Area School District (SAU #4) School Board recently voted to close the Danbury Elementary School effective at the end of the current (2025 – 2026) school year. Upon closure it is understood that ownership of both the property and the school building, and any appurtenant structures, will remain with the Town of Danbury. The Danbury Chartered Public School has had preliminary discussions with the Town of Danbury relative to potentially leasing the property and building for the purposes of a local public Charter School.

Should the existing Danbury Elementary School not be made available by the Town of Danbury, DCPS will evaluate other potential locations within or adjacent to the Town of Danbury.

B. Description of school needs and requirements

Preliminary facility requirements for the Danbury Chartered Public School will be established to meet the proposed educational needs of the planned student population.

In general, the following minimum requirements will be considered when evaluating any potential educational facilities.

- Adequate classroom space for the grade levels and class sizes being proposed
- Adequate student support spaces (intervention, special services, etc.).
- Adequate staff support spaces such as teacher prep areas, meeting room(s), and administrative support areas.
- Secure building entrance, doors and windows appropriately labeled for first responders, and secure egress points.
- Adequate exterior recreation spaces for playground equipment, play areas, and other areas related to implementation of planned student curriculum activities.
- Appropriate and safely configured student drop-off/pick-up areas.
- Adequate and appropriately located visitor and staff parking areas.
- School delivered food service is not proposed at this time but may be considered in the future.

The DCPS understands it will need to receive an Approval to Operate a K-4 Public School Facility from the New Hampshire Department of Education (NHED) in accordance with NHED Administrative Rule Ed 320 prior to student occupancy of any facility. Approval by NHED is predicated on the school facility meeting all applicable State fire and building codes, ADA requirements, AHERA compliance, NHED Health Inspection, and lead in water testing. NHED approval also requires the school to have certain safety related documents, policies, and operational plans in place.

The DCPS is proposing to offer grades K through 4 with a total maximum enrollment of 120. Based on this student body configuration the following minimum facility requirements have been determined.

- Five (5) separate student classrooms.
- Front office/reception space/teacher prep space.
- Administrator's office.
- Minimum of one intervention/special services space.
- Multipurpose room.
- Maintenance/custodial storage space.
- One ADA compliant playground area with play structures.
- Outside space for the implementation of student related curriculum, as needed.
- Adequate number of bathrooms (to be determined by plumbing code requirements during design phase).
- Twelve (12) staff parking spaces and two (2) visitor spaces with code required number of ADA compliant spaces.

C. Plans for facilities lease or purchase

As discussed above, the DCPS is planning to pursue a lease agreement for the existing Danbury Elementary School located at 20 Daffodil Lane. The DCPS has had preliminary discussions with the Town of Danbury relative to potentially leasing the property and building for the purpose of establishing a local public Charter School.

The DCPS is not currently in a financial position to purchase the Danbury Elementary School from the Town of Danbury. As such, discussions related to a purchase agreement have not been pursued with the Town.

Section XII: School Safety Management Plan

A. Emergency Operations Plan (RSA 194-B:3 (II) (CC) 9)

In accordance with RSA 194-B:3 (II) (CC) 9, Danbury Chartered Public School will complete and submit a comprehensive Emergency Operations Plan (EOP) to the New Hampshire Homeland Security and Emergency Management (NH HSEM) prior to school opening.

The EOP establishes clear procedures for identifying and responding to emergencies and outlines the roles and responsibilities of staff, students, and key stakeholders before, during, and after an incident. The plan is designed to ensure staff can respond quickly and effectively in emergency situations and provides assurance to parents and the community that appropriate safety measures are in place.

The EOP will align with the National Incident Management System (NIMS) and Incident Command System (ICS) and will include: a threat-assessment team and protocols; regular safety drills (monthly in the first semester, at least quarterly thereafter); reunification procedures, including a secondary site; coordination agreements with local police, fire, EMS, and Merrimack County Emergency Management; and annual emergency training for all staff.

The plan will be reviewed annually, at minimum, to maintain compliance and reflect best practices.

B. School facilities shall comply with all federal and state health and safety laws, rules, and regulations (RSA 194-B:8,II; RSA 194-B:3 (II) (CC) 9)

Danbury Chartered Public School shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: fire safety; heating, ventilating, and air conditioning (HVAC); plumbing; electrical; food service; and ADA (Americans with Disabilities Act).

Section XIII: Communication Plan

A. Plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school (RSA194-B:3,II(w))

Clear, consistent, and transparent communication is recognized as an essential component of a positive school culture and strong family partnership. Danbury Chartered Public School may use a variety of communication methods to keep families, staff, and the community informed, engaged, and connected.

Communication methods may include:

- Regular school updates sharing information about learning activities, outdoor and agricultural projects, events, and reminders
- Family–Teacher conferences, typically offered at least twice per year, with additional opportunities as needed
- Direct communication between families and teachers through email, phone calls, or meetings
- Student and Family Handbook outlining expectations, school practices, policies, and procedures

B. Plan to develop and disseminate best practices to charter schools, LEAs and the wider community (Ed 318.13 e (4) and 318.14 (b) (4))

To share our best practices and innovative practices with the larger educational community the school will view itself not only as a place where students learn, but also as a learning community for educators. As the school develops the DCPS will create opportunities for educators, community organizations and other interested partners to observe instruction, participate in professional learning and exchange ideas. Such as:

- Becoming a learning lab where educators can come and see a model in action.
- A day in Danbury would be held where visitors could see the morning instruction, outdoor learning, student led practices, and more.
- An annual Danbury Rural Education Conference would be a day that educators are invited from throughout New England and experience hands-on workshops with topics such as agricultural education, animal-based learning, literacy through real life experiences, science through investigation, environmental education, rural teacher collaboration and small school innovations.

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

Digital communication tools may support accessibility and transparency, such as:

- A school website serving as a central source for calendars, announcements, policies, and governing board information
- Social media platforms to highlight learning experiences, seasonal activities, and community connections
- Exploration of a family communication portal to support access to attendance, academic information, and school messaging

Emergency communication may include text messages, phone notifications, or email alerts to ensure timely sharing of urgent information.

Communication practices may be reviewed periodically through feedback from families and staff, participation levels, and informal input. Adjustments could be made over time to improve clarity, accessibility, and engagement.

Through flexible, respectful, and consistent communication, Danbury Chartered Public School aims to strengthen trust, collaboration, and shared responsibility in support of student learning, agricultural stewardship, and community connection.

Section XIV: Assurances, Provisions, and Policies

A. Global Hold Harmless Clause (RSA194-B:3,II(x))

In accordance with RSA 194-B:3, II(x), Danbury Chartered Public School, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the host school

district, any other school district that sends its students to the charter school, and their respective school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns (collectively, the “Indemnified Parties”) from any and all claims, demands, actions, and causes of action, whether in law or in equity, and from all damages, costs, losses, and expenses, including but not limited to reasonable attorneys’ fees and legal costs, arising out of any action or inaction of DCPS, its Board, officers, employees, agents, representatives, contractors, guests, invitees, or pupils. This indemnification shall not apply to any claims, damages, losses, or expenses resulting from the acts or omissions of the Indemnified Parties themselves.

B. Severability Provisions

In accordance with RSA 194-B:3, II(y), Danbury Chartered Public School assures that any provision of the charter school contract found by a court or other competent authority to be contrary to applicable law, rule, or regulation shall be deemed unenforceable. If any provision of the charter contract is determined to be invalid, illegal, or unenforceable, such determination shall not affect the validity or enforceability of the remaining provisions, which shall remain in full force and effect unless otherwise terminated in accordance with the terms of the contract. DCPS further agrees that any such unenforceable provision will not be implemented or enforced and will be promptly amended by the Board of Trustees to ensure compliance with all applicable laws, rules, and regulations.

C. Statement of Assurance – Nondiscrimination (RSA 194-B:3, II(m))

Danbury Chartered Public School shall not discriminate on the basis of race, color, religion, creed, national or ethnic origin, sex, sexual orientation, gender identity or expression, age, disability, genetic information, marital status, socioeconomic status, veteran status, pregnancy or pregnancy-related conditions, or any other characteristic protected under applicable state or federal law. This assurance applies to the selection and enrollment of students, hiring and employment of staff, access to and participation in educational programs and activities, and all other aspects of school operations and administration. In accordance with RSA 194-B:3, II(m), DCPS affirms its commitment to providing an inclusive and equitable educational environment free from unlawful discrimination. The Board of Trustees shall adopt and maintain policies and administrative procedures to ensure compliance with all applicable nondiscrimination laws and to provide a clear process for addressing and resolving complaints or concerns.

D. Statement of Assurance – Insurance Coverage (RSA 194-B:3, II(t))

Danbury Chartered Public School, in accordance with RSA 194-B:1, III, shall operate as a chartered public school and shall be afforded the same protections and limitations of liability as other public schools under RSA 507-B. The School shall obtain and maintain, at all times, all forms of insurance required for the lawful and prudent operation of a public charter school, including but not limited to general liability, property, and any other coverage as required by applicable state and federal law. The DCPS shall provide continuing evidence of adequate insurance coverage as required under RSA 194-B:3, II(t). Current insurance policies, certificates

of coverage, and all related documentation demonstrating ongoing compliance shall be maintained on file in the DCPS's office and made available to the authorizer and appropriate state authorities upon request. The Board of Trustees shall be responsible for ensuring that all required insurance coverage remains in full force and effect and is reviewed regularly to ensure adequacy and compliance with applicable legal and operational requirements.

E. Statement of Assurance – Consultants (RSA 194-B:3, II(u))

Danbury Chartered Public School shall not discriminate on the basis of race, color, religion, creed, national or ethnic origin, sex, sexual orientation, gender identity or expression, age, disability, genetic information, marital status, socioeconomic status, veteran status, pregnancy or pregnancy-related conditions, or any other characteristic protected under applicable state or federal law. This assurance applies to the selection and enrollment of students, hiring and employment of staff, access to and participation in educational programs and activities, and all other aspects of school operations and administration. In accordance with RSA 194-B:3, II(m), DCPS affirms its commitment to providing an inclusive and equitable educational environment free from unlawful discrimination. The Board of Trustees shall adopt and maintain policies and administrative procedures to ensure compliance with all applicable nondiscrimination laws and to provide a clear process for addressing and resolving complaints or concerns.

F. Policy and Procedure – Contracting with Host School District (RSA 194-B:5, V; RSA 194-B:8, VII)

Danbury Chartered Public School may, at the discretion of the Board of Trustees, contract with the host school district or private providers for shared services—including athletics, maintenance, and operational supports—when such arrangements are educationally beneficial and fiscally responsible. In accordance with RSA 194-B:2, RSA 189:6, and RSA 189:8, students residing within the host district shall be eligible for transportation on the same terms as other local public school students, with DCPS assuming responsibility for any specifically assessed additional costs.

For students residing outside the host district, neither the sending district nor DCPS is obligated to provide transportation; however, DCPS will support families in coordinating carpools or alternative arrangements to the extent practicable. The BOT shall oversee all service contracts to ensure transparency, statutory compliance, and alignment with the school's programmatic needs, independently securing any services not provided through district agreements.

G. Statement of Assurance – Required Pre-Opening Policies (RSA 194-B:16(a); Ed 317.05; Ed 317.06; Ed 318.16)

Following the issuance of its charter and prior to the commencement of operations, the Danbury Chartered Public School Board of Trustees shall develop and adopt comprehensive policies to ensure regulatory compliance and student well-being. These policies will include protocols for records retention, as well as a robust framework for promoting school safety that encompasses the reporting of suspected abuse or neglect, sexual harassment as detailed in Ed 303.01(j) and (k), and pupil safety and violence prevention in accordance with RSA 193-F. Furthermore, the

BOT will establish clear guidelines limiting the use of child restraint practices pursuant to RSA 126-U and ensuring all students participate in developmentally appropriate daily physical activity as required by Ed 310.

H. Dissolution, Disposition of Assets, and Educational Continuity (RSA 194-B:3, II(bb); RSA 194-B:16, VII; RSA 194-B:16-a)

In the event of dissolution, the Danbury Chartered Public School Board of Trustees shall consult with the New Hampshire Department of Education (NHED) to satisfy all contractual and financial obligations, prioritizing the settlement of liabilities before returning in-kind donations or distributing residual assets among other New Hampshire public charter schools. To ensure educational continuity under RSA 194-B:3, II(bb), the school will maintain instructional services through the end of the academic year when possible and manage the immediate, secure transfer of all student records and IEP/504 documentation to resident districts or the NHED to facilitate seamless pupil transitions.

I. Conversion and Alternative Arrangements (RSA 194-B:3, II(aa))

This section is not applicable, as Danbury Chartered Public School is established as a new, startup public charter school and is not a conversion of an existing public school.

J. Provision of Exclusive Services and Student Transition (RSA 194-B:8, IV)

In accordance with RSA 194-B:8, IV, should Danbury Chartered Public School provide the only available public education services at a specific grade level in the school district, it shall offer those services to all resident pupils of that grade level. In the event the school ceases operations for any reason, the Board of Trustees, faculty, and administration will implement the following transition plan to ensure all students are placed in appropriate educational settings:

- Families will be informed of the school's dissolution at least 90 days in advance to allow for adequate planning.
- A committee of faculty and parents will create a researched list of available educational options for all students.
- Parents or guardians will provide a written release of information to facilitate the legal transfer of student data.
- All receiving schools will be formally notified of incoming students, and their respective files will be forwarded immediately.
- DCPS personnel will remain available for consultation with receiving schools to ensure continuity of instruction.
- All appropriate student records and academic information will be mailed directly to each student's home to ensure families have complete copies of their educational history.

K. Only Available Education for a Specific Grade (RSA-B:8, IV; ED 318.07(b)(5))

If Danbury Chartered Public School is the only public school in its district providing education services at a specific grade level, we will offer those educational services to all resident students of that grade level.

L. Proposed Accountability Plan (RSA 194-B:3, II(dd))

Danbury Chartered Public School acknowledges that a full, comprehensive Accountability Plan shall be developed and ready for implementation prior to the school's opening date. This plan will establish a common set of goals and outcome measures representing the high expectations the Board of Trustees holds for student learning, operational integrity, and school culture.

Educational Goals and Objectives

The school will be held accountable to the same academic outcomes as other public schools in New Hampshire, including performance on state exams (SAS) in English Language Arts, Mathematics, and Science.

- Academic Excellence: Students enrolled for two or more years will meet or exceed targeted proficiency levels on state assessments.
- Growth Tracking: Students will demonstrate measurable annual growth as determined by diagnostic tools such as NWEA MAP or similar assessments.
- Mission Alignment: Students will complete a Capstone project or Portfolio reflecting the school's specific pedagogical focus prior to promotion, meeting established internal rubrics for success.

Organizational and Programmatic Goals

- School Climate & Culture: Maintain a safe, respectful environment as measured by targeted satisfaction rates on annual family and student surveys and monitored through attendance and absenteeism data.
- Governance & Compliance: The Board of Trustees will conduct annual self-evaluations and ensure the timely submission of all state-required compliance and financial reports.
- Staff Development: Maintain targeted teacher retention rates and ensure staff participate in mission-aligned professional development.
- Fiscal Vitality: Maintain a balanced budget with clean annual independent audits and targeted cash-on-hand reserves to ensure long-term sustainability.

Accountability Measures and Timeline

The Accountability Plan covers the initial five-year charter term, with a new plan developed during the renewal process.

