

CHARTER SCHOOL APPLICATION FOR THE
NEW HAMPSHIRE DEPARTMENT OF EDUCATION
Sponsored by
FRIENDS OF BREAKTHROUGH ACADEMY

BREAKTHROUGH ACADEMY
CHARTERED PUBLIC SCHOOL

Contact

Kimberly Morton, *Chair*
Kimberlee Randall, *Vice Chair*

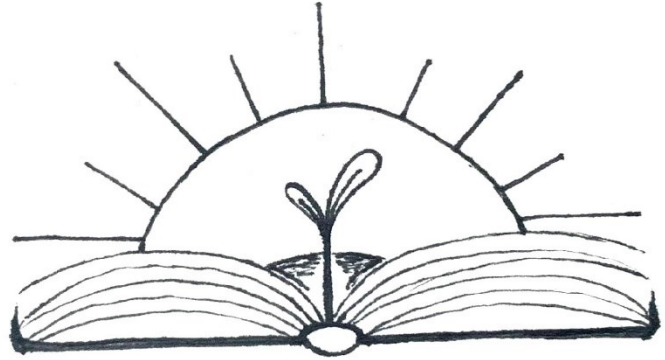
237 Main St.
Brownfield, ME 04010
562-688-9119
Kimmiekat1@gmail.com

Projected Opening Date:
September 2025

Location:

Areas of Eastern Grafton County and Carroll County

Submitted:



Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results. – John Dewey

First 5 Years of Enrollment														
	Lower Pod			Upper Pod			Middle School Pod			Lower High Pod		Upper High Pod		
Year	K	1st	2nd	3rd	4th	5 th	6th	7th	8th	9th	10th	11th	12th	Total
2025	6	6	6	6	6	6	6	6	6	0	0	0	0	54
2026	8	8	8	8	8	8	8	8	8	0	0	0	0	72
2027	10	10	10	10	10	10	10	10	10	8	8	0	0	106
2028	12	12	12	10	10	10	10	10	10	10	10	0	0	116
2029	12	12	12	12	12	12	12	12	12	10	10	8	8	144

MISSION

The primary goal of Breakthrough Academy Chartered Public School (BACS) is to build on the principles of self-efficacy, intrinsic motivation, relevance, and sustained engagement. Breakthrough Academy Chartered Public School aims to combine competency-based education within an agriculture learning environment, allowing students to achieve competencies while gaining skills in agriculture and farming. Utilizing a well-rounded curriculum, students will master their abilities and gain confidence and skill sets that will allow them to become innovative leaders and contribute to New Hampshire's growth. Integrating competency-based education and agricultural learning provides an environment where students can lead responsibly, utilize their moral compass to direct their learning path and impact the world around them grounded in knowledge and application of life skills.

VISION

To provide students with an opportunity to learn in an environment that benefits them as human beings and is grounded in moral values is necessary to become innovative leaders in society. Breakthrough Academy Chartered Public School seeks to equip students with a moral compass and intrinsic motivation to pave a path, create bridges, and burrow through the challenges in life. Students will understand the world in which they live and the environment that surrounds them and learn how to add personal and meaningful value to better their communities. Finally, each student will achieve their personal goals intellectually, artistically, and morally.

Table of Contents

SECTION I - LETTER OF INTENT	1
Section II - Application Cover Sheet and Technical Requirement.....	1
A. Application Cover Sheet.....	1
B. Technical Requirements.....	1
Section III - Introduction	2
A. Educational Mission, per RSA 194-B:3, II(A).....	2
B. The name, address, telephone and fax numbers, and email address of a contact person.....	2
C. An identification of the eligible person(s) or entity of the applicant from among those listed in	2
RSA 194-B:3, V. Ed 318.05(c)(4).....	2
D. General description and proposed or potential location, per RSA194-B:3, II(D)	2
E. A summary of the school's focus, including a description of the characteristics, methods, and.....	3
goals of the school.	3
F. Target population.....	3
G. Measurable Goals and Objectives for school opening and a timeline for implementation. Ed.....	4
318.05(c)(9)	4
H. Projected student enrollment for each of the first five years of operation Ed 318.05(c)(6)	4
I. Students to be served: grade level, maximum number, and other information about pupils to be	
served. RSA194-B:3 II (e); Ed 318.05(c)(5).....	5
J. Educational Need	5
K. Any reasons why the prospective board of trustees believes RSA 194-B:3, XII relative to a	5
shortening of deadlines may apply to this case.	5
Section IV - Governance.....	5
A. Governing Board: roles, responsibilities, qualifications, skill set, experience. Ed 318.09(e)(2)	5
B. Method by which trustees and their terms are determined.....	7
C. Board of Trustees By-Laws	8
D. Organizational Structure and Growth Plan.....	8
E. Fundraising Plan Ed 318.09(e)(11).....	9
F. Grievance/complaints Process or Policy	11

Section V - Education Plan	12
A. Curriculum and Instruction.....	12
B. Current research for selecting curriculum.	15
C. Statement that the school will have available information about its curriculum and policies to....	17
all persons, parents, and students considering enrollment.	17
D. Measurable Academic Learning Goals and Objectives and timeline for accountability	17
E. Performance Standards.....	18
F. Achievement Tests to be used to measure academic and other goal achievement.....	19
G. For Schools offering High School grade levels, graduation requirements sufficient to ensure	19
that the school has provided an adequate education for its pupils	19
H. Student Performance Data Management System (Cumulative performance over time)	20
I. Daily/weekly Schedule Samples	20
J. Supplemental Programming.....	21
Section VI - School Operation Plans	22
A. Admissions Procedures.....	22
B. School calendar and the number and duration of days pupils are to be served.	24
C. Staffing Overview, including qualifications sought for professionals and paraprofessionals:	
administrators, teachers.	24
D. Employee job description/responsibilities.....	25
E. The total number of teachers and the average teacher/student ratio for the first five years.....	29
F. A description of how the school shall conduct school employee and volunteer background	30
investigations (Criminal records Check) following RSA 189:13-a	30
G. Personnel compensation plan, including provisions for leaves and other benefits, if any	30
H. Administration Performance Evaluation	31
I. Teacher, Aide, and Paraprofessional Performance Evaluation.....	31
J. Professional Development	32
K. Philosophy of Student Governance and Discipline	34
L. Age-appropriate due process procedures to be used for disciplinary matters, including.....	35
suspension and expulsion	35
M. Student Transportation Plan, both inside and outside of the district.	37
N. Student, Staff Handbooks	37

O. Student Information System	38
Section VII - Meeting Student Needs.....	38
A. Special Education: Method of coordinating with a pupil's LEA responsible for matters	38
about any required special education programs or services, including method of	38
compliance with all federal and state laws about children with disabilities	38
B. Other educationally disabled and economically disadvantaged/at risk includes.	39
C. Additional Academic support and credit recovery	39
D. Federal Title Programs.....	41
Section VIII - Financial Management	41
A. Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal	41
audits and reports to be performed by an independent certified public accountant.	41
B. Annual Budget: including all sources of funding	42
C. Budget Narrative: providing a justification for the budget.	43
Section IX - School Culture.....	44
A. School Environment: culturally inclusive	44
B. Establishment and maintenance of School Culture	45
Section X - Stakeholder Engagement.....	45
A. Philosophy of parent (Family) Involvement and related plans and procedures.....	45
B. Community Involvement Plan including Partnerships Ed 318.09(e)(10); Ed 318.09(e)(12)	46
C. LEA Partnerships Ed 318.09(e)(12)	46
Section XI - Facilities.....	47
A. Whether the applicant has access to a facility suitable for the school and, if not, how the	47
applicant intends to provide a physical location for the school.	47
B. Description of school requirements	47
C. Classroom, Offices, Athletics, Outdoor Needs Plan	47
D. Plans for facilities lease or purchase.....	47
Section XII - School Safety Management Plan.....	48
A. Emergency Operations Plan	48
B. A statement that, the school facilities shall comply with all federal and state health and safety	
laws, rules, and regulations.....	48
Section XIII - Communication Plan.....	48

A. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.....	48
B. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community.	49
C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance.....	49
Section XIV - Assurances, Provisions, and Policies	50
A. A global hold-harmless clause.....	50
B. Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation.....	50
C. Statement of assurances related to nondiscrimination according to relevant state and federal laws.	50
D. Provision for providing continuing evidence of adequate insurance coverage.	50
E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name.....	51
F. A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option.	51
G. Statements that the school will develop, prior to opening, policies regarding the following.....	52
H. Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school’s pupils after the charter school may cease operation.....	52
I. In the case of the conversion of a public school to a chartered conversion school.....	52
J. A plan for the education of the school’s pupils after the charter school may cease operation.	52
K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level.....	53
L. An outline of the proposed accountability plan which clarifies expectations for evaluating the school’s program, and which contains an acknowledgment that a full accountability plan shall be developed and ready to implement prior to the date of opening	53

M. An outline of the proposed policy to adopt and implement the code of conduct for New Hampshire educators, as required by RSA 194-B, II(ee).....	53
Section XV - Letters of Support.....	54
A. From business and community leaders, elected officials, local school districts, parents.	54
Section XVI - Charter School Opening	54
Section XVII - Signed and Certified Application.....	54
Letter of Intent	55
Appendix A - Measurable Goals and Objectives	57
Appendix B - At -Risk in our Enrollment Zone	60
Appendix C - By-Laws	63
Appendix D - Curriculum Alignment.....	73
Appendix E - School Calendar	75
Appendix F - Budget.....	76
Appendix G – Letters of Support.....	88
Appendix H – Board Member Development Team	99

SECTION I - LETTER OF INTENT

See attached letter of intent submitted on August 28, 2023.

Tal Bayer confirmed receipt via email on August 28, 2023.

SECTION II - APPLICATION COVER SHEET AND TECHNICAL REQUIREMENT

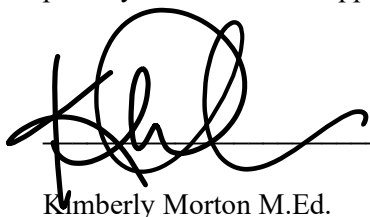
A. Application Cover Sheet

See Attachment Breakthrough Academy Chartered Public School application cover sheet" or the cover of this application.

B. Technical Requirements

This application has been prepared using the criteria outlined in the 'New Hampshire Department Application Rubric' and evaluation guidelines outlined in the 'New Hampshire Department of Education Charter School Evaluation Scoring Guide for Proposed Charter School Applications' as provided by the State of New Hampshire at the time of receipt and acceptance of the 'Letter of Intent' dated August 28, 2023.

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



Kimberly Morton M.Ed.