- Phase 1 (Pre-Opening): Finalize full Accountability Plan and baseline assessment tools.
- Phase 2 (Quarterly): Internal data collection and review of disciplinary, attendance, and interim academic data by the Board.
- Phase 3 (Annual): Public reporting of progress via the NHDOE Annual Report and community updates.

- Phase 4 (Year 3/5): Summative evaluation of all goals to guide the Charter Renewal Application.

Continuous Improvement Cycle
Danbury Chartered Public School will employ a rigorous data-review cycle: collecting data from defined measures, analyzing outcomes against objectives, and developing targeted action steps for any areas falling below established benchmarks. This ensures transparency and growth for all stakeholders—students, families, staff, and the community.

M. Educator Code of Conduct (RSA 194-B:3, II(ee))

In accordance with RSA 194-B:3, II(ee), the Danbury Chartered Public School Board of Trustees shall formally adopt and implement the New Hampshire Code of Conduct for Educators as outlined in Ed 510.01 through 510.05. See Appendix Q, Educator Code of Conduct.

Section XV: Letters of Support

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

Include a plan to acquire letters of support from parents, business and community leaders, elected officials and/or local school districts.

Please see Appendix R for letters of support from our community members, leaders, and school officials. Our town has 1,400 people and our initial survey had over 200 respondents within hours, see Appendix S for survey results. Our community meeting attendance has ranged from 20-72 people, and our $20 drive for alumni has netted over $3,000 to date. Danbury Chartered Public School continues to receive pledges, including $25,000 once the charter is approved. Given the town’s size, these numbers highlight an impressive level of community support.

Section XVI: Charter School Opening

See Appendix B.

Section XVII: Signed and Certified Application

This application has been prepared using the criteria set forth in the New Hampshire Department of Education Chartered Public School Evaluation Rubric, as provided by the State of New Hampshire at the time of receipt and acceptance of the 'Letter of Intent' dated March 19, 2026.

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

Name	Date	Signature
Rachel Bujnowski	May 12, 2026	Rachel H Bujnowski
Sarah Greenshields	May 12 2026	
Anna Offen	May 12, 2026	Anna Offen
Audrey J Pellegrino	May 12, 2026	Audrey J Pellegrino
Katelyn Setterlund	May 12, 2026	Katelyn Setterlund

Appendix A Letter of Intent

New Hampshire Department of Education
Office of Charter Schools

Intent to Submit

Please complete the following form to register your intent to apply to operate an approved chartered public school in the State of New Hampshire using the State Board of Education authorization process.

These forms are received on a rolling basis and should be returned to: doe.nhcsp@doe.nh.gov.

Date:	March 19, 2026
Proposed Charter School Name:	Danbury Charter School
Proposed Grade Levels:	Kindergarten - 4th grade
Type of Development Team:	☐ Non-Profit ☐ Teacher Group (2 or more NH certified teachers) ☒ Parent Group (10 or more parents)
CONTACT INFORMATION	
Primary Contact Name:	Audrey Pellegrino
Primary Contact Phone Number:	603-568-8156
Email Address for Primary Contact:	Danburycharter@gmail.com
Mailing Address:	276 Ragged Mt Rd. Danbury NH 03230

Questions should be directed to:

Talmage H. Bayer, Charter School Administrator
NH Department of Education
25 Hall Street, Concord, NH 03301-3860
Tel. (603) 271-8049 | Talmage.H.Bayer@doe.nh.gov

Appendix B Measurable Goals and Objectives for school opening and a timeline for implementation

Target Date	Objective
March 2026	• Conduct survey to determine community interest • File letter of Intent • Hold community wide informational meeting • Establish communication channels and create a website. Danburycharter.org
April 2026	• Meet with Danbury Selectboard • Meet with NH Department of Education for charter discussion • Begin Charter application • Meet with SAU4 Superintendent • Meet with Danbury Elementary School Principal • Meet with NHED Charter School Grant Administrator • Hold community wide informational meeting/Existing BOT work meeting
May - June 2026	• Prepare the charter application for State Board approval (RSA 194-B:3) • Approve a preoperational and five year budget • Hold community wide informational meeting/Existing BOT work meeting • Create a process for selecting BOT using best practices laid out in “Charter School Governing Board Composition: A Toolkit for Board Members” (National Charter School Resource Center, 2018)
July - August 2026	• Submit DCPS application to NHED • Line up consultants and trusted advisors to assist with policy and procedure creation, marketing, finances and compliance • Hold community wide informational meeting/Existing BOT work meeting
September - October 2026	• Curriculum mapping (working with SAU4 to ensure continuity when students attend the area middle school) • Begin application for Charter School Program Grant application and supplemental grants • Hold community wide informational meeting/Existing BOT work meeting • Establish committees needed at this point

November - December 2026	● Anticipate Charter approval set up non profit with the NH Secretary of State ● Apply for 501(c) (3) ● Sign Lease with the Town of Danbury for proposed school location ● Identify vendors, create preliminary orders and get quotes for materials, furniture, technology and agricultural needs ● Conduct Alumni drive ● Purchase insurance ● Obtain legal counsel agreement ● Hold community wide informational meeting/Existing BOT work meeting
January - February 2027	● Training, onboarding and installation of the Board of Trustees ● Bylaw approval ● Election of officers ● Review and activate a fundraising and partnership plan ● Review and revise, if necessary, a detailed budget for the school's operations ● Establish committees needed at this point ● Begin a marketing campaign to recruit students ● Hire school leader ● Begin any upgrades that are necessary to meet regulations and codes ● Install technology, networking and security ● Policy development, revision and approval, in accordance with the following: ○ Records retention RSA 189:29-a ○ Promoting school safety, including reporting of suspected abuse or neglect RSA 169-C:29; sexual harassment Ed 303.01 (j) and (k); pupil safety and violence prevention RSA 193-F; limiting the use of child restraint practices RSA 126-U; Emergency Operations Plans RSA 189:64; developmentally appropriate daily physical activity Ed 310 and RSA 189:11-a, V-VI, NH Department of Education Rules Ed 1100., Ed 300 & Ed 306 ● Create Hiring documents ● Expand partnerships with LEAs, community groups, and businesses ● Hold community wide informational meeting/BOT work meeting ● Host open house and informational events to recruit students ● Open enrollment period February 1 - March 31
March - April 2027	● Board of Trustees to approve school policies ● Blind lottery no later than April 15 ● Send notification of admission status to families

	● Send admission forms and receive student records ● Purchase curriculum, furniture, and equipment ● Have agricultural sheds built ● Host informational sessions for families ● Set class schedules/school calendar ● Advertise and hire staff ● Hold community wide informational meeting/BOT work meeting
May - June 2027	● Legal counsel will review draft policies ● Inspection for Certificate of occupancy-health, safety and school inspections ● Meet with families/host a community evening ● Create MOUs with district schools ● Set up federal Title programs ● Complete an emergency Operations Plan and submit it to the NH Homeland Security and Emergency Management Portal and train staff regarding plan ● Hold community wide informational meeting/BOT work meeting
July - August 2026	● Train staff ● Set up classrooms and outdoor spaces ● Finalize MOUs ● Host open house for families ● Host open house for community ● Obtain agricultural animals ● BOT working meeting
September 2026	● All policies, procedures, handbooks, and contracts are in place and effective ● BOT working meeting ● School opens for students to learn and be happy!

Appendix C Names and biographies of the founding members

Rachel Bujnowski
Rachel is a driven leader, proud mother, and relentless advocate for the people she cares about. As a Value Stream Leader, Rachel thrives in fast-paced environments where teamwork, problem-solving, and accountability matter most. Outside of work, her greatest role is being a mother of a pediatric cancer warrior - a journey that has shaped her into someone who is resilient, compassionate, and fiercely determined. Rachel believes in leading with heart, standing up for what matters and finding strength and humor in life's hardest moments.

Sarah Greenshields, Med
Danbury Elementary Alumni, resident of Dover and Wilmot, NH. Sarah owns and operates the Seacoast's largest licensed childcare centers and Montessori Schools, Little Tree Education. From 2013 to 2018, Sarah was elected to serve on Dover's School Board (2013-15) and City Council (2016-18). Post-graduate studies focused on Montessori School Leadership. Sarah is a mother of two, an avid snowboarder and equestrian.

Anna Offen
Graduate of Newfound School District and current Danbury resident. Anna has strong ties to the local community having served as a Planning Board member for over a decade, former Town Moderator and her husband is one of the current owners of Ragged Mountain Resort. Anna's professional background is in finance and she currently works for a professional fiduciary firm based in Vermont, as the manager of the Daily Money Management Department. She is the mother of a charismatic young daughter, enjoys skiing and gardening and spending time outside with her family and animals.

Audrey J Pellegrino, Med, CAGS, CNW, DCN
Life-long resident of Danbury, relative of a founding family. Mother of four, grandmother of nine. Former educator (25 years in both elementary and college level), Post-graduate work focused on phonemic awareness and early reading skills. Audrey has served on the Newfound School District Budget Committee, was a founding member of the Danbury Community Center, which has been running over twenty years, is a 4-H leader and a past library trustee. Currently, Audrey owns and operates the Danbury Country Store.

Katelyn Setterlund, MSL
Katelyn moved to Danbury so her future children could attend a local school and grow up in a close-knit community. She serves as Planning Board Clerk for the Town of Danbury and works for the State of New Hampshire as a Financial Manager and Compliance Officer. Outside of work, she values family life and enjoys spending time with her husband, animals, and the outdoors.

Appendix D Description of Stages

- *Proposal Stage* - The issue that needs to be addressed is clearly defined, relevant data is gathered and presented, potential solutions are presented along with a proposed solution. The proposal shall be presented to all board members for discussion.
- *Discussion Stage* - The proposal and the key points are included on an agenda for an upcoming meeting. During the meeting, the proposal is presented and the floor is open for discussion. Requests may be made for additional information at this time.
- *Voting Stage* - After all BOT have had an opportunity to speak, a motion to vote may be made and seconded.The vote is conducted according to the BOT established procedures (majority rule, two-thirds majority). The vote is documented and recorded in the meeting minutes.
- *Implementation Stage* - The decision is communicated to all relevant stakeholders, responsibilities are assigned, a process for monitoring and reviewing progress is established, and the outcome is evaluated.

Appendix E Proposed Draft Bylaws

Danbury Chartered Public School
BYLAWS (draft of 5/01/26)

Effective _____, 2027

ARTICLE I
Name, Purpose, Location

1. Name: The corporation's name shall be The Danbury Chartered Public School

2. Purpose: The School (the "Corporation") shall remain a voluntary corporation duly organized and existing under the laws of the State of New Hampshire to operate a public charter school.

3. Location: Danbury, Merrimack County, New Hampshire

ARTICLE II
Tax Exempt Status & Corporate Authority

1. Corporate Authority: In furtherance of the purposes outlined in Article 1 herein and the Articles of Agreement of the Corporation, the Corporation shall have and exercise all the powers conferred by the laws of New Hampshire upon corporations formed under the voluntary corporation law of New Hampshire; it may do any or all things set forth herein to the same extent as natural persons might or could do them; it may do any other acts, matters, and things necessary or incidental or convenient to these purposes which are not contrary to New Hampshire law; provided, however, that all activities and actions outlined in this Section shall be carried out strictly in furtherance of the corporate purposes recited in these bylaws, and within the limitations applicable to public chartered schools outlined in RSA 194-A.

2. Tax-exempt Status: Danbury Chartered Public School is organized for education and charitable purposes to be exempt from federal taxation under Section 501(c)(3) of the Internal Revenue Code or the corresponding section of any future federal tax code. Notwithstanding anything to the contrary in these bylaws, all activities and actions of the Corporation shall be limited and restricted by the following provisions:

   a. No part of the Corporation's net earnings shall insure to the benefit of, or be distributed to, its members, officers, or other private persons.

   b. No material part of the activities of the Corporation shall include carrying on propaganda or otherwise attempting to influence legislation, and the Corporation

shall not participate in or intervene in any political campaign on behalf of any candidate for public office. However, this does not preclude the Corporation from permitting bona fide political candidates from speaking at the school as a part of the history or civic curriculum.

c. In extending its services to persons using facilities of the Corporation and in all of its activities, the Corporation shall not engage in any activity constituting discrimination or harassment in violation of State or Federal Civil Rights Laws.

ARTICLE III
Board of Trustees

1. Authority: The Board of Trustees for the Danbury Chartered Public School derives its authority from RSA 194-B (Chartered Public Schools); RSA 292 (Voluntary Corporations and Associations); and the Danbury Chartered Public School Charter. The Board shall have general supervisory control and authority over the operations of the Danbury Chartered Public School. The Board shall act in matters of governance, mission, and policy, while it shall delegate day-to-day operations and other issues to the school's Director, subject to oversight by the Board.

All power and legal authority of the Board lies in its action as a group. A majority vote will determine all decisions made by the Board. The Board shall conduct its official business publicly, except where permitted to act in non-public session according to RSA 91-A.

In specific instances, the Board may vote to grant a particular Board member the authority to act on a decision for the entire Board. In all other instances, an individual Board member has no power or authority to act independently.

2. Board Composition: The Board shall have at least five (5) and no more than nine (9) voting members. No employee of the corporation shall hold the position of chair or presiding officer of the Board. Beginning within three (3) months of when the Corporation first enrolls students, the Board shall include no fewer than two (2) parents of pupils attending the chartered public school. No greater than one (1) Board member may simultaneously serve as a member of any other school board.

In addition to the members set forth above, the Board shall have three non-voting members. The school's Leader, a faculty representative as appointed by the Board following nomination(s) from the school's faculty from time to time, preferably before the annual organizational meeting, and a community representative as appointed by the Board following nomination(s) from the school's Leader ideally before the start of any school year, but in any circumstance, no later than thirty (30) days following the beginning of each school year. The Board may nominate and appoint replacement faculty

representatives or community representatives at any time, as needed, to fill any vacancy in those positions.

3. Mandatory Reporting: The Board will report to its local school board if and as required by law.

4. Conflict of Interest: The Danbury Chartered Public School Conflict of Interest Statement is attached and incorporated by reference.

The purpose of the attached Conflict of Interest Statement is to protect the Board and the Corporation when contemplating a transaction or agreement that could benefit the private interests of any one member of the Board. This statement is intended to supplement, but not replace, any applicable state and federal laws governing nonprofit and charitable organizations.

5. Statement of Nondiscrimination: Danbury Chartered Public School strives to provide a positive learning environment for all its students and equal opportunity for its employees. To that end, Danbury Chartered Public School does not discriminate based on gender, race, color, national origin, religion, disability, familial status, parental status, gender identity, or sexual orientation in its employment policies, enrollment policies, and educational programs.

6. Board Membership: A group of concerned and committed citizens from Danbury shall recruit and select the initial Trustees. Subsequently, the Board shall conduct an annual organizational meeting at which a vote of the sitting Board shall elect new members. The Board may create a recruitment committee to recruit candidates and to present candidates to the Board for election. The Board shall select Board Members based on personal and professional background, and a commitment to the school's mission, support, and sustainability.

The Board shall maintain at all times a board of at least five (5) members, but not more than nine (9) voting members, and in addition, can establish *ex officio* Board members and/or advisors who shall hold non-voting seats on the Board of Trustees. Ex-officio members of the Board shall not participate in non-public sessions unless invited to do so by the Chairperson of the Board of Trustees.

The Board will nominate new members to the greatest extent possible, nominees will represent varied socioeconomic, professional, and group backgrounds to ensure diversity on the board.