Chief Executive Officer of the Board of Trustees

Friends of Breakthrough Academy LLC

SECTION III - INTRODUCTION

A. Educational Mission, per RSA 194-B:3, II(A)

See Page 1

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

See cover sheet.

C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3, V. Ed 318.05(c)(4)

Ability to Submit an Application

Following provisions to RSA 194-B:3, V, Friends of Breakthrough Academy (FBA), a non-profit organization, has submitted the Breakthrough Academy Chartered Public School application to establish a state-authorized charter school. The FBA (applicant) is a registered nonprofit organization with the State of New Hampshire.

D. General description and proposed or potential location, per RSA194-B:3, II(D)

Description of the school facility

The founding members intend that Breakthrough Academy Chartered Public School be located in Eastern Grafton County and Carroll County.. Several potential locations have been identified in the region, and discussions are ongoing.

The initial space requirements are determined to be approximately 12,000 square feet. This will include eight classrooms (6 classrooms each K-8, two classrooms 9-12), space for tutoring, art and music, science labs, and office space for the school's administrative staff. Additionally, the property will have space for a barn, greenhouse, and gardening. BACS will prefer a location that will be an eco-friendly, sustainable building environment and one that will provide safe and convenient access for students. Although several potential locations have been identified, no formal binding contract has been signed; therefore, any specific detail herein has been left out. Following RSA 194-B:8, II, the BACS shall comply with all federal and state health and safety laws, rules, and regulations, including but not limited to:

- a) Fire safety
- b) Heating, ventilating, and air conditioning (HVAC)
- c) Plumbing
- d) Electrical
- e) Requirements of Ed 321.23(u) and (v)

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

Breakthrough Academy Chartered Public School focuses on a Competency-Based Education and Agriculture Learning Environment (ABLE) in partnership with the New Hampshire Learning Initiative (NHLI) and New Hampshire Agriculture in the Classroom. BACS will be grounded in the experiential learning framework set forth by John Dewey and David Kolb, embedded in the belief that experience is necessary for knowledge and an understanding that learning is a process that is formed and reformed, not fixed. “A primary responsibility of educators is that they not only be aware of the general principle of the shaping of actual experience by environmental conditions, but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth” (Dewey, 1938, p. 40). “Learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p. 38). Seeing as experiences are different for each person based on the meaning the experience brings to them, it would be relevant to say that learning and the meaning gained from experience is different for each student, changing the purpose and application of knowledge based on the experience. BACS intends to become an affiliate of the New Hampshire Learning Initiative. This initiative supports a network of schools that serve various local communities. Each has unique challenges and opportunities, but the network is bound together by a common understanding of the competency-based education we are all offering. The essentials of that education are as follows:

- a) Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- b) Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
- c) Students receive timely, differentiated support based on their individual learning needs.
- d) Students progress based on evidence of mastery, not seat time.
- e) Students learn actively using different pathways and varied pacing.
- f) Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
- g) Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable. (Levine & Patrick, 2019)

F. Target population

Breakthrough Academy Chartered Public School will be looking to enroll students who live within a 45-minute drive of the proposed school location. Our “Enrollment Zone” will pull from 5 Districts/12 Towns (see table below) as a reference. Windham Academy, Windham, NH, pulls from 18 Districts/21 Towns.

Table III.1: Target population

School District	Town
Conway Public Schools (SAU #9)	Albany
Conway Public Schools (SAU #9)	Bartlett

Conway Public Schools (SAU #9)	Conway
Conway Public Schools (SAU #9)	Eaton
Governor Wentworth Regional (SAU #49)	Effingham
Tamworth Public Schools (SAU #13)	Freedom
Conway Public Schools (SAU #9)	Jackson
Tamworth Public Schools (SAU #13)	Madison
Moultonborough (SAU #45)	Moultonborough
Governor Wentworth Regional (SAU #49)	West Ossipee
Interlakes School District (SAU #2)	Sandwich
Tamworth Public Schools (SAU #13)	Tamworth

G. Measurable Goals and Objectives for school opening and a timeline for implementation. Ed 318.05(c)(9)

See Appendix A - Measurable Goals and Objectives

H. Projected student enrollment for each of the first five years of operation Ed 318.05(c)(6)

First 5 Years of Enrollment														
	Lower Pod			Upper Pod			Middle School Pod			Lower High Pod		Upper High Pod		
Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
2025	6	6	6	6	6	6	6	6	6	0	0	0	0	54
2026	8	8	8	8	8	8	8	8	8	0	0	0	0	72
2027	10	10	10	10	10	10	10	10	10	8	8	0	0	106
2028	12	12	12	10	10	10	10	10	10	10	10	0	0	116
2029	12	12	12	12	12	12	12	12	12	10	10	8	8	144

I. Students to be served: grade level, maximum number, and other information about pupils to be served. RSA194-B:3 II (e); Ed 318.05(c)(5)

Breakthrough Academy Chartered Public School anticipates initial enrollment of approximately 54 students, anticipated in grades K-8 in the first year, as the board decides. First-year enrollment will be capped at 60 students. The exact capacity for enrollment in the first year is highly dependent on the space chosen and the ability to make needed renovations, if applicable. New students will be added each year thereafter until the school is fully enrolled; it is anticipated that by the end of the fifth year, the school will have 144 students enrolled with a minimum teacher/student ratio of 1:15. The school will serve a maximum (cap) of 170 students in grades K-12 with a maximum 1:20 teacher/student ratio in grade K-8 and a maximum 1:25 student/teacher ratio in grade 9-12. The Board of Trustees will accept, on the basis of availability of space, students funded in alternative ways for available slots, including tuition from out of state, as is the custom of other public schools. This assumes that all NH students who have applied to BACS for admission have been enrolled in classes that had available space.

J. Educational Need

Breakthrough Academy Chartered Public School will be using a combined competency-based/Agriculture-based curriculum, which is quite different from the curriculum offered by the public and private schools in the area. It will be located in the area of Eastern Grafton County and Carroll County, which serves several towns with a significant number of disadvantaged, at-risk students.

See Appendix B - At Risk in our Enrollment Zone

K. 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.

We want to complete the application review process as soon as possible. This will allow us to receive the grant funds needed to work towards opening BACS by 8/19/2025.

SECTION IV - GOVERNANCE

A. Governing Board: roles, responsibilities, qualifications, skill set, experience. Ed 318.09(e)(2)

The school's operating bodies are the Breakthrough Academy Chartered Public School Board of Trustees, the Administration (consisting of the Director, Assistant Director, and Business Office Manager), the Leadership Council (consisting of the Director, Assistant Director, and Faculty Chairs), and the faculty. The implementation of governance is characterized by collaboration, effective leadership, and accountability.

The Leadership Council comprises the Director, Assistant Director, and Faculty Chairs and is responsible for training, supervising, supporting, and reviewing all faculty members and supporting students and families who may require special care. The Council develops, monitors, and reviews the curriculum, the daily schedule, and future planning. It is the Board's responsibility to approve recommendations submitted by the Leadership Council regarding the hiring of faculty. In a disagreement on the leadership council, the Director shall make the final decision. Since there will be no Leadership Council before hiring teachers, the initial recruitment and hiring of faculty will be the sole responsibility of the Board.

The Director is responsible for the day-to-day work of the school and direct supervision of the faculty (in conjunction and consultation with the Faculty Chairs), the Assistant Director, and the Business Office Manager.

The Board of Trustees is responsible for fiscal and legal matters and is accountable for the school and its operations. The Board of Trustees is made up of three parent representatives, one or two teacher representatives appointed by the Faculty, the Director as non-voting member, Assistant Director, and four community members. We will attempt to ensure highly qualified Board Members with expertise and skills in the following areas: law, finance, fundraising, education, marketing, development, information technology, and administration.

Trustees should show dedication to the mission and vision of the school and possess the following personal characteristics:

- * Honesty, sensitivity to and tolerance of differing views, a friendly, responsive, and patient approach, community-building skills, personal integrity, a developed sense of values, a sense of humor, and a commitment to professional standards of confidentiality.
- * Willingness to prepare for and attend Board and committee meetings, ask questions, take responsibility, follow through on a given assignment, contribute personal and financial resources according to circumstances, open doors in the community, and evaluate one's performance.
- * Willingness to develop specific skills not already possessed, such as cultivating donors and soliciting funds, cultivating and recruiting Board members and other volunteers, reading and understanding financial statements, learn more about the substantive program area and issues about the school.

The Board meets every month throughout the year. It is an open public meeting (in accordance with RSA 91 A-2, except for those meetings or proceedings designated as nonpublic sessions as defined in RSA 91-A:3, II). Board members are expected to attend meetings regularly and may be subject to replacement if absences reach 50 percent or more of meetings in six months. The Board will follow the New Hampshire Right to Know Law, RSA 91-A, for business conduct. For lawful meetings, a quorum is defined as a majority of Trustees physically present or participating through video or voice communication systems. Records and minutes of meetings will be kept in accordance with statutory guidelines.

It is the responsibility of the Board to develop policies and put them in writing, so they serve as guidelines and goals for the successful and efficient functioning of the school. It will evaluate and update its policies annually and ensure compliance with RSA 194 B:5. If, in express conflict, compliance with NH state regulations will take precedence.

The Board's functions include:

- * Overseeing that the school's program and operation are faithful to the terms of its charter, bylaws, policies, and mission statement.
- * Adopting policies that further clarify and assist in maintaining the mission and educational program of Breakthrough Academy Chartered Public School.
- * Ensuring that the school's academic programs are successful. All academic programs are evaluated and reviewed annually by the Board. These evaluations are used to determine the effectiveness of the programs and provide direction for improvements.
- * Ensuring that the school is financially solvent by planning and budgeting to meet the school's goals, approving an annual budget for the school as well as a long range strategic growth plan.
- * Ensuring proper accounting and reporting policies
- * Hiring the Director, Office Assistant Director, and Business Office Manager and evaluating their performance annually; hiring faculty upon recommendations by the Faculty Chairs and Director.
- * Creating, serving on, and appointing people to necessary committees.
- * Providing Board orientation to all members, which includes introduction to the school and curriculum, classroom visits, and copies of Board by-laws and Employee and Student-Parent Handbooks

Prior to Breakthrough Academy Chartered Public School opening the Board of Trustees of BACS will make available policies regarding:

- * Budget, fund-raising and growth,
- * Records Retention,
- * Promotion of School Safety,
- * Reporting of suspected abuse or neglect,
- * Sexual Harassment,
- * Pupil safety and violence prevention,
- * Limiting the use of child restraint practices,
- * Developmentally appropriate daily physical activity,
- * Grievance and complaints process.

These policies will be compiled in a binder and included as appropriate in the Student-Parent and Employee Handbooks

B. Method by which trustees and their terms are determined.

It is important to the founders that board terms be staggered to benefit from the experience of veteran board members while also welcoming fresh perspectives that new members may offer. First-year trustees will be appointed for one-, two-, or three-year terms to establish initial staggered terms and governance stability. The Board may appoint a trustee to fill a vacancy if vacated, but that Board member will only be allowed to serve until the original term expires but may be renewed by a majority vote of the Board of Trustees. Board members may serve consecutive terms if so, voted by a Board majority.

For conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of trustees physically present or participating through video or voice conferencing systems. Records and meeting minutes will be kept in accordance with statutory guidelines and made available online. The Board of Trustees will begin governance within three months after receiving charter authorization. The Board's first task will be to create a selection process for the school Director. The school Director will be a non-voting member of the Board.

Start-up Committee:

During the school's first year of planning and design, a start-up committee shall work on all areas of charter school development and readiness. This team will consist of founders and advisers. Their duties will include but are not limited to:

- a) Fundraising
- b) Developing applications and marketing materials
- c) Forming initial subcommittees
- d) Securing general and board liability insurance
- e) Securing an appropriate site for the school
- f) Developing job descriptions and the hiring process
- g) Publicizing staff, administration, and faculty positions
- h) Obtaining health, fire, and safety code approvals for facility
- i) Purchasing supplies and materials for school setup

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

Board of Advisers:

The governing Board of Trustees may select a Board of Advisers to serve as an advisory group of non-voting members.

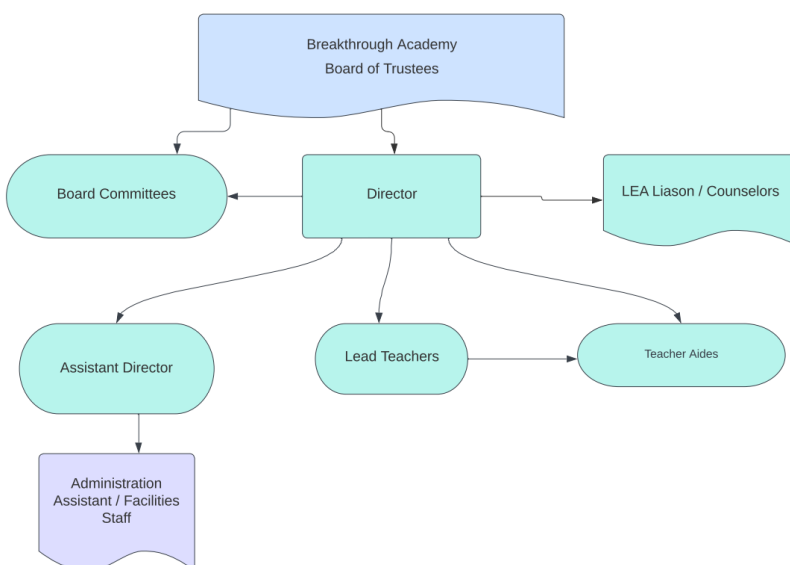
C. Board of Trustees By-Laws

Please see Appendix C --Breakthrough Academy Chartered Public School By-Laws.

D. Organizational Structure and Growth Plan

In addition to the descriptions provided above for the Trustees and Board, key responsibilities (Section IV c.) and qualifications for faculty and staff (Section VI d.) and the Organizational Structure outlined below, as the School grows, faculty and administrative staff will be added to support School needs.

The Organizational Structure for Breakthrough Academy Chartered Public School is as follows:



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

E. Fundraising Plan Ed 318.09(e)(11)

Startup Phase:

Upon receiving state charter approval, Breakthrough Academy Chartered Public School will launch a fundraising campaign. The campaign will last until the opening of the school and focus on educating the surrounding community about the benefits BACS will bring to the community and surrounding areas. Start fundraising will focus on supporting the start-up cost and operations. Some information meetings will be paired with sponsored dinners hosted by local restaurants and include raffles with local businesses' gifts. Phone calls will be made to local community groups, community leaders and high-net worth individuals to collect contributions and spread further awareness. Advertisements on social media, in local newspapers, and on local radio will steer individuals to BACS's website, where they will find more info about the school, a place to contribute, and contact info of the school administration for any questions, as well as information related to enrollment. Table deployments at local grocery stores, hardware stores, and post offices will be made to provide info to locals and collect contributions and contact information. Two main events will be the organizing focus in the school's startup phase. First will be a silent auction dinner for the community built around BACS. Families will be invited to attend and invite guests (other families with children). The fundraising committee could invite potential donors. The

second will be an open house at BACS for more prominent donors and community leaders. In addition, Government Grants will be written and submitted.

Post Opening First Year Fundraising:

After Breakthrough Academy Chartered Public School opens, fundraising from the startup phase will roll over into the first year of operation. The first focus will be the formation of the fundraising committee and the parent committee. These committees must be composed of primarily outgoing individuals. These committee members will receive training in fundraising. The Parent Committee will be responsible for smaller fundraising events such as bake sales, wreath sales, mums sales, craft sales, savers, etc. The Fundraising committee will be responsible for more significant fundraising events such as the Silent Auction, Golf or Corn Hole tournament, Matching Fund, 50/50 Raffle, sponsored dinners, etc. Each committee, the board, and the event planner will be responsible for outreach with coordination from the marketing staff and marketing committee. During the first year of BACS there will be a consolidated effort in launching membership drives with the most significant drive being toward the end of the school year and in the summer.

Long-Term Fundraising and Outreach:

A large membership base will be the long-term goal for fundraising. If only one thousand people gave ten dollars a month, Breakthrough Academy would be able to raise one hundred and twenty thousand dollars through memberships alone each year. There are two significant components to a long-term active membership base. One is outreach, and this is broken down into two components. First is continued successful membership drives, which good marketing practices will closely characterize. Second is through school events, mainly fundraising, and community events, that have increased in quality over the years. Excellent outreach is a combination of creative thinking and developed best practices.

The second major component is membership development, also known as follow-up. The most common form of this is quality content. Breakthrough Academy Chartered Public School may produce a seasonal journal with many articles written by teachers and students. The journal will give overviews of school activities, upcoming events, best teaching practices, etc. The school website will be a portal for all the online content, including teaching lessons, presentations, articles, blogs, etc. Additionally, the students can create a similar component to this. Student journals encompass best practices with animals and farming. Recipes were created and made in-house from the agriculture program. Best practices for others with livestock and agriculture growing techniques.

Long-term fundraising and outreach will be integral to Breakthrough Academy Chartered Public School's overall operation. It will help drive and sustain a high level of education offered to the students. It will help generate and grow tuition and parent involvement. It will help optimize new and innovative ideas for the teachers and administration.

- * Start-up goal: \$ 50,000
- * First-year goal:\$ 75,000
- * Second-year goal:\$ 150,000
- * Long-term goal: 25± years
 - * Upwards 10,000 memberships
 - * \$ 1,200,000 raised for year 25

F. Grievance/complaints Process or Policy

Breakthrough Academy Chartered Public School is committed to providing the best possible working conditions for its employees and educational environment for students and families. Part of this commitment is encouraging an open atmosphere in which any conflict, complaint, suggestion, or question receives a timely response within the school. BACS strives to ensure fair and honest treatment of all employees, students and families. All school community members are expected to treat each other respectfully and be encouraged to offer positive and constructive criticism.

Internal Grievance/Disputes:

Internal Grievances/Disputes arising within Breakthrough Academy Chartered Public School, including all disputes among and between students, staff, parents, volunteers, advisers, partner organizations, and governing board members, will be resolved under policies and processes developed by the school. The LEA shall not be involved with internal disputes of BACS unless BACS requests LEA involvement or it is legally required. Employees who disagree with established rules of conduct, policies, or practices can express their concerns through the conflict resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint with BACS in a reasonable, business-like manner or for using the conflict resolution procedure. Suppose 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. In that case, they are encouraged to make use of the following steps. The employee may discontinue the procedure at any step.

1. The employee shall present conflict in written form to the Director or the office administration after the incident occurs.
2. If that person is unavailable or the employee believes contacting the Director or the office administration would be inappropriate, the employee may present the conflict to the Chair of the Board of Trustees.
3. The Director or Board Chair responds to conflict during discussion or after consulting with others, when necessary, and documents discussion.
4. Any grievance or complaint not resolved by the above steps shall be brought before a subcommittee of the Board for a hearing. This subcommittee will recommend to the entire Board for action regarding the grievances and/or complaints.

The above process also applies to any parent or student. In situations involving a classroom teacher or other employee they 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 bring the concern in writing to the Director, the office administration, or the Board as above.

In the case of grievances and/or complaints against the Board 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 dispute resolution. The cost of such mediation shall be split between the parties. If applicable, each party shall bear its attorney fees resulting from the dispute resolution process.

Not every conflict can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual conflicts can members of the Breakthrough Academy Chartered Public School community develop confidence in each other. Open communication and fostering mutual respect will assist in conflict resolution and establish an environment that is safe and conducive for all to function within their respectable positions.

In the case of disputes between the LEA and Breakthrough Academy Chartered Public School, an attempt will always be made to resolve them amicably and reasonably without resorting to formal procedures. BACS will 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 BACS and the LEA, BACS will state a written format to be submitted to the Superintendent of the LEA. The Director will contact the Superintendent for a meeting to resolve the dispute not later than 5 business days from receipt of the statement. Suppose this meeting fails to resolve the dispute. In that case, BACS will identify a Board of Trustee member who will meet with the Superintendent and Director and attempt to resolve the dispute within 15 business days of the dispute statement. Suppose this meeting fails to resolve the dispute. In that case, the Director will identify a neutral third-party mediator to engage the Parties in a voluntary and non-binding mediation session to facilitate dispute resolution. The format of the mediation session may be developed jointly by the Superintendent and Director. Mediation will hopefully be held within thirty business days of receipt of the dispute statement. BACS will bear only its attorney fees resulting from the dispute resolution process.

SECTION V - EDUCATION PLAN

A. Curriculum and Instruction

See Appendix D - Curriculum Alignment

Competency-based education (CBE) in K-12 academic settings is an approach to teaching and learning that redefines how and when students learn and how to transfer their knowledge to demonstrate their gained skills (Levine & Patrick, 2019). The U.S. Department of Education states that CBE provides students with personalized learning opportunities and flexible means of earning credits, leading to better student engagement and outcomes. Agriculture-based Education environment (ABLE) is a newly emerging field of research that utilizes authentic learning environments. These environments combine a subject of academic study with its real-world surroundings, actors, and activities (Smeds et al., 2015). Blending CBE and ABLE provides students with opportunities to use real-life learning to complete their competencies, enhancing student engagement and promoting academic success.