7. Length of Terms: Board member terms must be staggered to benefit from the experience of veteran members while also welcoming fresh perspectives that new

members may offer. Board Member terms shall represent a diversity of stakeholders not to exceed the following term guidelines:

- Up to two (2) members representing the professional/business community (external members) shall have two-year terms;
- Up to five (5) founders or major contributors to the school shall have three-year terms, and
- Up to two (2) parents of current school pupils shall have one-year terms with a two-term limit.

Unless appointed to fill a vacancy as an interim member, all terms are calculated from the close of the annual organizational meeting in which the member was elected and shall continue until the end of the annual organizational meeting in the year the respective member's term expires.

Ex officio Board member appointments will be perpetual unless removed by a majority vote. Except as set forth herein, no term limits for any of the Board will be imposed.

8. Orientation: The Corporation shall conduct an orientation for new members of the Board. The purpose of orientation is to provide new Board members with information and understanding of the Board's governance philosophy; the roles, responsibilities, and limitations of individual members; the function of the Board as a whole; the mission and charter of the school; and, the status of the School's finances. Where practicable, a new member will be provided the following orientation materials before his or her first Board Meeting:

- The Danbury Chartered Public SchoolCharter;
- The Bylaws;
- Board policies and procedures;
- Roles and responsibilities of the Board and its officers, including Code of Ethics and Conduct (see Art. III, § 11);
- Descriptions of school administration and staff responsibilities;
- School policies and procedures;
- Budget and insurance provisions;
- Calendar of Fundraising and School events;
- A roster of the members of the Board and all board committees, with contact information;
- Conflict of Interest Statement; and
- Staff and student handbooks.

9. Election of New Members: If a Board member resigns or is removed before a term has expired and before the annual organizational meeting, a vote by the full remaining Board may fill the vacant Board seat, subject to the qualifications mentioned earlier. If a member

resigns before a term has expired or to fill a member seat at the end of a term of service, appointment will proceed as follows:

- The Board shall be responsible for recruiting new board members. The Board may create a subcommittee to recruit candidates and present candidates to the Board;
- The Board may post Advertisements of the Board seat via school newsletters, websites, and other public media options;
- Potential candidates will be asked to complete an application form noting their personal and professional experience and their interest in the Danbury Chartered Public School and
- The Board will vote to appoint new members.

10. Resignation: If a member resigns for any reason at any time, whenever possible, they will submit a statement of intent to the Chair at least forty-five (45) days before the end of service to ensure the Board can identify a qualified candidate to fill the vacancy. The Board is not required to vote upon accepting a Board Member's resignation.

11. Code of Ethics and Conduct: The Corporation shall have a code of ethics and conduct for the Board of Trustees. As a condition precedent to service on the Board of Trustees, each Board Member shall receive, read, and sign the Code of Ethics and Conduct, indicating his/her agreement to abide by the Code of Ethics and Conduct. Failure to sign or adhere to the Code of Ethics and Conduct shall cause the removal of an elected Board Member.

12. Removal: Board Members may be removed only for cause and upon the vote of two-thirds (2/3) of the disinterested Board Members. Motions or petitions for removal shall only be made by other Board Members. Before the vote to remove a Member, that Member shall be afforded notice of the asserted cause for removal and shall be granted the opportunity to respond to the asserted cause in writing and orally before the Board.

ARTICLE IV
Meetings

1. Meetings: Regular meetings of the Board will occur not less than ten (10) times per year, on a consistent day, time, and place. Special Meetings of the Board shall occur at the call of the Chair, provided notice of the time and place of the meeting shall comply with this section. The Board and the Corporation will adhere to RSA 91-A about open meetings. Parents of the charter school and the general public have the right to attend general board meetings and inspect minutes, and they are encouraged to do so.

Notice of time and place for meetings will be posted in two (2) appropriate places (i.e., school website, social media sites, and/or school main office) at least twenty-four (24) hours (excluding Sundays and Holidays) before the meeting.

Within the limits of RSA 91-A, Members shall be permitted to attend meetings by virtual means, including but not limited to video and teleconference. In doing so, a member shall be considered in attendance and may vote accordingly.

A Member's presence at a meeting shall constitute a waiver of any objection to the sufficiency of notice of the meeting.

2. Agenda: A planned agenda shall be developed by the Chair of the Board of Trustees and shall be distributed with the notice of the meeting. Requests for reordering or revising the agenda should be directed to the Chair and shall be considered at the beginning of the meeting and approved by the Chair.

The agenda will be published via the school website. The Chair or the designee will distribute the agenda with supporting materials to all members twenty-four (24) hours before the meeting. The distribution of this document shall be made via email.

Anyone wishing to address the Board with an issue not on the agenda referring to the Corporation must make a written request to the School Director at least five (5) working days before the monthly meeting. Requests must pertain to governance, mission, budget, or policy matters. The Board shall not entertain discussion of human resources, specific students, general complaints, or any matter treated adequately as confidential or non-public, according to RSA 91-A. In consultation with the Board Chair, the Director shall determine whether the requested item shall be added to the agenda.

3. Quorum: Fifty-one percent (51%) of the voting members of the Board present at a legally declared meeting shall constitute a quorum for the transaction of the business of the Corporation. As noted in Section 1 above, virtual or remote presence is permitted, provided that a quorum of the Board is physically present at the Meeting. Once established, a quorum is not lost due to the departure or recusal of a Board Member.

4. Parliamentary Procedures for Meetings

The basics of *Robert's Rules of Order* shall be the standard for facilitating discussions and group decision-making, as follows:

a. **Motion**: Note: No discussion of an issue or anticipated action is conducted unless and until a motion is made. A motion should be a "positive" to approve an action wherever possible.

To introduce a new piece of business or propose a decision or action, a motion must be made by a group member ("I move that _____ ") A second to the motion must also be made (raise your hand and say, ("I second it.") Without a second, the motion fails. After a focused discussion (on-point, succinct, and without pontification, the group votes on the motion. A majority vote is required for the motion to pass.

b. **Postpone Indefinitely**: This tactic is used to kill a motion. When passed, the same motion cannot be reintroduced at that meeting. It may be brought up again at a later date. This is made as a motion ("I move to postpone indefinitely..."). A second is required. A majority vote is necessary to postpone the motion under consideration.

c. **Amend**: This is the process used to change a motion under consideration to add clarity or needed content. A member raises their hand and declares: "I move to amend the motion on the floor." This also requires a second. After the motion to amend is seconded, a majority vote is needed to decide whether the amendment is accepted. Then, a vote is taken on the amended motion. An alternative is to offer a "friendly amendment". If the person who made the original motion agrees with the suggested changes, the amended motion may be voted on without a separate vote to approve the amendment.

d. **Commit:** This is used to place a motion in committee. It requires a second. A majority vote must be ruled to carry it. At the next meeting, the committee must prepare a report on the motion committed. If an appropriate committee exists, the motion goes to that committee. If not, a new committee is established.

e. **Question**: To end a debate immediately, the question is called (say “I call the question") and needs a second. A vote is held immediately (no further discussion is allowed). A two-thirds vote is required for passage. If it is passed, the motion on the floor is voted on immediately.

f. **Table**: To table a discussion, lay aside the business at hand to consider it later in the meeting or at another time (“I make a motion to table this discussion until the next meeting.” In the meantime, members may offer to seek more information to discuss the issue better. A second is needed, and a majority vote is required to table the discussed item.

g. **Adjourn:** A motion is made to end the meeting, which has privileged (priority) status. A second to the motion is required. A majority must prevail for the meeting to be adjourned (ended).

Note: If more than one motion is proposed, the most recent takes precedence over the ones preceding it. For example, if #6, a motion to table the discussion, is proposed, it must be voted on before #3, a motion to amend, can be decided.

5. Voting: If the question is not debatable, or debate on the matter has closed, the Chair shall declare to the Board that “the floor is open for a motion to vote on the matter.” Another member shall make a motion. A different member shall second the motion. The vote shall be taken by asking, first, for a show of hands and a verbal “aye” for all in favor, then, for a show of hands and a verbal “no” for all opposed, followed by a show of hands and verbal “abstain” for any abstentions.

The Chair only votes on a motion in the event of a tie and shall count and verbally announce the tally. The Secretary shall keep a written record of each motion and vote, which shall be recorded in the meeting minutes. A vote may be made by a member participating via virtual means. Once a vote has been recorded, the matter shall be considered closed.

5. Annual Organizational Meeting: The first regularly scheduled meeting after May 1st of each year shall be the annual organizational meeting in which new Board Members and officers are elected. The meeting will be presided over by the current Chair. Elected Board members shall take office after the annual Organizational Meeting.

6. Special Meetings: Occasionally, the Board's business cannot be completed at a regular monthly meeting, or new business must be addressed before the next meeting. In these cases, a special meeting is required. The Chair can call a special meeting. The Secretary will inform all meeting members, and notice of the meeting will be made public under New Hampshire law.

7. Non-public Session: The Board shall have the right to sit in a special session closed to the public and media within the scope of RSA 91-A:3, II. A motion to vote to enter a non-public session must include a specific exemption from RSA 91-A:3, II. The Board must vote to enter a non-public session. All discussions and decisions during a non-public session will be confined to the matters set out in the motion. Minutes will be kept, and the record of all actions will be made available for public inspection according to RSA 91-A:3, III unless a vote of the members present determines that divulgence of the information would be harmful under the statute. Members and eligible persons attending a non-public session are duty-bound to non-disclosure of any discussion held.

If the Board intends to undertake a disciplinary matter in a non-public session, all parties will be notified at least seven (7) days before a meeting of the intent to discuss issues in which they are involved in a non-public session. This includes discussions about the disciplinary action of a school administrator, staff or teacher.

8. Pupil Disciplinary Appeals: The Board shall establish reasonable procedures for parents seeking to appeal a decision made by the school administration regarding disciplining their child consisting of a suspension or more significant consequence. The Board may adopt an appeal form, which will be easily accessible to parents.

ARTICLE V
Board Officers

1. Officers: The initial officers of the Corporation shall consist of a Chair, Vice-Chair, Secretary, and Treasurer. The terms of all officers shall be for one (1) year, beginning at

the close of an annual organizational meeting and ending at the close of the following year's annual organizational meeting.

2. Election: Officers shall be nominated and elected by a majority vote of the incoming Board Members at the annual organizational meeting.

3. Vacancies: Should a Board office become vacant, the Board Members may elect a successor to fill the unexpired term. Vacancy and election must be announced in the agenda before the meeting.

4. Duties: The Officers' duties are as follows:

- Chair:
  The Chair shall provide leadership to the Board and preside at all meetings. The Chair's interpretation of The Parliamentary Rules of Order, including exceptions from the rules, shall be final. The Chair shall exercise all other powers and duties assigned by these Bylaws or by the Board.

- Vice-Chair:
  The Vice-Chair shall have the powers and duties of the Chair in their absence or for the duration of any issue impacting the Chair's ability to serve in their role, and any other powers and duties assigned by the Board. In addition, the Vice-Chair shall be responsible for facilitating the orientation of new Board members.

- Secretary:
  The Secretary shall keep an accurate record of each Board meeting and shall, with the assistance of the Director, make any required reports to the State of New Hampshire and carry out duties as required by law.

- Treasurer:
  The Treasurer shall be responsible for the finances of the Corporation and shall meet monthly with the school Director to review the school's finances. The treasurer shall undertake all other powers and duties outlined in these bylaws, as well as applicable New Hampshire statutes related to non-profit corporations.

ARTICLE VI
Committees

1. Committees: The Board will develop committees as it deems necessary to pursue specific topics and report to the Board for action. Initial committees may include Executive, Board Recruitment, Strategic Planning and Mission, Fundraising and Business Development, Curriculum Development, Personnel and Human Resources, Building and

Grounds, Parent Advisory (PTO), Governance and Policy, Educational Program Development, Finance, and others as needed.

The Board may authorize one or more members to serve on a Board committee. However, committee membership is not restricted solely to members of the Board of Trustees. The Board Chair shall appoint a chair for each committee, and thereafter, the committee chair shall determine the membership of the Committee, provided that any Board Member(s) may elect to participate in the Committee. Committee members shall receive and sign the same Code of Ethics and Conduct as Board Members. Committee members may be removed for cause by vote of the Board of Trustees. All committees shall have only such authority as is delegated by the Board of Trustees. No opinion, decision, or commitment on behalf of the Board can be made without Board authorization.

ARTICLE VII
Fiscal Policies and Indemnification

1. Fiscal Year: The fiscal year shall be from July 1st to June 30th.

2. Contracts: The Chair or other Board Member, when authority is granted by vote of the Board, shall execute significant contracts on behalf of the Corporation. The School Leader may execute routine agreements consistent with the budget adopted by the Board.

3. Checks/Drafts: According to the school's finance policy, the School Leader shall sign all checks on behalf of the Corporation, with Treasurer and Chair oversight.

4. Corporate Books: There shall be kept correct and accurate books of account of all activities and transactions of the Corporation in the school administration office

5. Indemnification: Each present and future Board Member and officer, whether or not then in office, shall be indemnified by the Corporation against expenses actually and reasonably incurred by or imposed upon them (including, but without being limited to, settlements, judgments, costs, and counsel fees) in connection with the defense of any administrative, civil or criminal action, suit or proceeding in which they are made a party because of being or having been a member or officer of the Corporation, except concerning matters as to which they shall be adjudged in such action, suit or proceeding to be liable for gross negligence or misconduct in the performance of duty. Such indemnification shall not be deemed exclusive of any other rights to which such Board

member or officer may be entitled under any other Bylaw, agreement, or as a matter of law or otherwise.

6. Insurance: The Corporation shall obtain and maintain in force a policy or policies of insurance covering general liability, cyber security, errors and omissions, directors and officers, worker's compensation, and any other insurance required by law and/or deemed appropriate by the Board of Trustees. Such policies shall be in an amount that is at least the usual and customary coverage in the industry.

ARTICLE VIII
Amendments

1. Amendment: These Bylaws may be amended by a majority vote of Board Members present at any properly called and noticed meeting of the Board Members in which a quorum is present. A copy of the proposed amendment(s) shall be provided to each Board Member at least thirty (30) days before the meeting.

These Bylaws were approved and adopted by the Incorporators _____, 202_.

_____	_____
[Name]	**[Name]**
_____	_____
[Name]	**[Name]**
_____	_____
[Name]	**[Name]**
_____	_____
[Name]	**[Name]**

Appendix F Organizational Chart

The Danbury Chartered Public School's staffing model is designed to ensure high-quality instruction, appropriate student-teacher ratios, and full compliance with state and federal requirements, including the Individuals with Disabilities Education Act (IDEA). Staffing will scale intentionally over the first four years to align with projected enrollment growth and increasing programmatic complexity.

The model prioritizes:
- Strong instructional capacity in core academic areas
- Layered student support through paraprofessionals
- Early investment in leadership and operational infrastructure
- Flexible access to specialized services through contracted providers

Staffing Levels by Year (FTE)

Role	Year 1	Year 2	Year 3	Year 4
School Leader	1.0	1.0	1.0	1.0
Teachers (Grades K-4)	3.0	4.0	5.0	5.0
Paraprofessionals	2.0	3.0	4.0	4.0
Administrative & Bookkeeping	0.5	0.5	1.0	1.0
Total FTE	7.5	8.5	11.0	11.0

Student-to-Staff Ratio and Instructional Model
The staffing structure is designed to maintain low student-to-teacher ratios and ensure individualized instruction. As enrollment grows, additional teaching and paraprofessional staff will be added to preserve instructional quality and provide targeted interventions.