Breakthrough Academy Chartered Public School will partner with the New Hampshire Learning Initiative (NHLI) and utilize guidelines for CBE set forth by the Aurora Institute. Additionally partnering with New Hampshire Agriculture in the Classroom and the New Hampshire Farm Bureau Federation will provide support and guidance for both methodologies to be integrated cohesively. Utilizing New Hampshire State Board-approved K-8 and High School competencies will ensure academic learning meets or exceeds state guidelines. BACS will have blended-age classrooms closely resembling New Hampshire competency grade clusters. BACS will have a K-2nd grade pod, a 3rd-5th grade pod, a 6th - 8th-grade pod, a 9th-10th grade pod, and an 11th-12th grade pod. Students in K-8 will have the complete 3 years in the pod to meet or exceed all competency standards set within that pod, allowing students to work at their level and the time needed for some students to have more focused work in areas of need or areas of strength.

Curricular Program

Breakthrough Academy Chartered Public School will focus on all core subjects from kindergarten through 12th grade. Having a solid foundation in literacy will support academic achievement in other areas. Utilizing programs like the Wilson Foundation to teach reading to all readers will be beneficial. Presenting a research-based approach to reading intervention curriculum allows elementary teachers to confidently present a carefully structured reading and spelling curriculum using engaging multisensory techniques. Wilson's curriculum and other programs explicitly teach phonics, spelling, reading, handwriting, and grammar. They feature research-based, systematic, and multisensory structured language curricula to help every student succeed. Students learn to read step-by-step, starting with our language's basic structure and rules and then building to more advanced lessons over time.

Further integrating literacy with farm-based education will help students engage more and activate their long-term memory (Smeds et al., 2015). Teachers will use 3-part cards for vocabulary and literacy to merge philosophies. Students will engage in research and writing projects in various aspects of farm-based education. These projects will be individual and small group projects based on student-led interests to promote and integrate farm-based education and CBE (Levine & Patrick, 2019). Breakthrough Academy Chartered Public School will focus on a strong literacy program; research has shown that average and high levels of reading performance are associated with gains in mathematics, even for struggling students (Erbeli et al., 2020).

Mathematics

Breakthrough Academy Chartered Public School will utilize programs such as Math-U-See. Math-U-See is a K-12 program that utilizes a mastery-based approach, integrates multi-level ages, and utilizes a multi-sensory approach. Programs such as this allow for integration between home and school, utilizing both print and digital aspects. Having a program that spans all grade levels allows for consistency within the program, allowing students to work at their own pace efficiently. In addition to programs such as Math-U-See, BACS will integrate farming and math using project-based learning, further promoting CBE throughout the curriculum. The U.S. Department of Education states that Competency-Based education and blended learning lead to better student outcomes.

Science

Breakthrough Academy Chartered Public School will utilize programs like Studies Weekly for K-5 science. Studies weekly is in alignment with NH state standards. This program uses a multi-sensory approach to maintain student engagement. In addition to Studies Weekly, teachers can pull science lessons from OpenSciEd, an online open curriculum platform. BACS will use programs like Pearson for middle school and high school science. In addition to textbook materials, teachers can pull additional lessons from TeachTCl, aligned with NGSS and OpenSciEd. Farm education and CBE will be integrated throughout science in a cross-curricular format, integrating research, experiments, and writing using a project-based learning approach on an individual and small group basis as per the needs and interests of the students.

Social Studies

Breakthrough Academy Chartered Public School will use programs like Studies Weekly for K-5 Social Studies. This program is in alignment with NH state standards. This program uses a multi-sensory

approach to maintain student engagement. BACS will use programs like TeachTCI to supplement the K-5 social studies curriculum and a base curriculum for grades 6-12. TeachTCI is an award-winning curriculum supporting diverse learners with rigorous standards. TeachTCI has professional development for teachers, allowing them to focus on student success. Aspects of social studies can be integrated with farm-based education.

Instructional Strategies

Breakthrough Academy Chartered Public School will have multi-aged classrooms, allowing students the entire three years within the classroom setting to meet all standards for that grouped setting. Students will have personalized learning plans and be in groups, as they can be, with other students at the same or similar level. Instructional support and strategies are most effective through flexible ability groupings in the core subjects of reading, writing, and math. Ability groupings will allow BACS to tailor instructional techniques and class time to meet the needs of all types of learners. We will provide individualized support for all learners while maintaining the exact outcome expectations. Upon admission, students will be placed into ability groupings using initial assessments that indicate strengths and weaknesses. Those with IEPs will receive accommodation as required on an individual basis. Students will be moved across groupings as additional assessments suggest. Assessments will be given in various ways, often involving a choice board for students to choose the best method for showing their learning outcomes. Students will be evaluated using a rubric that they will have access to when they choose their method. Using differentiated instructional strategies will enable teachers to optimize the learning of all students. BACS is committed to individual student academic support and student interest levels as a way to maintain engagement and meet students where they need to be met; this aspect of CBE has been shown to promote academic success and motivation (Evans et al., 2020).

Other Instructional Strategies

CBE

To follow the spirit of CBE, Breakthrough Academy Chartered Public School plans to do an actual CBE program, meeting students where they are. Grades K-8 will be clustered into learning pods spanning 3 grade years. Students will have three years to meet all academic standards within the pod. If a student is well below or above where their pod is for a specific subject, that student will move to the appropriate pod for where they are academically for the specific subject needed. High school students will be clumped into pods that span two years with the same concept as K-8. Students will not receive letter grades but will move forward in subject content based on their ability to show mastery of a standard/skill. Academic progress will be measured using rubrics to ensure that academic skills and necessary soft skills have been accomplished. The curriculum specialist will create rubrics to ensure continuity.

Farm-Based Education

New Hampshire Agriculture in the Classroom provides lesson plans for teachers that encompass language and mathematics. Utilizing this and other programs like it will allow teachers to have focused lessons specific to farm-based education that tie into the core curriculum.

Cooking

Breakthrough Academy Chartered Public School plans to have cooking classes every Friday with foods harvested from the on-site farm-based program. Teaching the students to harvest and cook healthy meals benefits all students and explicitly at-risk students. Ingredients for the week's recipe can be sent home for students to replicate with their families, improving household food insecurities and access to healthy food options. Research shows that students who participate in hands-on food activities consume three times the number of fruits and vegetables, improving long-term health and minimizing diet-related food diseases in children (farmtoschool.org).

Business

All K-12 students will learn different aspects of business relative to their ability. Students will have the opportunity to run a farm stand. Having a school farm stand builds community relationships, strengthening the food and local economies. This program will teach students to align purchasing practices with values, reduce food waste, and support environmentally sound and sustainable approaches to food production. Research shows positive links between communities and low-income communities, specifically communities of color, benefit from programs like this (farmtoschool.org).

B. Current research for selecting curriculum.

Competency-Based Education

Competency-based education (CBE) in K-12 academic settings is an approach to teaching and learning that redefines how and when students learn and how to transfer their knowledge to demonstrate their gained skills (Levine & Patrick, 2019). The U.S. Department of Education states that CBE provides students with personalized learning opportunities and flexible means of earning credits, leading to better student engagement and outcomes. The pressure to close achievement gaps and raise proficiency has people reevaluating how we teach students. Although CBE is not new, it is at the forefront of solving this current academic issue among some educators (Evans et al., 2018). In 2005, New Hampshire codified CBE principles into the state's core education regulations to refocus the academic system on students' needs (Freel & Fisher, 2015). Students start with their own distinct set of skills; CBE allows for a personalization that reflects each student's unique needs and interests, ensuring they master standards at a pace unique to them (Levine & Patrick, 2019). The teacher utilizes data to intervene and provide personal support immediately to meet the student's needs instead of teaching whole class lessons that may not meet the needs of specific students (Patrick S., 2021). Dewey (1958) stated that "an individual is no longer just a particular, a part without meaning save in an inclusive whole, but is a subject, self, a distinctive center of desire, thinking and aspiration."

Student Engagement

Supportive, collaborative, and invigorating learning settings in a CBE environment improved motivation in students and educators, noted Stump & Silvernail (2014), attributing clear academic expectations as a cause. Motivating and engaging students in a classroom setting benefits students in persisting through challenges and attaching meaning to their learning, creating lifelong learners (Learning Liftoff, 2019). According to McInnis (2017), increased motivation and participation happen when students feel connected in their classroom; increased participation positively affects academic success. Research shows that further implementing a farm-based program will help maintain student engagement and provide life opportunities for future success (Fifolt, M., & Morgan, A. F. 2019).

Grades

According to Patrick et al. (2017a), grading practices in traditional settings can be a misleading representation of what the student knows and has learned; many systems use grades that reflect behavior, assignment completion, and test scores. CBE programs help create a mindset shift in students; rather than working on getting assignments done, students are encouraged with the mindset of “How well did I show what I know” (Stack, 2022). CBE systems promote intrinsic motivation and participation in learning (Açıkgöz & Babadoğan, 2021; Levine & Patrick, 2019). The National Farm-to-School Network states that student achievement is elevated in farm-to-school programs, additionally allowing for innovative teaching within the classroom.

Preparation

Employers are looking for soft skills. Teaching critical thinking, communication, listening, and interpersonal skills is essential for employers to remain competitive in a global world that requires soft skills (Stewart et al., 2016). Soft skills are learned through doing and not within textbooks; employers are seeking candidates with transferable skills in the areas of communication, teamwork, and critical thinking (Stewart et al., 2016). The National Farm to School Network states that students gain life skills, social skills, and support in school readiness.

Equity

Whereas standard letter grades may appear to be a fair and objective representation of a student’s work, they often perpetuate and increase the achievement gaps; grades are infused with bias, some grades are subjective, grades do not discern between strengths and weaknesses of a student, grades are often given for work completed outside of school where students may not have the same access to resources, and averaged grades do not demonstrate a student's progress. Grades can provide bias for future teachers of the student (Feldman, 2019b). Grades also create a ranking system within students, further promoting an inequitable setting (Patrick et al., 2017). The Aurora Institute expanded on the National Equity Project's definition of educational equity as each child will receive what he or she needs to develop to their full social and academic potential (Sturgis, 2017a). The CBE framework takes into consideration that all students start with different skill sets, it is designed to meet the needs of the individual students, and CBE works towards all students’ ability to apply and show knowledge in the way that best suits them, thus demonstrating a more equitable classroom environment for students (Sturgis, 2017). The National Farm to School Network states that farm programs in school provide underprivileged students with equal access to healthy food options. Further stating that farm programs reduce racial and social inequities by providing experiential learning which in turn promotes elevated academic success.