Staffing Plan by Year
Year 1 (School Launch)
The school will open with a foundational team consisting of one (1.0 FTE) School Leader, three (3.0 FTE) teachers, and two (2.0 FTE) paraprofessionals. A 0.5 FTE administrative/bookkeeping position will support finance and operations.

Year 2 (Enrollment Expansion):
Staffing will expand to four (4.0 FTE) teachers and three (3.0 FTE) paraprofessionals. Administrative support remains at 0.5 FTE.

Year 3 (Operational Scaling):

The school will reach five (5.0 FTE) teachers and transition the administrative/bookkeeping role to full-time (1.0 FTE).

Year 4 (Program Maturity):
An additional paraprofessional will be added (4.0 FTE total), maintaining strong instructional and support capacity.

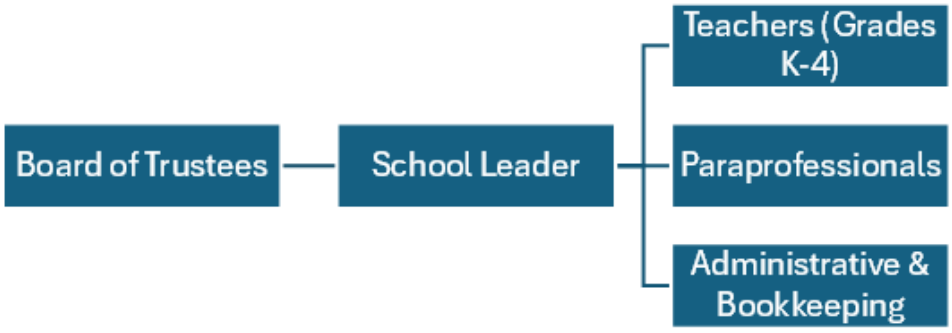
Special Education and Related Services
DCPS will ensure full compliance with IDEA and state regulations. Students will be served in the least restrictive environment through a combination of staff and contracted providers.

Use of Contracted Services
Contracted services may be utilized as needed for:

- Special education and related services
- Nursing and health services
- Counseling and behavioral health
- Legal, financial, and IT services
- Facilities maintenance

These are not included in FTE totals.

This phased staffing model supports sustainable growth, strong instruction, and long-term operational success.



Appendix G Fundraising Plan

The Board of Trustees will assume full responsibility for all fundraising activities on behalf of the Danbury Chartered Public School. Once the charter is approved the shift will be made to a Fundraising Committee composed of parents, community members, BOT members and school staff. The goal is to have 3.5% growth in fundraising each year.

Year One Goal

- Pre-opening Alumni Drive- Annual Drive $5,000
- Private Trust Donations/Business Partnerships $10,000
- Parent and Community Events $10,000
- Philanthropic grants $5,000
- In-Kind Donations $5,000

Fundraising Initiatives

- Annual Silent Auction Dinner
- Annual Danbury Daffodil Days Celebration (revise a historical, much loved community/school event)
- Harvest Festival, Dinner and Market
- Bake and Craft Sales
- Pop up farmer's markets (run by the students and staff)
- Daffodil bulb sales/wreath/mum sales
- Annual Silent Auction

Potential State, Federal, and Local Grant Opportunities

- USED Charter School Program Grant (planning/startup and implementation grant)
- USDA Rural Development Grant
- Franklin Savings Bank Community Grant
- Mascoma Bank Foundation Grant
- NH Environmental Educators Grant "We NHeed to Get Outside"
- NHED Farm to School and School Garden grant
- Northeast Agricultural Education Foundation
- New Hampshire Charitable Foundation-Wellborn Ecology Fund

DCPS will establish strategic partnerships with local, regional and state-wide organizations to support the school's focus. They may or may not be financial partners but will provide curriculum and training as well as some educational materials.

Examples:

- Ag In the Classroom
- Blazing Star Grange
- UNH Cooperative Extension
- NH Environmental Educators
- NH Project Learning Tree
- Project Wild
- Elmwood Farm
- Huntoon Farm

- Grandpa’s Sugar Shack
- Good Enough Farm

Appendix H Curriculum Proposal

The proposed K-4 agricultural Danbury Chartered Public School will implement an interdisciplinary, experimental curriculum grounded in:

- Project WILD (NH Fish & Game)
- Project Learning Tree (PLT)
- Agriculture in the Classroom (AITC)
- NH Historical Society (Social Studies Curriculum)

Other curriculum will be chosen aligning with state standards for elementary students, such as

- UFLI - Designed to build foundational literacy through structured phonics and phonemic awareness, creating automaticity and fluency. (Core K-2, intervention grades 3 and 4).
- Singapore Math - Designed to build a deep conceptual understanding of number sense, problem solving and visual reasoning.

This program integrates environmental science, agriculture, and core academics through project-based, place-based learning aligned with New Hampshire College and Career Ready Standards and NGSS.

The Goals of our curriculum are:

1. Academic Achievement
2. Environmental and Agricultural Literacy
3. Student Engagement and Well-Being
4. Community and Agricultural Connections

K–4 Scope & Sequence (Agricultural & Environmental Curriculum)
Kindergarten – Discovering Nature
Core Concepts: Plants & animals, seasons & weather, basic needs
Focus: Animal identification, habitats, introduction to farms
Activities: Planting seeds, nature walks, weather tracking, insect observation

Grade 1 – Living Things & Their Needs
Core Concepts: Habitats, soil & water, plant growth
Focus: Ecosystems, crops & livestock, garden care
Activities: Habitat models, class garden, animal studies

Grade 2 – Cycles in Nature & Farming
Core Concepts: Life cycles, water cycle, food systems
Focus: Ecosystem cycles, composting, farm-to-table
Activities: Plant journals, composting project, food mapping

Grade 3 – Interdependence & Sustainability
Core Concepts: Ecosystems, natural resources, conservation
Focus: Biodiversity, sustainable farming, soil science
Activities: Garden planning, soil testing, conservation projects

Grade 4 – Humans & Environmental Impact
Core Concepts: Stewardship, environmental impact, local ecosystems
Focus: Conservation strategies, agricultural economics
Activities: Farm business simulation, impact studies, presentations

Alignment to New Hampshire Standards
Science (NGSS-Aligned) (LS1) (LS2)
Curriculum supports:

- Life Sciences: ecosystems, organisms, life cycles
- Earth Sciences: soil, water, weather, natural resources
- Engineering Practices: problem-solving, design, inquiry

English Language Arts (Common Core/ NH Standards)
Reading:

- Informational texts on agriculture, ecosystems
- nature-based literature

Writing:

- Observation journals
- Informational and opinion writing (e.g., conservation arguments)
- Speaking and Listening:
- Presentation of projects
- Collaborative discussions

Mathematics
Applications include:

- Measurement (garden beds, rainfall, food waste)
- Data analysis (plant growth charts)
- Operations (farm economics, budgeting)
- Geometry (land use, mapping)

Social Studies
Themes:

- Community and local agriculture
- Economics (supply chains, markets)
- Geography (land use, ecosystems)
- Civic Responsibility (environmental stewardship)
- NH History and Influential Founders/People

Appendix I Current Curriculum Research Citations

Gruenewald, D. A. (2003). The best of both worlds: A critical pedagogy of place.

Kolb, D. A. (1984). Experiential Learning.

National Research Council. (2000). How People Learn.

Smith, G. A. (2002). Place-based education: Learning to be where we are.

U.S. Department of Agriculture. (2020). Agricultural education resources.

National Institute of Food and Agriculture. (2021). Education and workforce development.

Appendix J K-4 Competency Progression

The Danbury Chartered Public School K-4 Competency Progression
Kindergarten - I CAN OBSERVE
Children learn to notice, identify, describe and participate.

Grade One - I CAN EXPLORE
Children ask questions, investigate and communicate what they discover.

Grade Two - I CAN EXPLAIN
Children use observations, reading, mathematics and evidence to explain their thinking.

Grade Three - I CAN INVESTIGATE
Children independently gather information, analyze data and solve increasingly complex problems.

Grade Four - I CAN APPLY
Children integrate knowledge from multiple subjects to research, create, solve and communicate.

Grade NH Standard Area Student Performance ELA Common Core
Kindergarten:

- Reading Foundational Skills Identify letters, sounds and beginning phonics skills
- Reading Literature/ Ask/Answer questions and identify important Informational Information
- Writing Use drawing,dictation and writing to communicate

Grade One:

- Reading Identify key areas/details in grade-level texts
- Writing Write informative, narrative and opinion pieces

Grade Two:

- Reading Determine main ideas and supporting details
- Writing Produce organized informational writing 3 Reading Use evidence from a text

Grade Three:

- Writing Conduct research and produce multi-paragraph writing

Grade Four:

- Reading Analyze and compare multiple sources
- Writing Produce organized research and explanatory writing

Mathematics NH Common Core

Kindergarten:

- Counting/Cardinality Count and compare quantities K Measurement Compare measurable attributes

Grade One:

- Operations Add/Subtract within grade expectations
- Measurement/Data Measure and represent data

Grade Two:

- Operations Apply add/subtraction and multiplication concepts
- Measurement Measure length and represent data 3 Multiplication/Division Solve real-world problems

Grade Three:

- Fractions understand fractions

Grade Four:

- Multi-step problems Apply mathematical reasoning
- Fractions/Data Apply fractions and analyze data

Science Next Generation Science Standards
Kindergarten:

- Observe living things School/barnyard exploration
- Weather/seasonal patterns Daily weather station

Grade One:

- Plant/animal needs Grow a plant, care for barnyard animals
- Life cycles Butterfly/chicken/frog/plant study

Grade Two:

- Habitat/ecosystems school ecosystem survey
- Living/nonliving relationships Soil/garden investigation

Grade Three:

- Ecosystems Pollinator investigation and planting
- Environmental relationships Food Web study

Grade Four:

- Earth/environmental systems Water/soil study
- Engineering/design Solve erosion/drainage problems

Social Studies NH K-12 SS Curriculum Framework
Kindergarten:

- Understand family/school/community Danbury Community Helpers

Grade One:

- Understand community roles Farmers, store, veterinarians

Grade Two:

- Understand resources/economics Farm-to-table activity

Grade Three:

- Understand geography/communities Map Danbury and surrounding towns
- Understand NH history/economics NH agriculture

Grade Four:

- Understand government/civics Local government/community project
- Understand geography/economics NH natural resources and industries

The NH Health Education Curriculum Guidelines and NH K-12 Physical Education Curriculum Guidelines will be used and the agriculture focus of the DCPS will allow this to be met in a very natural way.

Kindergarten - Grade One students will:

- Identify healthy foods
- practice personal safety
- Demonstrate basic motor skills
- Cooperate with classmates
- Understand basic hygiene and nutrition.

Grades 2-3 students will:

- Explain relationships between food and health
- Demonstrate safe behavior
- Participate in physical activity
- Work cooperatively
- Develop increasingly complex motor skills

Grade 4 students will:

- Make informed health decisions
- Explain nutrition concepts
- Demonstrate physical fitness and movement skills
- Apply safety practices
- Work cooperatively and responsibly

The DCPS will be a low-technology dependent school but will still meet the digital-literacy expectations included in the NH Computer Science Standards.

Students will use technology to

- Record and graph garden and animal data
- photograph plant and animal growth
- Research animals and agriculture

● Create presentations
● Analyze weather information
● Produce digital maps
● Document projects
● Communicate research findings

The Arts at the DCPS will follow the NH K-12 Curriculum framework for the arts, including community plays and musical presentations on the DanburyGrange Hall stage. Music, drama, dance, storytelling, sculpture, photography and nature art will be incorporated.

Examples of ways that agriculture can provide extraordinary opportunities for integrated arts include:
Kindergarten:

- Draw plants, animals and nature throughout the seasons

Grade One:

- Create botanical artwork

Grade Two:

- Create farm/community murals

Grade Three:

- Create agricultural models and presentations

Grade Four:

- Produce an interdisciplinary art/research project

There will be ANNUAL INTERDISCIPLINARY PROJECTS that would each have ELA+Math+Science+Social Studies+Arts+Health/PE standards.

Kindergarten - Our School Garden
Grade One - Plants, Animals and Pollinators
Grade Two - From Seed to Harvest
Grade Three - New Hampshire Agriculture and Community
Grade Four - Our Land, Our Water, Our Future

Appendix K Draft Schedule Samples

Please note the following schedules are drafts and subject to change. Final schedules will be approved by month/year.

Daily:

8:00–8:20

School-Wide Morning Meeting

- Community building
- Daily overview
- Social-emotional learning

8:20–9:30

ELA Block

- Garden work / science observation
- Hands-on projects

9:30–10:30

ELA Block

- Reading, writing, phonics
- Agriculture-themed texts

10:30–11:15

Math Block

- Problem-solving
- Measurement through real-world applications
- Hands-on projects

11:15–11:45 Recess

11:45–12:15

Lunch

12:15–1:15

Integrated Science / Social Studies

- Thematic units (e.g., “From Seed to Table”)

1:15–2:00

Project-Based Learning

- Group projects
- STEM + agriculture integration

2:00–2:30

Intervention / Enrichment

- Targeted support or extension

2:30-3:00 Recess

Weekly (consistent blocks)

- 8:00–8:20 → Morning Meeting / SEL
- 8:20–9:00 → Agriculture/Outdoor Lab
- 9:30–10:30 → ELA
- 10:30–11:15 → Mathematics
- 11:15–11:45 → Lunch
- 11:45–12:15 → Recess
- 12:15–1:15 → Science / Social Studies
- 1:15–2:00 → Project-Based Learning
- 2:00–2:30 → Intervention / Enrichment
- 2:30-3:00 Recess

Monday - Introduction and Exploration

Focus: Introduce weekly theme (ex: Soil, Seeds, Animals) Sets Purpose for the week

- Ag Lab:
    - Introduce topic (ex: soil types, seed varieties)
- Science/Social Studies:
    - Background knowledge
- PBL:
    - Launch weekly project

Tuesday - Skill Building

Focus: Core academic integration

- Ag Lab:
    - Hands-on practice (planting, measuring, observing)
- Math:
    - Data collection (ex: measuring plant depth, spacing)
- PBL:
    - Small group work

Wednesday - Field work and Application

Focus: Real-world learning

- Ag Lab (extended feel):
    - Garden work / outdoor exploration
    - Possible guest (farmer, conservationist)
- Science:
    - Observation + journaling
- PBL:
    - Apply findings

Thursday- Analysis and COnnection

Focus: Thinking deeper

- Ag Lab:
    - Compare results (growth, soil, etc.)
- Math:
    - Graphing, interpreting data
- ELA:
    - Writing about findings
- PBL:
    - Build final project

Friday - Presentation and Reflection

Focus: Demonstrate learning

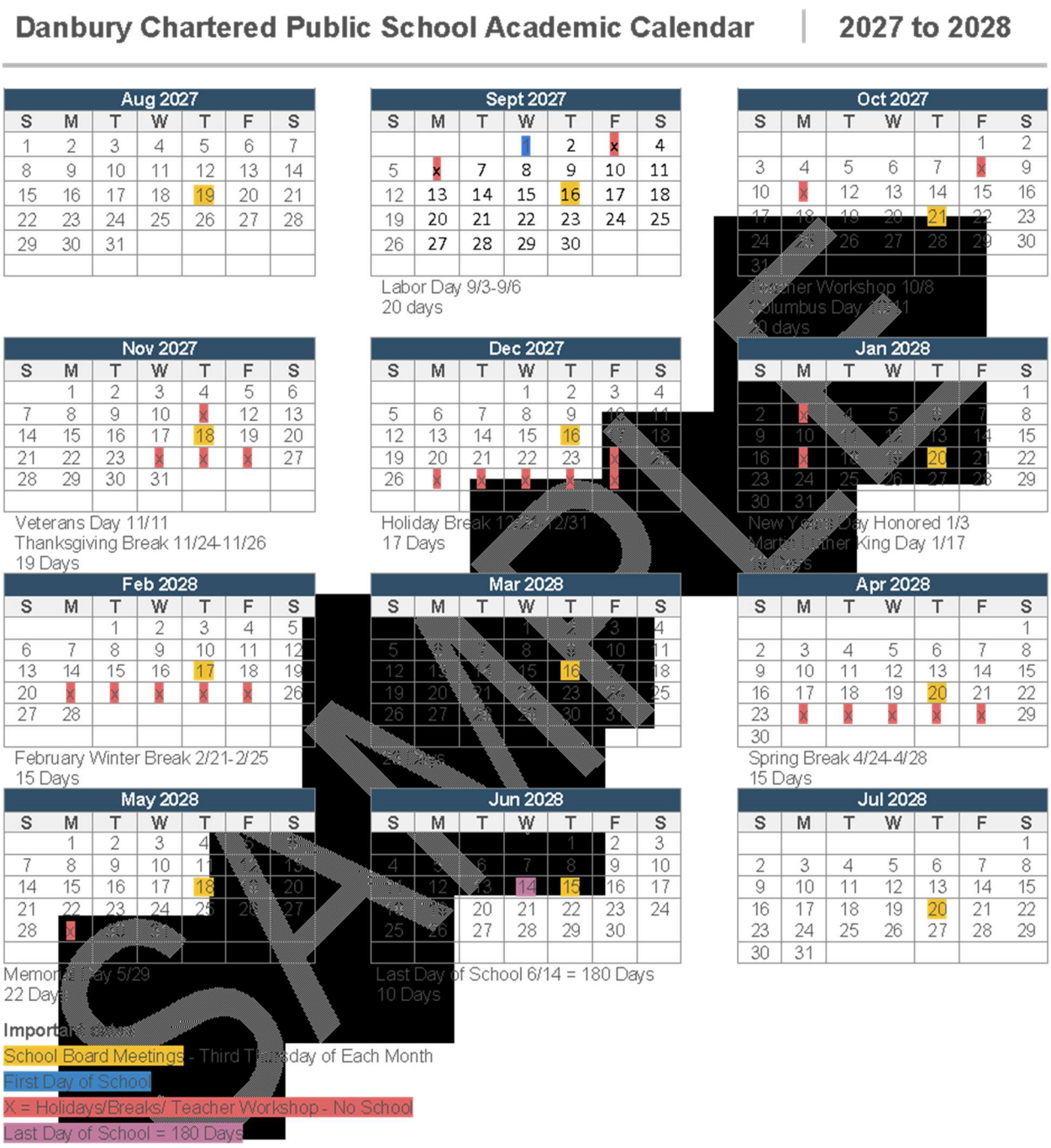
- Ag Lab:
    - Light maintenance / observation
- PBL:
    - Present projects
- ELA:

    - Reflection writing
- Community circle:
    - Share learning

Weekly Agriculture Themes (example of rotation)

- Week 1: Soil & Composting
- Week 2: Seeds & Germination
- Week 3: Plant Growth
- Week 4: Insects & Pollinators
- Week 5: Farm Animals
- Week 6: Water & Irrigation

Appendix L Sample School Calendar



SAMPLE

Appendix M Staff Qualifications

School Leader

- Commitment to the school's mission, vision and goals.
- Master's degree in education, educational leadership or related field, (or working towards).
- NH Certification (or statement of eligibility), preferred.
- Teaching experience.
- Experience with school operations and leadership.
- Strong problem-solving, decision-making and time-management skills.
- Ability to create a positive, inclusive, supportive and effective learning environment.
- Ability to work closely with volunteers to create a community environment.

Classroom Teacher

- Commitment to the school's mission, vision and goals.
- Bachelor's degree or higher in education or related field.
- NH Certification (or statement of eligibility), preferred.
- Teaching experience, preferred.
- Experience with data collection, assessment practices and data-based decision-making.
- Strong classroom and time management skills.
- Ability to support all teachers in a positive, inclusive, supportive and effective learning environment.

Paraprofessional

- Commitment to the school's mission, vision and goals.
- Associates degree or at least two years of post secondary education, preferred.
- Previous experience working with children in an educational setting.
- Strong communication and interpersonal skills.
- Experience working effectively as part of a team.
- Patience, understanding and supportive attitude towards students.
- Ability to support teachers in a positive, inclusive, supportive and effective learning environment.

Administrative & Bookkeeping

- Associate's degree in Business Administration, Accounting, or related field preferred
- 2+ years of administrative and/or bookkeeping experience (school setting preferred)
- Proficiency in Microsoft Office (Excel, Word) and accounting software
- Strong organizational skills and attention to detail
- Ability to handle confidential information with discretion
- Excellent communication and public service skills
- Ability to multitask and work independently in a fast-paced environment

Appendix N Employee job description/responsibilities

School Leader

- Provide leadership and vision for the staff, students, families and community
- Support the school's vision, mission and goals.
- Provide academic oversight, instructional leadership.
- Monitor student achievement, including mandatory testing and reporting.
- Oversee all operational, administrative, organizational, budgetary processes
- Work with Board of Trustees to create the budget, policies and procedures, and ensure compliance with laws and regulations
- Recruit, hire(recommend to BOT), train, supervise, evaluate staff.
- Serve as the primary liaison between the BOT and staff.
- Engage with families and the community through various channels
- Develop and implement emergency procedures and crisis management plans
- Foster a culture of curiosity and continuous improvement
- Enforce academic policies and procedures.
- Oversee ongoing professional development.
- Allocate academic resources.
- Attend school/community events.
- Communicate with stakeholders and partners about academic programs and initiatives.

Classroom Teacher

- Support the school's vision, mission and goals.
- Plan and implement lessons that align with state standards.
- Deliver engaging and effective instruction.
- Administer assessments and use data to inform instruction.
- Create and maintain a positive, curious, learning environment.
- Communicate with parents and community members
- Attend school/community events.
- Work collaboratively with peers.
- Stay current with best teaching practices.
- Create and promote an equitable learning environment.

Paraprofessional

- Support the school's vision, mission and goals.
- Support students during lessons by reinforcing material taught by the teacher.
- Prepare classroom instructional materials and classroom displays.

- Assist in maintaining a positive and orderly classroom.
- Monitor students during transitions, such as recess, and moving between classrooms.
- Assist with record-keeping tasks, such as grading, attendance and tracking student progress.
- Organize and maintain classroom materials and resources.
- Support the classroom teacher with general classroom management and organization.
- Assist in the use of adaptive equipment or technology for students who require it.
- Participate in professional development opportunities provided by the school to enhance skills and knowledge.
- Stay informed about best practices in education and instructional support.
- Create and promote an equitable learning environment.

Administrative & Bookkeeping

- Serve as the first point of contact for parents, staff, and visitors; maintain a welcoming front office environment
- Answer phones, respond to emails, and manage general correspondence
- Maintain student records, staff files, and confidential documents in compliance with school policies
- Assist with enrollment, registration, and attendance tracking
- Coordinate calendars, meetings, and school events
- Order and manage office and school supplies
- Support school leadership with reports, communications, and special projects
- Ensure compliance with state, local, and charter school administrative requirements
- Maintain accurate financial records using accounting software (e.g., QuickBooks or similar)
- Process accounts payable and receivable, including vendor invoices and parent payments
- Assist with payroll preparation by tracking employee hours, stipends, and benefits
- Reconcile bank statements and credit card accounts monthly
- Track budgets, expenditures, and grant-related spending
- Prepare financial reports for school leadership and board meetings
- Assist with audits and ensure compliance with financial policies and procedures
- Manage petty cash and oversee cash handling procedures

Appendix O School Leader Evaluation Draft

The BOT will be responsible for ensuring that the School Leader is held accountable for student outcomes, school culture, staff management, community relations and fiscal responsibility. The School Leader will be evaluated by the BOT formally, once a year with a mid year informal check-in. Additional reviews may be conducted at the BOT's discretion. All reviews will be recorded in the BOT's minutes and a written copy will be presented to the School Leader, and will include areas of strength, areas to improve upon and specific goals/growth, within five business days of evaluation.

The evaluation will drive the School Leader's professional development plan. If deficiencies are noted the BOT may place the School Leader on an improvement time frame with established benchmarks that must be met. Continued employment will be driven by a satisfactory performance evaluation, as determined by the BOT.

The evaluation will be based on the School Leader job description and the Danbury Chartered Public School's mission, vision and goals. Including, but not limited to:

Community and Family engagement - Build, create and maintain strong relationships with families, community members and local organizations.

Staff Management and Development - Hires, trains, supervises, evaluates and retains effective staff.

Academic Achievement - Supports competency-based instruction, Monitors student performance and accountability, ensures curriculum continuity and alignment with DCPS's mission and vision.

Financial Oversights and Operations - Communicates with the BOT, auditors and ensures fiscal health and budget compliance and operational effectiveness.

Leadership and Governance - Establishes the vision and mission of the DCPS, fostering a positive school environment where students are curious, empowered, and civic minded, ensures compliance with policies and laws.

Communication - establishes and maintains communication with the DCPS BOT, parents, staff and community.

The evaluation will be data driven using multiple measures, including but not limited to:

- Data: Standardized tests, State assessment results, NWEA growth data, proficiency rates and other collective data.

- School Climate : Surveys (staff, student, community), staff feedback, attendance and discipline records.
- Staff Development and Retention: Professional development participation, teacher evaluations, retention of staff.
- Financial and Operational Reports: audits, budget adherence, fundraising, attendance.
- Board Observations: Direct observation of leadership, community engagement, participation in school/community events, BOT meeting attendance and participation.

Appendix P Educator Code of Conduct

DANBURY CHARTERED PUBLIC SCHOOL

Policy: Educator Code of Conduct

Policy number: (to be assigned)

Adopted:

Effective:

Policy Authority: Board of Trustees

1.Purpose

DCPS is committed to maintain the highest standards of professional conduct, integrity, safety, respect, and ethical behavior among all educators and educational professionals.

Pursuant to RSA 194-B:3 II (Ed), Danbury Chartered Public School adopts and shall implement the New Hampshire Educator Code of Conduct, Ed 510.01-Ed 510.05, as adopted and amended by the New Hampshire Board of Education.

The purpose of this policy is to ensure that all credentialed educators at the Danbury Chartered Public School understand and comply with the professional standards established by the State of New Hampshire.

II. Adoption of State Educator Code of Conduct

DCPS hereby adopts and incorporates by reference the New Hampshire Educator Code of Conduct contained in ED 510.01 through ED 510.05, including any amendments or successor provisions adopted by the New Hampshire State Board of Education.
The school shall maintain access to the current version of the New Hampshire Educator Code of Conduct and shall make it available to all applicable employees.

The school shall not adopt a local policy that diminishes or conflicts with the requirements of ED 510.

III. Applicability

This policy applies to all New Hampshire credentialed educators employed or serving at the Danbury Chartered Public School, including, as applicable:

- Teachers

- School Administrators
- Specialists
- Educational professionals holding a NH credential; and
- Other credentialed personal subject to Ed 510.

The school may establish additional professional expectations for employees, provided that those expectations are consistent with state and federal law and do not conflict with ED 510.

IV. Professional Responsibility

DCPS expects educators to conduct themselves with honesty, integrity, professionalism, and respect. Educators shall comply with the professional responsibilities established in Ed510, including requirements concerning:

1. Responsibility to the education profession and other educational professionals. 2. Responsibility to students and parents.
3. Responsibility to the school community; and
4. Responsible and ethical use of technology.

The school recognizes that professional conduct extends beyond the classroom and that certain conduct occurring outside of school may be subject to the requirements of the New Hampshire Code of Conduct.

V. Responsibility to Students

Educators shall maintain professional boundaries with students and shall place student safety, dignity, and educational well-being at the center of their professional responsibilities.

Educators shall comply with all applicable requirements concerning:

- Appropriate educator-student relationships:
- Professional boundaries;
- Student safety;
- Student confidentiality and privacy;
- Appropriate communications;
- Appropriate use of electronic and social-media communications;
- Reporting suspected abuse or neglect and
- Other responsibilities established by ED 510 and applicable to New

Hampshire law. VI. Duty to Report

Consistent with ED 510.05, any credentialed holder who suspects a violation of the Educator Code of Conduct shall report the suspected violation according to the school's established reporting procedures.

The Board Chairperson or other administrator designated by the Board shall fulfill the reporting responsibilities applicable to the Board chairperson of a chartered public school under ED 510.05.

Nothing in this policy shall prevent or discourage an educator from making a report directly to the New Hampshire Department of Education when required or permitted by law.

If an educator has reason to suspect that a student has been abused of neglected, the educator shall comply with the mandatory reporting requirements of New Hampshire law, including RSA 169-C.

VII, Professional Boundaries and Communication

Danbury Chartered Public School expects all educators to maintain appropriate professional boundaries with students, families, colleagues, and member s of the community.

Communications with students and families shall be professional, appropriate to the educational relationship, and consistent with school policies and applicable sate and federal law.

The school shall periodically review its communication and technology practices to ensure consistency with the current requirements of Ed 510.

VIII. Technology and Digital Communication

Educators shall use school technology, personal technology used in connection with school activities, electronic communication, and social media in a responsible and ethical manner.

Educators shall protect student privacy and confidentiality and shall maintain appropriate professional boundaries in electronic communications.

The school's technology practices shall be consistent with the requirements of ED 510.04 and all applicable state and federal requirements.

IX. Training and Implementation
Before beginning employment, each credentialed educator shall be provided access to the current New Hampshire Educator Code of Conduct.

The school shall provide orientation regarding:

- Ed 510and the New Hampshire Educator Code of Conduct;
- The school's reporting procedures;
- Mandatory reporting requirements;

- Professional boundaries;
- Student safety;
- Confidentiality and privacy;
- Appropriate technology and electronic communication; and
- Any additional professional-conduct expectations established by

the school. The school shall provide periodic training or reminders

regarding these responsibilities. X. Acknowledgement

Each credentialed educator shall acknowledge in writing that the educator:

1. Has received or been provided with access to the current New Hampshire Educator Code of Conduct.
2. Understands that the educator is required to comply with Ed 510;
3. Understands the duty to report suspected violations;
4. Understands the school's reporting procedures; and
5. Understands that violations may result in school-based disciplinary action and/or action by the New Hampshire Department of Education, as applicable.

XI. Investigation and Disciplinary Action

Alleged violations of the Educator Code of Conduct shall be addressed promptly and in accordance with applicable law, the New Hampshire Department of Education's rules, and the Danbury Chartered Public School's policies and procedures.

The school recognizes that the New Hampshire Department of Education has independent authority concerning educator credentials and disciplinary proceedings.

A school-based investigation or employment action does not replace any mandatory report required by state law or Ed 510.

XII. Non-Retaliation

The Danbury Chartered Public School prohibits retaliation against any person who, in good faith, reports a suspected violation of the Educator Code of Conduct or otherwise participates in an investigation.
Reports shall be handled as confidentially as reasonably possible, consistent with the school's legal obligations and the need to investigate and respond appropriately.

XII. Annual Review

The Board Chairperson shall ensure that this policy and the school's educator

Code of Conduct implementation procedures are reviewed at least annually.