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

In accordance with Section 194-B:2, II: Every chartered public school shall make available information about its curriculum and policies to all persons, including parents and pupils considering enrollment in that school. This information will be accessible on Breakthrough Academy Chartered Public School's school website, and hard copies will be available upon request.

D. Measurable Academic Learning Goals and Objectives and timeline for accountability

The alignment (Appendix D) of Breakthrough Academy Chartered Public School's curriculum with NH competencies and NH college and career standards supplies the measurable learning goals and objectives for each grade level. Section G below describes the assessments with which teachers will measure progress toward meeting academic goals. In addition to the academic skills and knowledge outlined, the curriculum at BACS includes standards for the development of moral character, civic virtue, essential elements of critical thinking and reasoning, healthy relationships, imagination, and creativity, and attributes that we consider to be essential for success in college, careers, and life as a responsible civic-minded individual.

Timeline for Accountability

Elementary School

- After two years of instruction at Breakthrough Academy Chartered Public School, we expect students to average 10% growth on state assessment scores.
- After four years of instruction, we expect over 70% of elementary students to be proficient (levels 3 and 4) in reading and over 70% in math as measured by the state assessment.

Middle School

- By the end of grade 7, we expect 75-80% of Breakthrough Academy Chartered Public School students to be reading and performing math at grade level as assessed by the NH SAS tests in ELA and Math.
- We expect 80% of students to exhibit grade-level scientific reasoning by the end of grade 8, as assessed by state science testing.
- By the end of each school year, we expect 85% of students will have completed a comprehensive competency-based portfolio of their work throughout the school year of acceptable quality according to the teacher assessment.

High School

- At the end of each month, students and parents will be reported on student progress. Students who do not meet expectations will create achievable monthly goals.
- At the end of each semester, teachers issue reports that indicate the exceeding, meeting, or failure to meet goals and objectives, with letter grades (if applicable), comments, and narrative evaluation.

- At the end of each academic year, teachers will issue reports with a cumulative narrative evaluation and letter grades (if applicable) in all courses.
- We expect 80% of high school students to have completed all of their courses with a grade of C or higher by the end of each school year.
- We expect 90% of seniors to complete the graduation requirements outlined below in Appendix D.
- We expect 88% of seniors to have completed a high-quality senior project that is satisfactory to their community mentor and faculty advisor.

E. Performance Standards

Among the various measures to be used for performance standards and informing instruction, heavy emphasis will be placed on practices that meet the criteria for authentic assessment. The development and periodic review of student portfolios will be of central importance in this process, uniquely designed to chart progress in demonstrating growth in the characteristics of thoughtful, imaginative, and productive young leaders. Breakthrough Academy Chartered Public School will strive for academic excellence as defined below:

- * All academic courses will have succinctly stated learning goals and objectives.
- * Students should meet the performance standards and objectives for applicable subjects for all subgroups at the end of their learning pod group, or will meet any alternative state performance goals.
- * Research based assessments should demonstrate that students are proficient or advanced in reading and math.
- * Students should master the performance objectives each year as measured by multiple formative and summative assessments (tests, performance tasks, exhibitions).
- * Students should demonstrate positive levels of interest in learning at high levels each year in at least a majority of their classes as measured by documented teacher observation and a student survey instrument

Breakthrough Academy Chartered Public School Staff Will:

- Create an environment that is student-first, student-centered planning, and student-centered learning.
- Discover meaning in every experience, endeavor, act, and challenging experience.
- Build and maintain relationships, which are crucial in the development of every person.
- Harness their strengths to make a positive impact.
- Practice tolerance and acceptance, empowering ourselves and our communities to understand each other.

- Teach as we learn, striving to enhance our community.
- Provide a quality education that meets the needs of the individual student while helping them attain a standard New Hampshire High School Diploma.
- Ensure all students have a plan for life after high school.

F. Achievement Tests to be used to measure academic and other goal achievement.

Per RSA 194-B:8 V, Breakthrough Academy Chartered Public School will administer state assessment testing for all grade levels as the law requires. Research-based assessments will be used to measure pupil academic and other goal achievement, including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, writing, history, geography, science, and mathematics. BACS will rely on research-based assessments to determine how students progress through these study areas. In addition to research-based assessments, a variety of rubrics will be developed by the appropriate faculty to measure age-appropriate academic progress in each student's critical thinking, presentation, team participation, quality of writing, research skills, and quality of overall project/presentation, leadership skills, and mathematics. Developmentally appropriate progress monitoring and benchmark assessments will be applied to measure student academic progress. They may be administered throughout the year with a minimum of two times per year. Ideally, testing will be administered in September to create a baseline, a mid-year benchmark assessment will be done in January/February, and end-of-year testing will be in May. Initially, BACS plans to test as needed to measure student progress against the curriculum. The data will reflect upon previous instruction and inform future instruction as needed for each student. Progress monitoring and intervention will be conducted with students who are below grade level through multi-tiered levels of support. Assessments will be completed on a schedule that allows ample opportunity to make any necessary changes needed to achieve student academic success and growth.

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

Courses	Credits
English	4
Social Studies	3
Science	3
Math	4
Physical Education	1

Technology Education	.5
Art Education	.5
Health	1
Electives	5
Minimum Credits for Graduation	22

H. Student Performance Data Management System (Cumulative performance over time)

Breakthrough Academy Chartered Public School will have a Student Performance Data Management System that complies with the New Hampshire Department of Education's student accountability requirements. It will review and choose one of several systems, including, but not limited to, PowerSchool, Rediker, Infinite Campus, Aspen, Quick Schools, and Skyward.

I. Daily/weekly Schedule Samples

In each elementary school, we will maintain a school year of at least 945 hours of instructional time, and in each kindergarten, at least 450 hours of instructional time; we will maintain a school year of at least 990 hours of instructional time in each middle and high school. Lunchtime, homeroom periods, passing time, and breaks shall not be counted toward the required instructional time. Elementary schools may count up to 30 minutes of recess per day as instructional time for kindergarten through grade 6 pupils. Advisory periods in middle school shall be counted as instructional time.

Sample Schedule M-Th	
8:00-8:45	Farm-Based Education
8:45-9:00	Advisory
9:00-10:00	Math
10:00-11:00	Language Arts
11:00-12:00	Social Studies
12:00-12:30	Lunch
12:30-1:00	PE
1:00-2:00	Science

2:00-3:00	Electives
-----------	-----------

** Friday schedules will change depending on student needs. Fridays are reserved for other instructional strategies, as listed above, RTI, and project completion.

J. Supplemental Programming

Supplemental programming needs will be evaluated and implemented based on the unique needs of enrolled students. We anticipate teaching aides and specialty subject faculty providing additional supplemental programming capacity throughout the school, with a teacher aide in every K-3 classroom. Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to schools with high numbers or high percentages of students from low-income families. The funding aims to help ensure that all children meet high academic standards. (Students do NOT have to be from low-income families to receive support through Title I funded programming.) The services provided are supplemental to instruction that already occurs within the school setting. This purpose is accomplished in two ways:

- * by providing children supplemental support through enriched and accelerated education programs and
- * by providing instructional personnel with substantial opportunities for professional development.

Like peer public charter schools, we will provide supplemental instruction for students in the lower 20% of proficiency with significant needs outside special education. As a first-level response, teachers are expected to use RTI (Response to Intervention) to work with the students to gain the knowledge and skills needed to perform at grade level. Teaching students to read will be the primary focus of early elementary education at Breakthrough Academy Chartered Public School. Once students have transitioned from “learning to read” to “reading to learn,” the BACS curriculum's focus will shift appropriately. From mid-elementary forward, the curriculum will place a strong emphasis on reading, and primarily upon reading works of great literature. Students capable of work above their grade level may be allowed to read additional works of literature or read adapted works in an original or more extended form. Students behind their grade cohort may receive adapted reading assignments (or shorter adapted works of literature), audiobooks, read-a-louds of the original, or other supports as identified by the teacher and administrator.

Parent involvement is critical to student success and is highly encouraged through Title I. In addition, Breakthrough Academy Chartered Public School intends to offer before- and after-school programming and tutoring services during and outside of the school day.

In addition, we plan to partner with area schools and agencies to provide additional supplemental programming for our students. This programming includes academic support and will expand our students’ growth through arts, music, STEM, and athletics enrichment opportunities. For experiential and enrichment activities for elementary school, Breakthrough Academy Chartered Public School will survey at the beginning of the year to determine parent and student interest.

SECTION VI - SCHOOL OPERATION PLANS

A. Admissions Procedures

Breakthrough Academy Chartered Public School is committed to building a strong and diverse community of learners. As an open-enrollment public charter school, any student in New Hampshire may apply for admission, and completed applications will be processed in the order they received. BACS admission methods shall not be designed, intended, or used to discriminate or violate individual rights in any manner prohibited by law. BACS will hold multiple pre-enrollment information sessions to allow prospective families to learn more about BACS and the public charter school experience.

Beginning as soon as possible in the first year and in November in following years, the Enrollment and Outreach Committee of the Board (with the Development and Enrollment Director in subsequent years) actively engages in recruitment activities in the host district and surrounding counties, including speaking and distributing information at grade schools, community centers, food pantries, and library as well as holding on-site information sessions and open houses for prospective students and their families. Efforts will be made to reach as many students in the area as possible, including home-schooled, migrant and refugee populations, English language learners with educationally disadvantaged, homeless, and low-income households. Breakthrough Academy Chartered Public School will provide application packets about its educational philosophy, curriculum, and student expectations. When necessary, translation services are available. BACS will work with local social service agencies to ensure that all aspects of a student's life that might affect their ability to learn and succeed are addressed.

Admission Procedures:

We expect the following of all students who are admitted:

- a) The applicant student and their parent or guardian agree to the school's mission, policies, program, and expectations and sign the Admissions Agreement.
- b) The enrolled student should attend an orientation within 6 months of enrollment, during which he/she is expected to read the student-parent Handbook. (student orientation events will be held at various times after the admissions process closes and any possible lotteries have taken place)

Breakthrough Academy Chartered Public School will follow the primary method of admissions that defines charter schools nationwide.

- a) The Breakthrough Academy Chartered Public School's Board of Trustees reserves the right to give preferred enrollment to children of school faculty, administration, members of the board of trustees, and siblings of currently enrolled students and are exempt from any enrollment lottery.
- b) Admission shall be blind, with the exception of the above-preferred enrollment. Pre-enrollment will be open from October 1st to December 31st, 11 months before school opening.
- c) Should the number of applicants exceed capacity, students will be chosen randomly using a lottery system, with a wait list developed from the lottery overflow. Lottery drawing will be held on February 16th, seven months before school opening. Should a dispute or error occur in the

lottery process, applicants will have 4 weeks after the lottery drawing to notify the BACS's Board of Trustees in writing. The Board will then follow its grievance and complaint policy.