The Board of Trustees shall revise this policy when necessary to remain consistent with changes to:

- RSA 194-B;
- Ed 510;
- Other applicable New Hampshire Education laws and rules;
- Federal law; or
- Official guidance issued by the New Hampshire Department

of Education. XIV Board Adoption

The Board of Trustees of the Danbury Chartered Public School hereby adopts this policy as its policy for adopting and implementing the New Hampshire Educator Code of Conduct pursuant to RSA 194-B:3, II (Ed).

Adopted by the Board of Trustees:

_____

Date: _____

Board Chair: _____

Appendix Q Letters of Support

May 11, 2026

To Whom It May Concern,
I am writing as a longtime member of the Proctor Academy community and as someone who appreciates the our shared small town communities. While I am not speaking on behalf of Proctor Academy, I feel strongly compelled to offer my personal support for the proposed Danbury Charter School.

Ragged Mountain quite literally abuts Proctor's campus, and together we share stewardship of the Sunapee-Ragged-Kearsarge Greenway, one of the many natural resources we share. Families in Danbury are part of the broader fabric of this area, and the success of their children matters to all of us.

The prospect of a strong charter school option that allows the youngest members of the Danbury Community to have access to place based learning is exciting! A strong local elementary school helps anchor a town, supports families, and creates opportunities for children to learn within the context of the place they call home.

The charter school proposal shows a commitment to community, place-based learning, and the outdoors. Those values resonate deeply with the educational philosophy that has long defined Proctor Academy and many schools throughout this region. Education is most powerful when students feel connected to their environment, their neighbors, and the larger purpose of their learning. Danbury and Ragged Mountain provide an extraordinary natural classroom for young learners.

This school has the potential to become a meaningful asset not only for Danbury, but for the greater Kearsarge-Sunapee region. It represents an investment in children, families, and rural community vitality.

I wholeheartedly support the Danbury Charter School initiative and hope the state will recognize the tremendous value and promise this school offers to the community.

Sincerely,

Chris Bartlett

Chris Bartlett '86, P'25, P'27

Director of Advancement , Proctor Academy

Office: 603.735.6655 | Mobile: 603.496.0317 PO Box 500, Andover, NH 03216

May 5, 2025

To Whom It May Concern,

I am writing in strong support of the proposed Danbury Charter School.

This is not just an idea I support in theory — it is something I have personally lived. I attended a charter school during high school, and my sisters attended South Shore Charter Public School from kindergarten through graduation. I have seen firsthand the difference a charter school can make in a student's life, not only academically, but personally and professionally.

Charter schools create opportunities. They give families choices. They allow students who may not thrive in a traditional setting the chance to excel in an environment that challenges them, supports them, and pushes them to reach their full potential. The impact that charter education had on my family was real, lasting, and life-changing.

The teachers, structure, accountability, and sense of community we experienced helped shape who we became as adults. It taught us discipline, independence, responsibility, and confidence. Those are things that stay with a person for life.

Every child learns differently, and every family deserves access to educational options that best fit their needs. Supporting a charter school does not take away from a community — it invests in it. It creates another path for students to succeed and gives parents the ability to choose the environment they believe is best for their children.

Danbury is a town full of hardworking families who care deeply about their community and their children's future. I truly believe a charter school could become one of the most positive long-term investments this town could make. It has the potential to inspire students, strengthen families, and create opportunities that otherwise may not exist.

I strongly encourage support for the Danbury Charter School initiative and commend everyone involved for the tremendous amount of work, courage, and dedication it takes to pursue something that could positively impact generations of students to come.

Ed Crowley

Lead Engineer NEWMARK

m. 857-636-4239

Edward.crowley@nmrk.com

To Whom It May Concern,

I am writing on behalf of the Danbury Country store to share our full support for the newly proposed Danbury Chartered Public School In Danbury, NH. As a business at the heart and geographical center of this town, we think this a wonderful opportunity for our younger kids and a perfect fit for our community.

This school creates a perfect opportunity for local businesses like ours to get involved. We love the idea of partnering with the school-whether that means featuring student-grown produce in our deli, hosting youth agricultural projects, or teaching students the basics of local supply chains and business. This kind of collaboration gives kids real-world business experience while keeping our local economy strong.

Most importantly, this school allows our youngest residents to be educated in our community. It creates a natural space where local farmers, sugar houses, gardeners, business owners and residents can share what they know with the younger generation. It takes a village to raise a child, and this school and the charter model will give our town a fantastic way to do just that.

We really hope this school gets the support it needs to open. Without it our town will no longer have an elementary school. This is what we and the kids need in Danbury.

Sincerely,

The Team at the Danbury Country Store
James Phelps
705 US Route 4
Danbury, NH 03230
(603) 768-3100

May 8, 2026

Tal Bayer
Charter School Administrator
State of New Hampshire
Department of Education
25 Hall Street, Concord NH 03301

Dear Mr. Bayer;

As a neighbor and friend, I am writing in support of Danbury's efforts to create a state chartered elementary school.

My name is Erick Piper, and I am currently on the school board for the newly created SAU108 (Bridgewater, Hebron, and Groton). I was integrally involved in the efforts to establish our new district and appreciated the assistance both the State Board and Department of Education provided in our efforts.

I encourage you to provide the same level of support to the citizens of Danbury by approving this new school. Danbury's community has rallied to preserve local education and control in the worst of circumstances, closure of a vibrant community school.

I believe early education should be community based to the greatest extent possible. Local schools develop a sense of community, preserve property values, and reduce student busing. Danbury residents understand this and have created a solution to a problem foisted on them.

Their hard work and innovation deserve your support, as does the concept of keeping primary education as local as possible. This new school would be better for students in Danbury, their parents, and for the overall health of the community and the town; it has my support and I encourage you to provide yours.

Respectfully,

Erick J Piper

Erick J. Piper
Bridgewater, NH

May 1, 2026

TO: New Hampshire Board of Education

I am writing to express my enthusiastic support of a proposal to create and establish a charter school to change the Danbury Elementary School to Danbury Charter School in our community. As taxpayers, involved in our community, we believe that providing our children with a high-quality education is one of the most important investments we can make in their future. Keeping the current Elementary School open and viable is the best solution for community members to support.

I have been impressed by the thoughtful and innovative approach that the founders are working on to create this charter school in developing their curriculum and educational philosophy. I believe that their focus on project-based learning, critical thinking, and personalized instruction aligns with my own opinion about what makes for effective and engaging education.

This Charter school will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers. It will also relieve the current long bus rides to and from school.

I am confident that the proposed Danbury Charter School will provide an excellent education for our children. It will become an asset to our community and a great benefit to students and families who reside here.

Please accept this letter of support and ask for your genuine consideration of the Danbury Charter School's charter application submission to the NH Department of Education. I am sure the application will show that this little town is excited about the prospect of having a Charter School, which in turn, will greatly increase community involvement at the same time.

Thank you for your review and consideration of this important proposal. I look forward to a favorable decision.

In the best interest of children,

Marilyn & Donald Godfrey
40 Danbury Woods Road
Danbury NH 03230

Blazing Star Grange #71

15 North Road
Danbury NH 03230

May 10, 2026

To Whom it May Concern,

Blazing Star Grange #71 was organized in Danbury in 1875 as a local community chapter under the jurisdiction of the National Grange. The National Grange was formed to distribute agriculture information and advancements to rural America's farmers. It also provided ways for them to advocate for better product prices, both as buyers and sellers. When the number of farms declined, the Grange held fast to its agriculture roots, but also extended its focus to strengthening individuals, families and communities through service and education. Our Grange fully supports the formation of a charter school as it aligns with our goals. We believe agriculture lessons will connect our youth to the land, strengthen community ties and build responsibility.

The Grange's hall includes a stage with several sets of curtains that are waiting for a children's theater group to bring it alive. Even though our Grange doesn't receive any tax dollars from our town, we have been able to maintain our historic building and programs through established fundraising events. We believe that fundraising experience will be useful as the community fundraises to maintain a solvent charter school. Our Grange has the rights to an annual Danbury community calendar, which we anticipate being transferred to a newly approved charter school.

Many of our members are eager to volunteer in whatever way they can. We also have many events, such as an annual Grange Fair or the Danbury Winter Farmers Market, at which we expect school might wish to participate. We look forward to many future cooperative efforts and ask you to approve our community school's application.

Fraternally yours

The officers and members of Blazing Star Grange #71

Newfound Area School District

20 North Main Street
Bristol, NH 03222
www.sau4.org
Tel. (603) 744-5555
Fax (603) 744-6659

May 1, 2026

To Whom It May Concern:

I am writing to express my strong support for the proposed Danbury Chartered Public School serving students in kindergarten through fourth grade, with a focus on agriculture, environmental stewardship, and project-based learning.

At a time when young learners are increasingly disconnected from the natural world, this school will offer a timely and meaningful approach to education. By integrating agriculture into the curriculum, students will gain hands-on experience with food systems, animal care, sustainability, and the science of living ecosystems. These lessons are not only academically enriching but also foster responsibility, curiosity, and a deeper understanding of how their choices impact the environment.

Equally important is the school's emphasis on environmental stewardship. Introducing children to concepts such as conservation, biodiversity, and climate awareness at an early age helps cultivate lifelong habits of care and respect for the planet. This foundation is essential as we prepare the next generation to navigate and address complex environmental challenges.

The commitment to project-based learning further strengthens the model. This approach encourages students to actively engage with their education by asking questions, solving real-world problems, and collaborating with peers. Research consistently shows that project-based learning improves critical thinking, retention, and student motivation—skills that are vital for long-term academic and personal success.

In addition to its academic benefits, the proposed school has the potential to become a valuable community asset. By connecting families, local farms, and environmental organizations, it can foster partnerships that enrich student learning while strengthening community ties.

I believe the proposed Danbury Chartered Public School represents an innovative, thoughtful, and impactful educational opportunity. It aligns with the growing recognition that education must evolve to meet the needs of both students and society. I strongly encourage you to approve this proposal and support the development of a school that nurtures informed, capable, and environmentally conscious young learners.

Thank you for your time and consideration.

Sincerely,



Paul Hoiriis
Superintendent

Lauren A. Moran
43 Tommy Higgins Rd.
Danbury, NH 03230
(603) 573-6644

April 30, 2026

To Whom It May Concern,

I am writing to express my strong support for the formation of an agricultural-based charter school in Danbury, New Hampshire.

As both a Danbury resident and a current teacher at Danbury Elementary School, I have experienced firsthand the importance of this school to the community and the generations of families that have passed through it. With the recent decision by our school district to close Danbury Elementary, our community is faced with a profound loss. Our school has always served as a place where our youngest citizens make lifelong connections to each other and to our town. Without it, we are facing not only the loss of a school building, but the loss of a vital part of our rural identity.

I consider myself lucky to have always called Danbury my home. My deep connections to this town were in no doubt partly formed by being educated here as an elementary student. I was overjoyed that when I had children of my own, they would experience their earliest years of education in their own community. When I became a certified elementary educator and had the opportunity to teach the students of Danbury, I saw this as an incredible privilege. As a strong proponent of local education, especially in small, rural towns, I feel that the formation of this charter school is not only the desire of many of our citizens, but a necessity.

The proposed agricultural-based charter school presents a meaningful opportunity to preserve, and even build upon, our sense of community. This focus aligns and fits naturally with the character of Danbury as a small town. Many of our citizens farm, raise livestock, and grow crops, whether as a career or as a hobby. People that choose to live in Danbury are often looking for that rural feel where they can spend time surrounded by nature, and have an opportunity for some level of self-sufficiency. This charter school would provide students with hands-on, relevant learning experiences that would align with their family and community ideals. This kind of connection and investment in their own learning can lead students to tremendous educational success.

A charter school in Danbury would serve as more than an elementary school - it could serve as an essential hub for community connection and engagement, where students and families can build lasting relationships. It would both honor the legacy and history of Danbury Elementary while creating something new that could be driven by our town identity and values.

As a Danbury resident and elementary educator, I wholeheartedly support the formation of an agricultural-based charter school in Danbury. I believe that this would provide our students with a quality education, families with a greater sense of choice and involvement in their children's schooling, and allow our town to build and maintain generational connections. Having our own school is crucial to the rural identity and close-knit feel of the town of Danbury.

Thank you for your time and consideration.

Sincerely,
Lauren Moran

May 1, 2026

TO: New Hampshire Board of Education

I am writing to express my enthusiastic support of a proposal to create and establish a charter school to change the Danbury Elementary School to Danbury Charter School in our community. As taxpayers, involved in our community, we believe that providing our children with a high-quality education is one of the most important investments we can make in their future. Keeping the current Elementary School open and viable is the best solution for community members to support.

I have been impressed by the thoughtful and innovative approach that the founders are working on to create this charter school in developing their curriculum and educational philosophy. I believe that their focus on project-based learning, critical thinking, and personalized instruction aligns with my own opinion about what makes for effective and engaging education.

This Charter school will allow our children to receive more individualized attention and support, and to develop stronger relationships with their teachers and peers. It will also relieve the current long bus rides to and from school.

I am confident that the proposed Danbury Charter School will provide an excellent education for our children. It will become an asset to our community and a great benefit to students and families who reside here.

Please accept this letter of support and ask for your genuine consideration of the Danbury Charter School's charter application submission to the NH Department of Education. I am sure the application will show that this little town is excited about the prospect of having a Charter School, which in turn, will greatly increase community involvement at the same time.

Thank you for your review and consideration of this important proposal. I look forward to a favorable decision.

In the best interest of children,

Marilyn & Donald Godfrey
40 Danbury Woods Road
Danbury NH 03230

25 Ragged Mountain Road
Danbury, NH 03230
May 7, 2026

Tal Bayer, Charter School Administrator
Division of Education Analytics and Resources
Department of Education
State of New Hampshire
25 Hall Street
Concord, NH 0330-3860

RE: Danbury Chartered Public School Application

Dear T. Bayer:

Please accept this letter of support for the above application for a chartered K-4 school in Danbury, New Hampshire which will integrate agricultural and natural resource education into the daily schedule, program, and curriculum.

I am a founding member and current president of The Danbury Education Foundation, a 501C3 non-profit organization, with the following Mission and Function:

ARTICLE 2 MISSION AND FUNCTION

Section 2.1 Mission Statement
The mission of The Foundation is to marshal the community's resources equitably to guide and support the provision of quality, free, and public educational experiences to children in Danbury, New Hampshire, and thus to help prepare them for personal, academic, and professional achievement.

Section 2.2 Function Statement
The function of The Foundation is to develop options to advance the provision of educational services and experiences in Danbury, New Hampshire; to act as a cohesive and unifying force within the community of Danbury; and to solicit, receive, and manage gifts and other resources directed to advance the cause of educating Danbury's children.

At our annual meeting on April 25, 2026, our organization voted to assist the Danbury Chartered Public School by accepting donations on their behalf and keeping records of the same including any stipulations made with the gifts (i.e., this can only be used for curriculum, or please return our money if the charter does not pass) until such time as they are formally organized and have someone in their organization capable of managing gifts and donations.

In addition to serving on the board of this non-profit organization, I was a public educator for three decades, regional school board chair, regional school budget committee chair, Danbury selectboard member, and (currently) member of the Danbury Budget Committee. More important are some other roles

I hold including Danbury Elementary School alumni, mother to five graduates from Danbury Elementary, grandmother to six-two who graduated from Danbury Elementary, and lifelong resident of Danbury. I also grew up in 4-H and looked forward every year to showing at Hopkinton State Fair and every summer to attending Bear Hill and Spruce Pond 4-H camps. In 4-H I learned about gardening, animal husbandry, natural resource management, sewing, cooking, light carpentry, wildlife and plant/tree identification, service to community and country, how to follow Roberts Rules of Order, public speaking, how to support others and work together as a team, and so many other invaluable lessons, I loved elementary school, but I would have loved it even more if it had been combined with the practical and civic lessons learned through 4-H. The Danbury Chartered Public School will offer that very combination.