Admissions Process Overview

- a) Prospective students and their families will be strongly encouraged to attend at least one informational meeting prior to enrollment, at which Breakthrough Academy Chartered Public School's educational approach and expectations of students and their families will be explained.
- b) Breakthrough Academy Chartered Public School will create application packets for prospective students about the school, its philosophy and expectations of attending students, and their families. These and other student related policies will be posted and available online for the public.
- c) Parents will be asked to sign an agreement indicating their understanding and acceptance of the School's Mission and other expectations as part of the admission process.
- d) Interested families will then submit their application.
- e) A committee will review applications for completeness.
- f) Should applicants exceed the number of spaces available, a blind lottery, organized by grade, will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery.
- g) All accepted students and those who have been wait-listed will be notified within 2 weeks.
- h) Soon after the enrollment process is complete, Breakthrough Academy Chartered Public School will hold meetings for admitted students and their families and provide an orientation for them (as noted in item a). Completed applications received after the deadline will be added to the wait list according to time stamp requirements.

Enrollment Provisions

- a) Breakthrough Academy Chartered Public School will offer automatic re-enrollment to its students, provided they are in good standing at the end of each year. Families will be asked to sign a letter of intent to re-enroll by a stated date preceding the lottery.
- b) Breakthrough Academy Chartered Public School will admit students from the waitlist, in the order received, so that the completed applications are received if space becomes available after the lottery.
- c) Siblings of children already enrolled at the Breakthrough Academy Chartered Public School will receive preference. The Board maintains the right to reserve enrollment to children of school faculty, administration, and board members. Under non-regulatory guidance provided by the U.S. Department of Education, the number of reserved seats must constitute "only a small percentage of the school's total enrollment."

Given that diversity is crucial to the school culture, the admissions panel ensures that recruitment and enrollment practices promote inclusion by eliminating all barriers to enrollment for educationally disadvantaged students, including foster youth, unaccompanied homeless youth, and ELL. The Board of Trustees will also track applications yearly and reach out to underrepresented groups in future recruitment efforts. The Board of Trustees ensures that admission methods are not designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law according to Ed 318.07 (b) (1) a.

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

The school calendar will closely follow the host school district in which the school is located. See Appendix E—School Calendar for complete details. Also, see Section VI for daily and weekly schedule samples.

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

Planning and Development:

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

Tasks related to school development include:

- a) Financial operations, revenue initiatives
- b) Dissemination of material to schools, parents and communities
- c) Board initiations and governance training
- d) Define and create committees
- e) Facility initiatives
- f) Curriculum development and course design
- g) Create school policies and student handbook
- h) Teacher development and staff training
- i) Materials development and marketing
- j) Set-up of administrative systems
- k) Strategic planning

Staffing:

The Breakthrough Academy Chartered Public School shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a BACS will comply with all statutory requirements for teaching and staff qualifications. Refer to Section D (below) for qualifications sought for professionals and paraprofessionals. BACS is committed to recruiting highly qualified staff with diverse backgrounds, skills, and teaching and administrative experience. Other desired qualities and qualifications include a commitment to the mission and vision of the school; ability to work effectively on a team with colleagues, students, families, and community members; experience with a variety of

instructional approaches, including project-based learning; interest or expertise working with a diverse student population; and a commitment to their educational growth. All staff members shall share, commit to, and promote the mission and vision of BACS. Any contracts for teaching services will comply with RSA 194-B:8 VII(a).

D. Employee job description/responsibilities

School Director:

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

- a) Allow students and faculty to maximize their achievements
- b) Establish a school culture built on respect, leadership, responsibility, and support
- c) Execute relationships to work with local school districts
- d) Assume overall responsibility for supervision of staff and students
- e) Hire additional administrative and teaching staff as needed, with the approval of the Board
- f) Follow all State and Federal requirements and standards
- g) Supervise and evaluate the work of staff
- h) Oversee the class scheduling process
- i) Supervise adequate testing and evaluation of students' achievement
- j) Promote safety and good health practices by adhering to public codes/regulations.
- k) Provide oversight of finances and report to the board monthly.

Director Qualifications:

- a) Meet all NH regulations for eligibility
- b) Master's Degree from an accredited university, preferred
- c) Minimum of 5 years teaching and/or school administration experience, preferred
- d) Experience with administrative duties in a school or business
- e) Background in primary school education, preferred
- f) Demonstrated leadership, people management, and business management experience
- g) Such other qualifications as the Board may find appropriate.

Assistant Director:

The assistant director will help maintain student records. The assistant director will be responsible for but not limited to: scheduling, upkeep of student records, agriculture and farm programs, and keeping records of teacher data as related to curriculum and instruction.

Qualifications:

- a) Bachelor's Degree from an accredited university.
- b) Experience preparing purchase orders and bank deposits
- c) Experience preparing payroll processing
- d) Preferred experience with grant writing and management
- e) Such other qualifications as the Board may deem appropriate

Roles and responsibilities:

- a) Setting up the school's financial systems with help from an outside accounting firm.
- b) Working with the director to prepare budget and other financial documents for board review and approval
- c) Preparing purchase orders and banking deposits
- d) Preparing information for payroll processing
- e) Assisting the Director when needed
- f) Filing proper paperwork with proper agencies, (such as state reporting and required financial audits)
- g) Working with the Director to oversee proper ADM count
- h) Supporting grant writing and management
- i) All other responsibilities as determined by the Director and approved by the Board

Teachers:

Breakthrough Academy Chartered Public School teachers will teach students individually, meeting their needs where they need to be completed. BACS teachers will strive to maintain a motivating and engaging environment, encouraging students to be their best. BACS will create a classroom environment built on respect and cultivate students to use their knowledge to flourish as human beings, striving to reach their academic and moral potential. BACS will establish a good rapport with the students and their parents by building a community characterized by self-worth, dedication, comradery, and community partnerships. BACS will comply with RSA 194-B:14. Section IV states, "IV. The teaching staff of a chartered public school shall consist of a minimum of 50 percent of teachers either New Hampshire certified or having at least three years of teaching experience". All applicants will be reviewed for the skills needed to integrate with the educational philosophy of BACS. Teachers who are not certified may:

- a) Hold a bachelor's degree from an accredited university.
- b) Have experience working in areas of study

Role and Responsibilities:

- a) Understand and embrace the philosophy and methods of CBE and Farm-Based Education.

- b) Skillfully apply the principles of CBE to his/her teaching.
- c) Cover the prescribed curriculum and sequence.
- d) Demonstrate loyalty to the school and its mission.
- e) Develop each student's intellect to the best of his/her ability.
- f) Develop the personal character of every student. Cooperates in the development and implementation of the school program of instruction.
- g) Plans and implements a program of study that, as much as possible, meets students' individual needs, interests, and abilities and complies with New Hampshire Department of Education standards and Breakthrough Academy Chartered Public School's goals and objectives.
- h) Guides the learning process toward the achievement of curriculum goals.
- i) Establishes clear objectives for all lessons, assignments, units, and projects in harmony with curriculum goals and communicates the objectives to students.
- j) Employs instructional methods and materials most appropriate for meeting stated objectives, including using computers and other technological classroom support equipment in student instruction.
- k) Meets and instructs assigned classes in the locations and at the times designated.
- l) Shows commitment to the school's mission, academic program, and student academic outcomes as outlined in the approved charter.

Classroom Assistants:

Preference will be given to those applicants holding current NH paraeducator certifications. Classroom assistants have a crucial support role in the classroom. They work with the teacher to help students succeed in the classroom environment. Some of their responsibilities include helping with standard tasks such as taking attendance, recording academic achievement, making copies, assisting the teacher in lesson planning and lesson delivery, and behavior management.

Guidance Counselor:

Guidance counselors help students with difficulties they may face at school or home, such as learning disabilities, adjustment or behavioral problems and offer guidance to overcome these or to improve existing performance.

Guidance counselors shall:

- a) Hold a bachelor's degree from an accredited university certified in school adjustment counseling or guidance counseling in NH.
- b) Preference is given to candidates with coursework in counseling and guidance and human growth and development.

- c) Preference given to a Master' Degree in School Counseling.
- d) Preference is given to applicants holding a teacher certification.

Guidance Counselor Responsibilities:

- a) Observing children and identifying their strengths, problems, or areas for improvement related to behavior.
- b) Offering guidance to students, parents, and teachers.
- c) Monitoring the progress of children with difficulties to observe if improvement is being made in classroom behavior or emotional needs.
- d) Working with other teachers to help with the students' overall development, not just their academic development.
- e) Interacting with parents, understanding how the child is performing at home and whether any relevant conditions prevailing at home may affect the child adversely, and advising parents on how to assist the child.
- f) Recommending appropriate psychological help if required.
- g) Working with special needs and disabled children in some cases.
- h) Serve as Breakthrough Academy Chartered Public School's homeless liaison.

Special Education Representative:

Under the director's Direction, the Special Education Representative serves as the link between the school, sending district (LEA), and parents of students with disabilities, implementing policies and coordinating programs to support students with disabilities.

Qualifications:

- a) Hold a bachelor's degree from an accredited university.
- b) Preference is given to candidates with current teaching certification.
- c) Preference is given to candidates with Special Education experience.
- d) Preference is given to candidates with administrative experience.

Role and Responsibilities:

- a) Overseeing/managing a caseload of special education students and implementing their IEP/504 plans in inclusive, self-contained, and pull-out settings.
- b) Ensuring appropriate delivery of special education instruction and related services as stipulated on IEPs/504 plans.
- c) Ensuring compliance by the school with all local and Federal laws and regulations relating to students with IEPs/504 plans and students referred to special education.

- d) Ensuring that services provided by contractual personnel are of high quality, provided in the LRE, and are aligned with students' IEPs/504 plans.
- e) Effectively communicating to parents and guardians the special education process, including referrals, evaluations, annual IEPs/504 plans, and re-evaluations, as well as parental rights granted by IDEA.
- f) Establishing effective and supportive relationships with the LEA from students' home districts to provide appropriate support and services, including wraparound, to special education and 504 students.

Part-Time Nurse:

A part-time nurse who meets the certification requirements of RSA 200:29 will be available during core hours. The school nurse supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting.

Roles and responsibilities:

- a) Evaluate students who complain of specific ailments
- b) Call parents to suggest they pick up students who might be uncomfortable or who might have developed a contagious illness or medical emergency
- c) Monitor and dispense prescription medications based on instructions from parents and general practitioners. * The director and the assistant director can also do it.
- d) Help develop and manage school health and wellness program
- e) Help to maintain files on each student's health and medical history

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

The average student-to-teacher ratio, not including teacher aide support for K-8, is 1:18. The average student-to-teacher ratio, not including aide support for grades 9-12, is 1:16.

Table VI.1: Teacher/Grades Ratio

Teachers Per Grades

Year	K-2	3-5	6-8	9-10	11-12	Total
2025	1	1	1	0	0	3
2026	1	1	2	0	0	4
2027	2	2	2	1	0	7
2028	2	2	2	1	0	7
2029	2	2	2	1	1	8

F. A description of how the school shall conduct school employee and volunteer background investigations (Criminal records Check) following RSA 189:13-a

Breakthrough Academy Chartered Public School will complete criminal history records checks on every selected applicant for employment and volunteer in any position in the school administrative unit before a final offer of employment. BACS will submit criminal history records checks on applicants for employment under RSA 189:13-a to the division of state police. The Director of BACS may extend a conditional offer of employment to a selected applicant, with a final offer of employment subject to a completed criminal history records check. No selected applicant may be extended a final offer of employment unless BACS has completed a criminal history records check. BACS shall not be held liable in any lawsuit alleging that the extension of a conditional or final offer of employment to an applicant or the acceptance of volunteer services from a designated volunteer with a criminal history was in any way negligent or deficient if the BACS fulfilled the requirements of this section.

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

Salary:

The Director, Teachers, and Administrative Staff of Breakthrough Academy Chartered Public School will be paid a salary. Part-time employees can be paid an hourly or monthly rate, whichever is deemed appropriate by the Director. All independent contractors, whether full-time or part-time, will be paid an hourly rate based on negotiated rates. See the budget for salary expectations.

Vacation:

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

public school district. Full-time teachers will also receive a maximum of three (3) days of paid personal leave per year. Personal leave days must be used during the school year in which they are accrued.

Sick Leave:

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

Fringe Benefits:

After the board reviews its financial feasibility, Breakthrough Academy Chartered Public School will provide health insurance and retirement benefits in accordance with applicable federal and state laws.

H. Administration Performance Evaluation

Breakthrough Academy Chartered Public School's Director will develop a process for collecting and presenting data to document performance based on well-defined job expectations. The school's Director will be responsible for conducting the evaluation, which will be conducted at least once per school year.

Breakthrough Academy Chartered Public School's administrator evaluation system will balance structure and flexibility. It is prescriptive in that it defines everyday purposes and expectations, thereby guiding effective practice. At the same time, it provides flexibility, thereby allowing for creativity and individual initiative. The goal is to support each administrator's continuous growth and development by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

I. Teacher, Aide, and Paraprofessional Performance Evaluation

Per New Hampshire, New Hampshire state law RSA 189:1-a(III), "School boards shall adopt a teacher performance evaluation system with the 29 involvements of teachers and principals for use in the school district. A school board may consider any resources it deems reasonable and appropriate, including any resources provided by the state department of education," Breakthrough Academy Chartered Public School will have a teacher, aide, and paraprofessional evaluation system and committee of appropriate school staff. This evaluation system will comply with New Hampshire state law Ed 512.02, in which the Criteria for State Approval of Local Professional Development Master Plans requires districts to provide

evidence of activities that foster collective responsibility for improved student performance. (Ed 512.02(c)(7)(c)).

Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and practice. Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Observations of new teachers or those with less than five years' experience will occur a minimum of five times throughout the school year. Two of these observations will be formal, and an evaluator will meet with the teacher before and after the observation. The other three will be informal, where an evaluator can observe at any time without formal notice. For experienced teachers, an evaluator will make at least one formal and one informal observation per year. An evaluator reserves the right to observe a classroom throughout the year. Teachers will be evaluated on content knowledge and delivery, classroom leadership and management, ability to teach all students, parent and community relationships, and professional culture and responsibilities.

Paraprofessionals and aides will be evaluated by their classroom teachers with the administration's support. This evaluation will cover the classroom environment, procedures, responsibilities and routines, and professional culture (work ethics, professional relationships, and adaptability).

Staff not meeting effectiveness will be placed on a support plan with their evaluator.

J. Professional Development

Breakthrough Academy Chartered Public School will develop a Professional Development Plan in which its staff and teachers are supported in their professional growth and development in the areas of competency-based education and agriculture programming, supplemental curriculum and implementation of said curriculum, planning, and assessment, teaching all students, family and community engagement, and professional culture. Under Ed 512.03(a)(3), the Individual Professional Development Plan, certified educators shall develop, in collaboration with a supervisor or the supervisor's designee, an individual plan that includes one or more goals for improving student learning and be developed from:

- a) The educator's self-assessment or reflection on competencies referenced in Ed 505.07 and the content area standards referenced in Ed 506 and Ed 507.
- b) Analysis of student work.
- c) Analysis of student achievement data, if available.
- d) A review of the school or district master plan needs assessment.

Finally, Ed 512.03(a)(4) requires the Individual Professional Development Plan to outline the educator's growth in the professional standards as referenced in the local evaluation system. (c) Effective instructional practices related to school and district goals that increase student achievement. (d) These requirements focus on student learning and ensure educators have the support they need through professional learning.

Breakthrough Academy Chartered Public School will offer professional days to its staff. These days will comprise a minimum of three full days. These professional development days may be funded through grant monies, including, but not limited to, Title IIA funding. The total days will allow the Academy to present professional development, which guides and improves instruction to its students, enhances school policy and culture, and allows for collaboration and leadership opportunities for its staff.

In addition, Breakthrough Academy Chartered Public School intends to form a partnership with the New Hampshire Learning Initiative, which offers teachers, administrators, and school boards professional development on competency-based education, and New Hampshire Agriculture in the Classroom, which offers on-site professional development. If eligible, BACS will participate in the state of New Hampshire's Next Steps Program, a system of support that provides professional development and transition tools to school districts and families as they focus on strategies to increase student competency and ensure successful school transitions.

Moreover, all teachers will be encouraged to pursue external professional development at a frequency determined by the Director and Assistant Director/Lead Teacher, to be outlined in a professional development master plan in consultation with the Board of Trustees. Employees may contact the Director for information about professional development opportunities and benefits. All employees are given a copy of the Faculty and Staff Handbook, which describes the required process for requesting professional days. Teachers may meet this expectation through attending workshops, conferences, or courses related to their subject specialty. Breakthrough Academy Chartered Public School will provide paid days off for such training and professional development. All full-time salaried employees, including administrative staff, receive two professional days yearly. This encourages teachers to pursue professional development whenever possible, as long as scheduling can be accommodated. All employees who participate will be asked, following their training, to share a brief synopsis of the key takeaways from their training with other team members.

Professional Development will be reviewed annually to determine current and future needs for each subject, grade, or individual teacher.

K. Philosophy of Student Governance and Discipline

This school's philosophy of student discipline is built upon the word's origin, which includes learning and understanding to establish the order needed to achieve our goals. The school's rules exist for a variety of reasons:

- * to fulfill legal requirements
- * to maintain a safe environment
- * to establish ethical standards
- * to develop a respectful atmosphere
- * to create order for the attainment of our core purpose to educate

The thoughtful establishment of rules and thorough explanation of those rules is intended to provide the basis for our students to become more self-disciplined and incorporate leadership into that self-discipline.

Since we strive to provide an academically appropriate and challenging environment, Breakthrough Academy Chartered Public School will build the pillars of respect, responsibility, and achievement in all we do. Student government will be empowered to develop a code of student conduct from these pillars. It will be asked to join the administration and faculty in recommending programs based on these pillars to educate all students. Students will not be asked to adjudicate disciplinary matters but, through student government, will be invited to share the perspectives of the student body with the administration. In this manner, students will always be able to inform the administration how they understand discipline. If our goal is to have understanding through discipline, we must always invite our students to respond to our actions.

While it is true that some transgressions are of an egregious nature requiring just consequences, it is our belief that most behaviors may become opportunities to help our students learn the importance of their individual actions.

For several reasons, Breakthrough Academy Chartered Public School does not suspend its students for infractions and violations of the school code of conduct or rules.

Studies have shown that school suspensions harm suspended students and those who have not been suspended. A punitive school environment and the lack of classes by some students harm all students.

Suspensions are punishments not related to a violation. Breakthrough Academy Chartered Public School believes in consequences related to the violation, not punishments. For instance, a student who

steals or destroys an object belonging to the school or another student would apologize to those harmed and replace the object.

The consequences have a healing effect on all stakeholders involved in a violation or infraction through apologies and making amends. Suspensions do not.

Breakthrough Academy Chartered Public School reserves the right to remove a student from school for the student's own health and safety or the health and safety of others. When this happens, however, it is not considered a punishment but a necessary measure to restore order. The student sent home may or may not receive consequences for his actions upon his return to school. But the home interval is a necessity, not a punishment.

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

Philosophy of discipline:

Due to behavioral issues, students often become the object of a teacher's attention. We rarely give our students attention for positive behavior and achievement. For this reason, Breakthrough Academy Chartered Public School promotes an atmosphere of cheerful and restorative reinforcement as the foundation for the personal discipline we wish to engender in our students. While a positive atmosphere cannot preclude all behavioral issues, it can do much to reduce behavioral problems while encouraging students to be their best.

To the extent possible, negative student behavior will be addressed privately with the student. In some cases, this is not possible as in incidents of significant disruption or dangerous behavior.

The general premise for Breakthrough Academy Chartered Public School's approach to negative student behavior will be to address problem behavior privately while praising positive behavior publicly, thus sparing the student public embarrassment while providing public and esteem-building public praise. The venue for public praise may involve an acknowledgment of positive behavior before a student's peers in class or at school-wide activities/events. Establishing and maintaining positive classroom and school-wide discipline: teachers and administrators promote a positive school atmosphere by providing positive reinforcement for positive behavior and promoting achievement as an ongoing objective for lesson planning and all student interactions.