Please give this application every consideration.

Sincerely,

Ruby Hill

Ruby Hill

The Senate of the State of New Hampshire

107 North Main Street, Concord, NH 03301-4951

April 30, 2026

To Whom It May Concern,

I enthusiastically support the formation of the Danbury Chartered Public School. Given the forthcoming closure of Danbury Elementary, parents should be given a choice to enroll their children in a local school. By working together, parents, educators, and community members alike, will develop a school that will deliver a high-quality education for the children of Danbury and beyond.

I am also thrilled to hear there will be a heavy focus on nature-based learning. Agriculture and farming are vital to our state's economy and to the region in particular. By exposing children to these industries early on, it is my hope they will develop an entrepreneurial spirit that serve them throughout their lives. In my view, charter schools can play an important role in our educational system, and after attending the initial meeting, I am excited at the prospect of a new charter school in the community.

Sincerely,

Senator Daniel E. Innis, Ph.D.
Senate District 7



Huntoon Farm
One Farm, One Family,
Seven Generations Since 1856

PO Box 77, 46 Huntoon Road
Danbury NH 03230
May4, 2026

To Whom It May Concern,

My husband and I operate Huntoon Farm, a diversified family farm established by my great grandfather. We'd like to extend our full support to the establishment of a Danbury charter school to educate our local youth. We believe a charter school will instill pride, create a sense of belonging and encourage local traditions and connections that are fading throughout NH. We strongly believe that an elementary school in our town will help sustain a sense of community. Connections taught and learned at a young age will build resilience and partnerships that will last a lifetime.

Being farmers, we are even more thrilled to throw our support to a school with a prominent agriculture curriculum. Teaching animal stewardship will provide lessons of rural traditions that are being lost, while also connecting them to the land and building responsibility. Farming requires meeting challenges, overcoming adversity, turning failures into successes and reaping the rewards from hard work. For our farm, some of our most rewarding days were when the entire Danbury Elementary School came for a field trip. Imagine seeing the excitement in a child's eyes as they tenderly held a baby chick or hearing them squeal with surprise when a calf's sandpaper tongue reaches out for their outstretched hand. One child insisted to a parent that they must create a compost pile to reduce the amount of trash they sent to the Danbury dump. A presentation of a thousand words and topics, but one never knows which one might click in a child's mind and spark an interest. Might we dare we hope that an early agriculture education might someday make them want to farm? They might grow to sustain themselves, or their family or others. And, at the very least, they will surely learn an appreciation for. and to support our local farms; ultimately playing a role in helping to create a stronger and sustainable food supply.

Whether the school comes to us or we go to them, we look forward to being involved and encouraging fellow farmers, agricultural entities and the community to also be involved. Ultimately, we have no doubt that charter school alumni will be contributors to their community while gaining skills that will lead them to a successful future.

Sincerely,

Philip & Donna Sprague

May, 2026

To Whom it May Concern,

I am writing in support of establishing the Danbury Charter School. My husband and I bought our home in Danbury in 1986, using it only seasonally until we retired in 2023. We love the town of Danbury, with its natural beauty, cherished traditions and community spirit. Though we have not had children in the Danbury School, we have known many of its graduates and some of its teachers past and present. There is a sense of pride and fellowship in that school. When the decision was made to close the Danbury School for budget reasons, it came as a blow.

Rather than simply bemoan the passing of the school, a few incredibly capable and energetic people came up with an alternate plan and the idea of the Danbury Charter School was formed. The proposed school, with its emphasis on agriculture and appreciation of the land on which we live, will provide an educational option for children that will foster a sense of community and pride. The foundational tenets of the school reflect an understanding of the way children learn. The founding members of this school have turned an unplanned loss into an opportunity to create an enduring legacy for the town and its children.

I worked as an educator, teacher and administrator, for over 40 years. I know the power of a school that makes space for a child and their growth. I am impressed by the planning and thought that has gone into the Danbury Charter School and very hopeful that it will succeed. I am sure I won't be the only townsperson willing to volunteer to make this proposed school not only a reality but a point of pride.

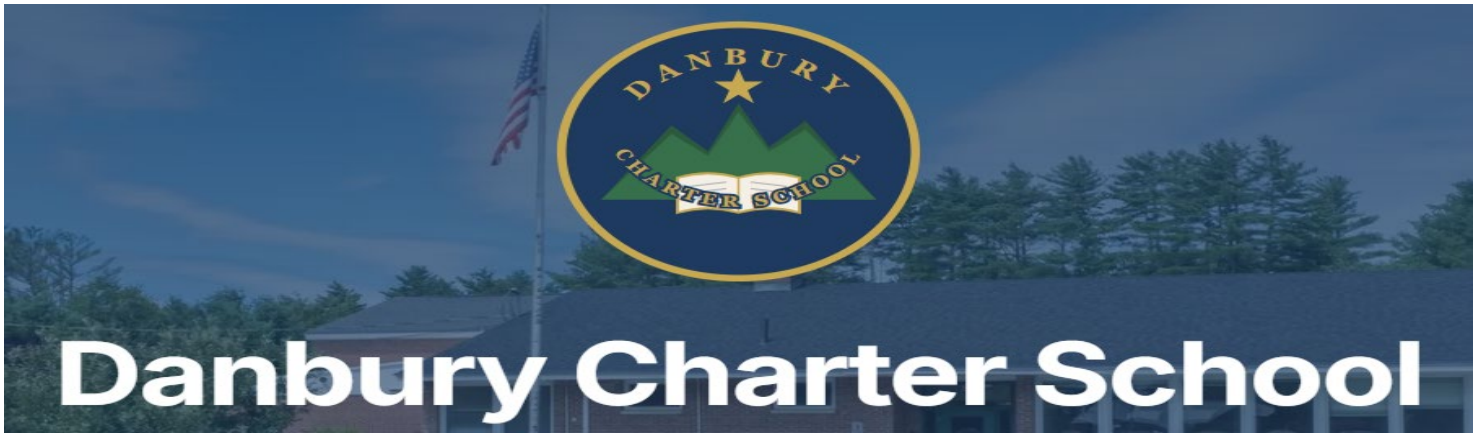
Most sincerely,



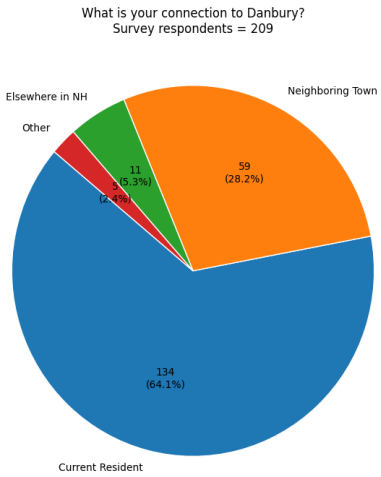
Kelly Marchand
Kmarchand6@gmail.com
197 Eastern District Rd
Danbury, NH 03230

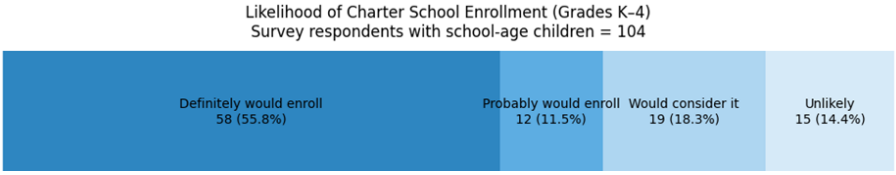
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Appendix R Survey Results



Survey Results: (March 22, 2026 – March 25, 2026)



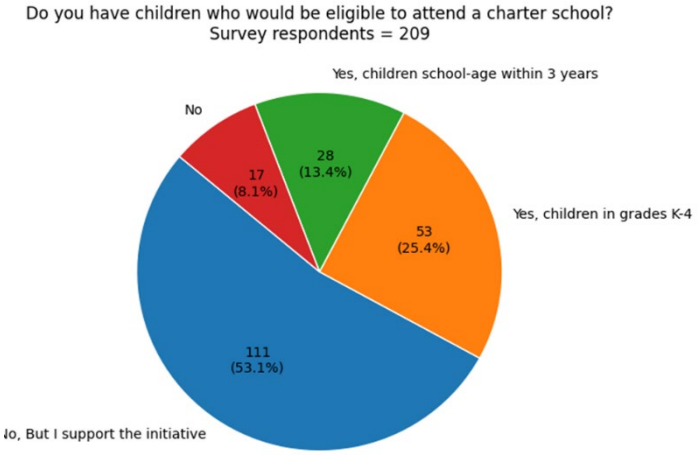


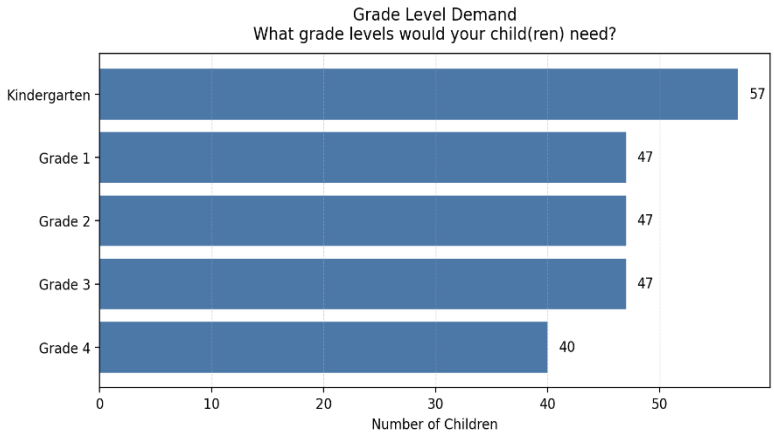
Likelihood to Enroll:

Interest in charter school enrollment for grades K–4 is strong among respondents with school-age children, with over two-thirds (67.3%) indicating they would or probably enroll, while fewer than one-third are uncertain or unlikely—suggesting substantial potential demand if enrollment opportunities are available.

Connection To Danbury:

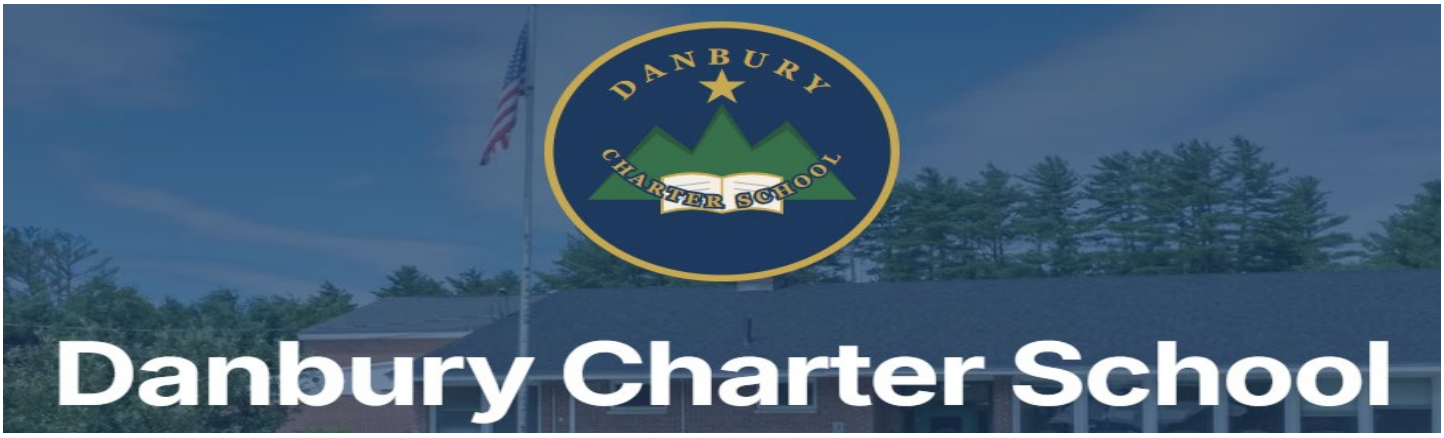
The survey responses are predominantly driven by local perspectives, with nearly two-thirds (64.1%) of respondents identifying as current Danbury residents and more than a quarter (28.2%) coming from neighboring towns, indicating that engagement and interest extend beyond the immediate community while remaining strongly rooted in the local population.

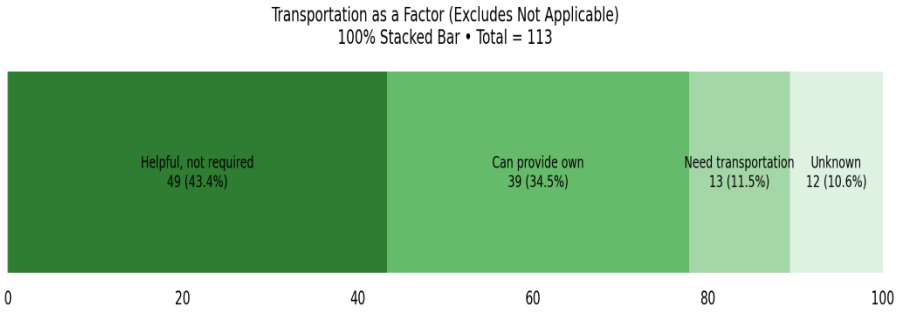




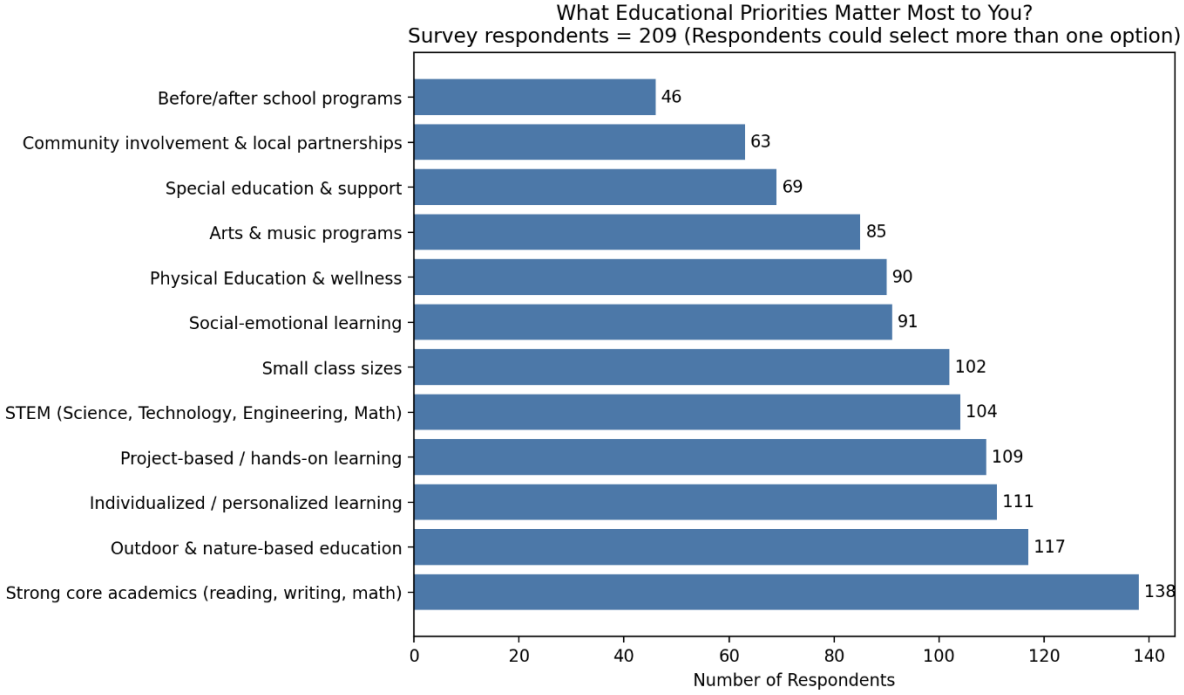
Eligibility and Demand:

Eligibility data shows both immediate and near-term need for charter school enrollment, and projected demand is strong and well distributed across early elementary grades. Kindergarten represents the highest anticipated enrollment, with Grades 1–3 close behind, indicating that interest is not limited to a single-entry point. Together, eligibility and grade-level demand suggest a broad and sustained pipeline of students, reinforcing the need for balanced capacity across the full K–4 range from the outset.

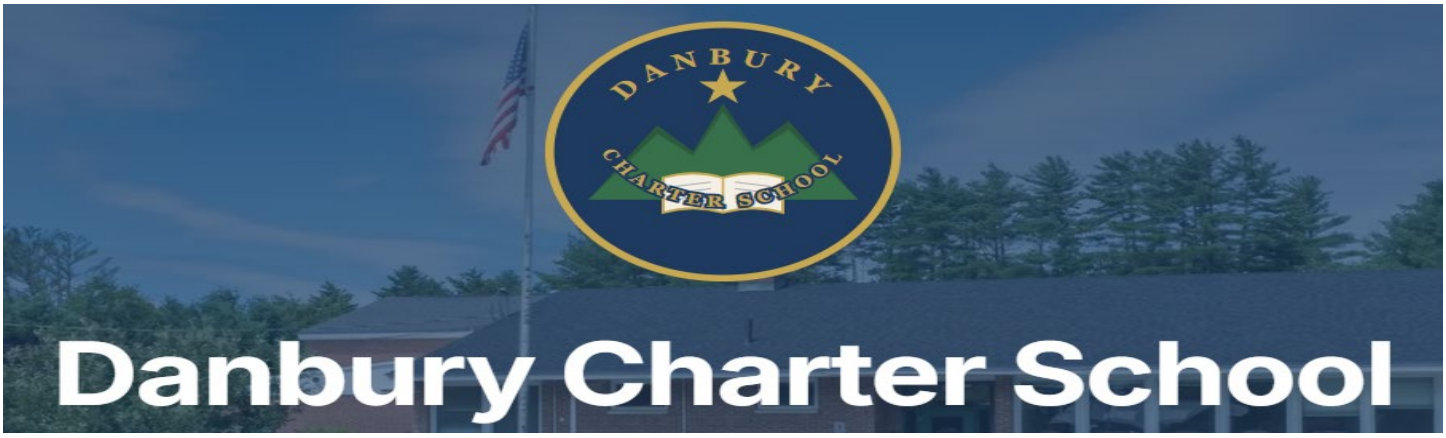


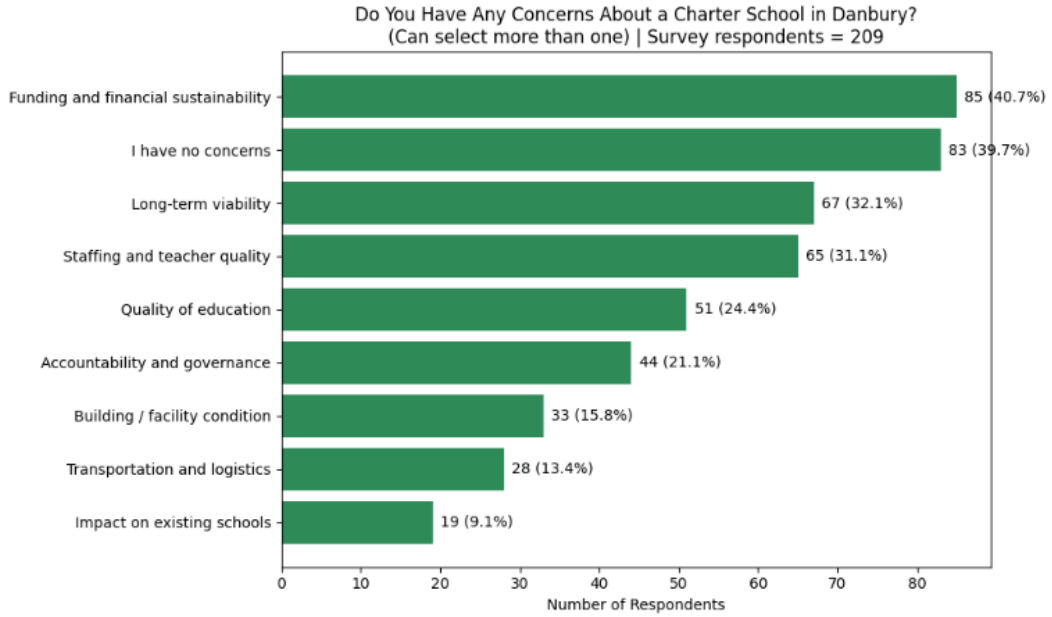


Transportation: Transportation support may enhance access for some participants but is unlikely to be a limiting factor. (Not graphed, those who transportation does not apply to – Do not have school age children.)



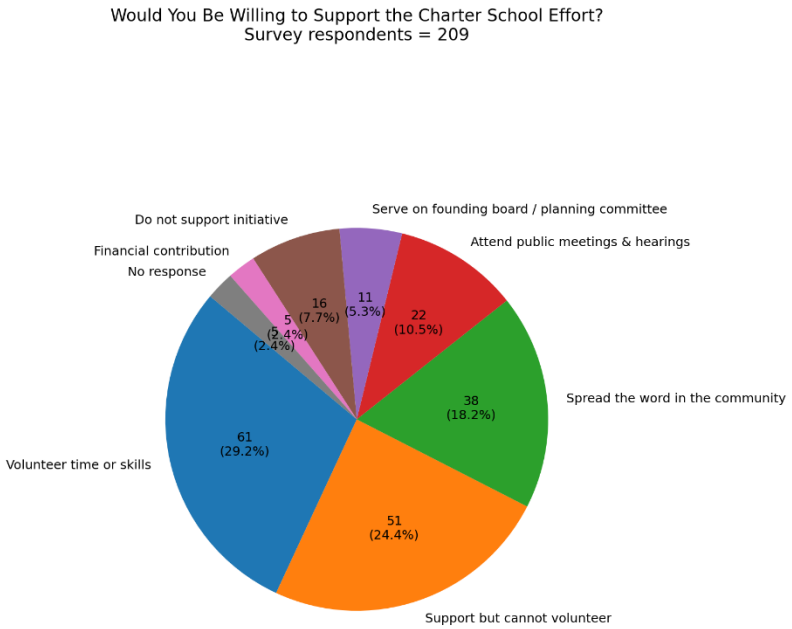
Education Priorities: Families strongly prioritize a solid academic foundation, but they also expect a well-rounded educational experience. While strong core academics rank highest, respondents consistently highlight the importance of outdoor and nature-based learning, hands-on and project-based experiences, and personalized instruction. This indicates that families are not choosing between academic rigor and enrichment, they expect both. Effective program design should therefore lead with academic excellence while clearly integrating experiential learning, individualized support, and whole-child development.

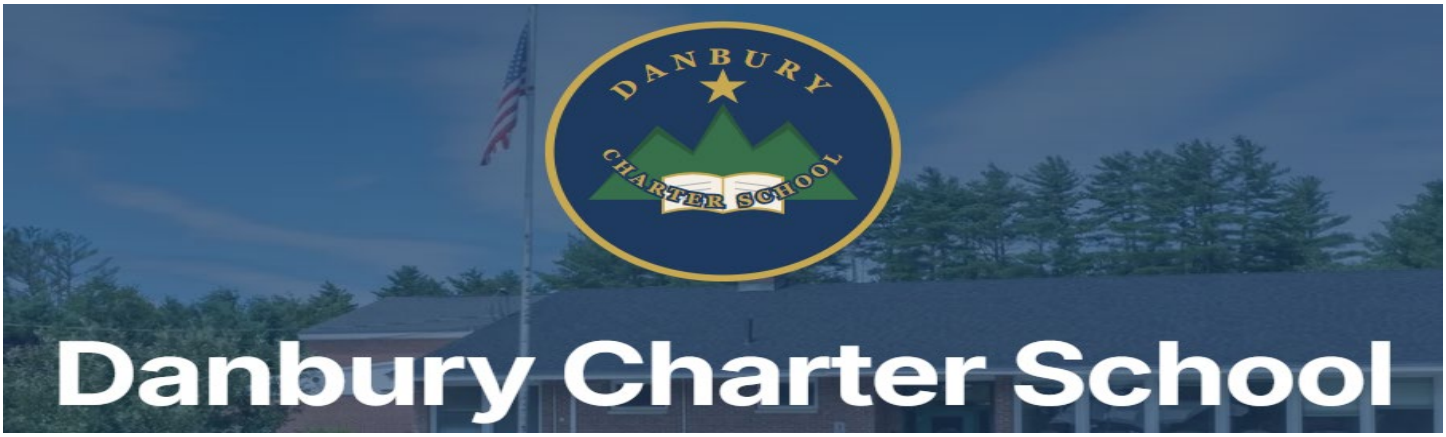




Concerns for Charter School: Concerns about establishing a charter school in Danbury are mixed, with funding and financial sustainability cited most often (40.7%), while nearly as many respondents (39.7%) report no concerns at all—indicating cautious interest balanced by significant confidence among a large portion of the community.

Community Support: Community support for the charter school effort is strong and diverse, with most respondents willing to contribute in some way. Nearly one-third are prepared to volunteer their time or skills, and another quarter offer support even if they cannot volunteer. Additional engagements such as spreading the word, attending meetings, or serving on committees—further demonstrates broad, multi-level willingness to participate, while only a small share express opposition. This indicates a solid foundation of community backing that can be leveraged for planning, outreach, and launch readiness.





📝 **42 respondents provided written comments**, offering deeper qualitative insight into community priorities, concerns, and values related to the proposed charter school.

Overall sentiment is strongly supportive — with enthusiasm rooted in local pride, concern for children's well-being, and belief in small, community-driven education. Questions raised are overwhelmingly constructive and focused on implementation rather than opposition.

🏫 Strong Support for a Local, Community-Based School

Residents consistently emphasize the importance of keeping children learning *in Danbury*. A local school is viewed as foundational to town identity, community cohesion, and long-term vitality. Alumni, grandparents, and families alike express emotional attachment and pride in preserving education locally.

⚠️ Dissatisfaction with the Current District Model

Many respondents express concern with the Newfound/Bristol-based district, particularly related to larger schools. Common issues include perceived declines in quality and discipline, overcrowding, overstimulation, and limited local voice in decision-making. This dissatisfaction fuels interest in a charter model offering greater local control and accountability.

👩‍🏫 Priority on Small Class Sizes & Individualized Attention

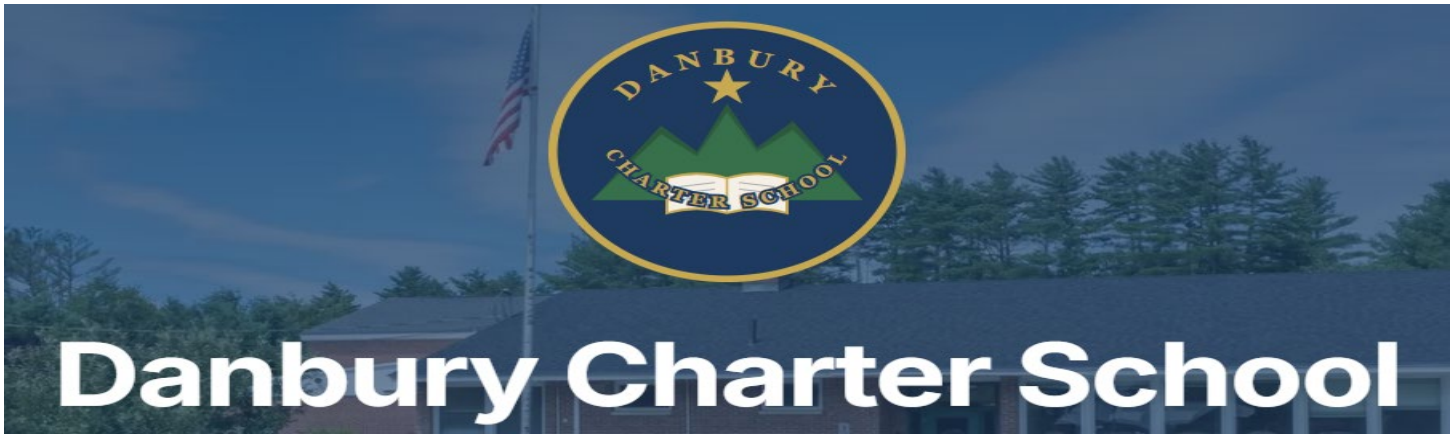
Comments strongly highlight that children, especially younger students and those with special needs, thrive in smaller, calmer learning environments. Respondents stress the value of close teacher-student relationships, individualized instruction, and better support for IEPs and 504s.

🌲 Desire for Holistic & Hands-On Education

Respondents consistently advocate for education beyond core academics. Frequently mentioned priorities include outdoor and place-based learning, life-skills instruction, vocational exposure, and experiential projects tied to community values. Many see Danbury's scale as an opportunity for innovative programming.

🤝 High Willingness to Volunteer & Support

Community members express strong readiness to actively contribute, offering time, skills, and expertise for committees, classrooms, operations, fundraising, and leadership. Even those unable to help immediately voice strong philosophical backing.



📊 **Practical Questions About Logistics & Governance**

While largely supportive, respondents raise thoughtful questions about financial sustainability, facilities, staffing, curriculum authority, transportation, grade span, and governance. These comments reflect diligence and interest in long-term viability, not skepticism.

👧 **Focus on Children's Emotional & Developmental Well-Being**

Several comments point to the strain of long bus rides, fatigue, and large school environments—particularly for younger children. These concerns reinforce the belief that schooling decisions should prioritize developmental needs alongside financial considerations.

Broad-Based Community Support

Importantly, support comes not only from current parents, but also from alumni, grandparents, homeowners without children, and future residents—demonstrating that this issue is viewed as a **community-wide investment**, not a narrow parental concern.

Some of our comments from our respondents are supportive, constructive feedback, or genuine concern with the Charter School Initiative:

"Having our small-town school is important to me. Having her classmates as our neighbors is ideal growing up. Also, my child wouldn't make it through a day being on the bus at the end of the day from Bristol. When she's overtired or hungry she can get emotional or angry."

"Most Children don't thrive in large classrooms where the environment is over stimulating and less engaging as it is difficult for one teacher to oversee so many children and provide consistent education to all that attend,"

"How will the school be financed, including operation and maintenance of the building? How will this affect our relationship with NASD? How will staffing be accomplished? How will provisions be made for needed insurance coverage?"

"I have discussed this solution with some parents from surrounding towns. They are excited about this possibility and are willing to support."

Thank you to everyone who has participated in our Survey, it is so important to the exploration phase and success of creating a charter school, right here in Danbury!