Addressing negative student behavior and to fulfill legal requirements:

- * All discipline of a student will be recorded and reported to the student's parents/guardians.
- * Discipline issues often begin with lesser infractions, which, when unaddressed, become more significant issues.
- * When lesser negative behaviors occur, i.e., tardiness, speaking/acting in a manner incongruent with school/class activities, the behaviors will be addressed through private discussion with the student by removing him or her from peers just outside the classroom or after class so that the student is not humiliated by teacher direction.
- * Chronic problem behavior and/or more significant behavioral issues will be addressed after consultation with the director, who will meet with the student to attempt resolution. This meeting may result in an improvement plan with the student, who will then become accountable to the director regarding his or her behavior.
- * Should the student fail to meet the expectations established in the improvement plan, parents will be contacted for reinforcement from home to assist the school in its efforts. Sanctions may be imposed on the student depending upon the nature of the problem behavior and the extent to which the improvement plan has not been followed.
- * Should the student continue to demonstrate chronic disruptive behavior, a meeting with the parents/guardians will be required. Should the parents/guardians refuse to meet, the student will receive greater sanctions, i.e., restriction from school activities, school-related service, and expulsion. The Director per RSA 193:13 may require parents/guardians to withdraw the student from the school as refusal to meet with the director will constitute failure on the part of the parents/guardians to support the school's mission and purpose.
- * Resolution of problem behavior will always result in a student's total ability to continue without stigma. The ability to begin anew is integral to making discipline a matter of finding teachable moments, thus leading to the proper development of the student's self-discipline.
- * Dangerous behaviors will result in the contacting of law enforcement and the appropriate documentation. For these behaviors, the school will follow all mandated legal requirements. Breakthrough Academy Chartered Public School will comply with all state-reporting requirements. As part of its discipline procedures, BACS plans to adopt (among others as required) policies on:
 - * Student Due Process, according to RSA 193:13, that will be printed in the Student Handbook, according to RSA 189:15;

- * Assault, defined in RSA 362, may include a necessity for a student to leave school for a period not exceeding 10 days and notification to the Chairman of the Board of Trustees;
- * Child Restraint, which will be adopted following Section Ed 1113.04, Ed 1114.07, and RSA 126-U;
- * Anti-Bullying and Cyberbullying, per RSA-193F.

M. Student Transportation Plan, both inside and outside of the district.

Breakthrough Academy Chartered Public School will comply with charter law provisions that govern student transportation under Section 194-B:2, which states:

“Attendance at a chartered public school for transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school district in which the chartered public school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for non-chartered public schools in the district and utilizing the same regular bus schedules and routes that are provided to pupils attending non-chartered public schools within that district.”

Students attending the Breakthrough Academy Chartered Public School who reside in the host school district can ride direct transportation. The host school district may or may not have direct transportation and reserves the right to decide.

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

Breakthrough Academy Chartered Public School anticipates students coming from many different communities around New Hampshire. We will help coordinate with parents and students who wish to coordinate personal transportation from outside the district where the charter school is located. BACS is not financially required for any transport cost.

After reviewing the budget, if funds are available, Breakthrough Academy Chartered Public School may elect to provide limited transportation to students, which will be determined based on need.

N. Student, Staff Handbooks

Breakthrough Academy Chartered Public School board of trustees will develop, review, and make available a handbook for students and staff before parent-teacher orientation of the opening year.

O. Student Information System

Breakthrough Academy Chartered Public School will utilize a program like Scholastic Digital Manager (SDM) or the equivalent as referred to in Section V:H to provide a single place for educators, parents, and students to access and manage their work in and out of school. (Students: Easy Login: Students can access email, Canvas, the student information system (SIS), and library resources with one username and password. Log in to SIS to obtain the username and password to set up an Easy Login account.)

SECTION VII - MEETING STUDENT NEEDS

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

As an open enrollment chartered public school, Breakthrough Academy Chartered Public School will accept applications from any New Hampshire resident student. Following RSA 194-B:8, BACS will not discriminate against any child with a disability as defined in RSA 186-C. BACS will cooperate with district decisions and coordinate to ensure the provision of services as identified on the Individual Education Plans (IEPs).

Under New Hampshire's charter school statute, RSA 194-B: 11, III (a), "the funding and educational decision-making process for children with disabilities attending a chartered public school shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district."

Breakthrough Academy Chartered Public School recognizes the critical and leading role of the LEA in successfully implementing and administering IEPs (Individual Education Plans). Upon approval of our charter, BACS will contact possible sending districts to introduce the school and start conversations on how the district prefers to provide services.

Specifically, the Breakthrough Academy Chartered Public School representative will notify and collaborate with the LEA when an enrolled student's parents indicate he/she has an IEP. Please note that parents provide this information after the lottery and enrollment are confirmed. Once confirmed, BACS will contact the LEA to request a meeting.

At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education following the child's IEP. The child's special education and related services shall be provided using any or all of the methods listed below, starting with the least restrictive environment. We will cooperate with the district decisions and coordinate to ensure the provision of services as identified on the IEPs for the following:

- 1) The resident district may send staff to the chartered public school or
- 2) The resident district may contract with a service provider to provide the services at the chartered public school or
- 3) The resident district may provide the services at the resident district school or
- 4) The resident district may provide the services at the service provider's location; or
- 5) The resident district may contract a chartered public school to provide the services.
- 6) If the child requires transportation to and/or from the chartered public school before, after, or during the school day to receive special education and related services as provided in the IEP, the child's resident district shall provide transportation.

Once Breakthrough Academy Chartered Public School has a better understanding of the preference for each district and its student enrollment, we will review our plan regarding hiring special educators and paraprofessionals to make any adjustments. Also, we will coordinate with the sending district regarding the student schedule and work with the student's best interest as the primary objective. Additionally, 504 plans are the responsibility of the chartered school, and BACS will work to implement 504 services and accommodations.

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

Breakthrough Academy Chartered Public School will contact before school opening the appropriate liaisons at the Department of Education regarding how to support the students who have the following needs (but not limited to):

- * Educationally Disadvantaged
- * English Language Learners (ELL)
- * Neglected or Delinquent
- * Homeless Students (will have a homeless liaison at Breakthrough Academy)
- * Migrant and Refugee populations

C. Additional Academic support and credit recovery

Breakthrough Academy Chartered Public School is committed to aftercare activities, summer opportunities, and working with the community's needs. BACS will provide extended learning activities as outlined below.

The extended learning opportunities shall:

a) Consist of activities designed to:

- 1) Provide acknowledgment of achievement or supplement regular academic courses; and
- 2) Promote the school's and individual student's educational goals and objectives.

b) Be governed by a policy adopted by the Local School Board that:

- 1) Provides for the administration and supervision of the program.
- 2) Outlines how certified school personnel will oversee an individual student's program, although not necessarily lead, facilitate, or coordinate.
- 3) Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation and be approved by the school before its beginning.
- 4) Specifies that students will be able to attain acknowledgment of achievement through mastery of District or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work-study.
- 5) Requires that acknowledgment of achievement shall be based on a student's demonstration of District or graduation competencies, as approved by a certified educator.

c) Incorporate student participation in selecting, organizing, and carrying out extended learning activities.

d) Be available to all students; and a co-curricular program shall be offered that provides opportunities for all students to participate in activities designed to meet their needs and interests, including, but not limited to:

- 1) Intramural and interscholastic athletics.
- 2) Performing groups.
- 3) Academic clubs and societies.
- 4) Student government.
- 5) Activities and services that afford students with disabilities an equal opportunity to participate.
- 6) Any other activities that:
 - i) Supplement and enrich regular academic courses.
 - ii) Provide opportunities for social development.

- iii) Encourage participation in the arts, athletics, and other cooperative groups.
- iv) Encourage service to school and community.

Breakthrough Academy Chartered Public School will participate in Title 1 Funding for: (1) by providing children supplemental support through enriched and accelerated education programs; and (2) by providing instructional personnel with substantial opportunities for professional development.

D. Federal Title Programs

Breakthrough Academy Chartered Public School will do benchmark assessments of students and develop a rubric to determine what students are eligible for Federal Title Programs and apply for the allocated Federal Title Program funds. These programs include, but are not limited to, Title I, Title IIA, and additional funding through ESSA.

SECTION VIII - FINANCIAL MANAGEMENT

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

Breakthrough Academy Chartered Public School will follow NH public school accounting guidelines and put in place internal accounting controls necessary to safeguard its assets and prevent and detect financial statement misstatements. The school will maintain accurate financial records for non-profit corporations following the Governmental Accounting Standards Board (GASB). An annual financial report will be provided, including an audit by an independent certified public accountant. The Board of Trustees will appoint a Treasurer to provide the oversight necessary for monitoring the school's financial status. The Treasurer shall report the school's financial status to the Board of Trustees at least monthly. The Board shall also adopt policies for the school's financial management, including policies on conflicts of interest for Board members, Administration, and Faculty. All financial and quarterly financial statements will be posted publicly.

The Board will approve accounting policies, internal controls, and procedures to be followed by all employees, contractors, and Board members to ensure the proper tracking and use of Breakthrough Academy Chartered Public School funds. A general account will be set up to administer funds, and the Treasurer and named members of the Board of Trustees will have check-writing authority. A fidelity bond will cover everyone with check-writing authority following the guidelines of the New Hampshire Department of Revenue Administration.

Except for emergency purchases approved by the school's authorized personnel (up to a maximum to be established by the Board of Trustees), all expenditures and contracts will be handled through an approved system of internal control and procedures for the status of account balances.

Annual Audit

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

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

B. Annual Budget: including all sources of funding.

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

Enclosed to this application in Appendix F - Budget Plan is the proposed 5-year annual budget plan for the school outlining the use of budget, startup grant, and donated funds.

Fiscal Issues

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

Breakthrough Academy Chartered Public School may receive funding following NH State and Federal law and will opt to receive funding directly from the State. These funds may include, but are not limited to, general purpose block grants, categorical block and non-block grants; charter school funding from the New Hampshire Department of Education, the federal government or other sources; and any other available or mutually agreeable funding sources for programs. BACS expects that any funds received by the charter authorizer and due to the school will be forwarded to BACS promptly.

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

The budget proposed in this application is based on realistic enrollment and fundraising goals while remaining conservative in our estimation of expenditures. We understand that there may be circumstances beyond our control that may lead to shortfalls in either fundraising or enrollment. Our operating plan and budget have been developed with an understanding that specific components have higher priority than others. Should our fundraising or enrollment targets not be met, the school will identify and remove lower-priority items within the operating budget so that we may provide the highest possible quality education within our revenue means.

Operating Cash Inflows:

Breakthrough Academy Chartered Public School's budget projections include revenue from the State of New Hampshire Charter School Per Pupil Aid 2024-2025, which is \$9,000 for grades K-12. The assumption of annual percentage growth in revenue will be assumed in the budget. These are the figures available at the time of the submission of the application. These numbers will be updated annually under RSA 194-B:11. The projections also include tuition from school districts for special education services, which will possibly help cover the payroll costs for a Special Education Representative. For more information, see BACS's detailed 5-year budget.

Operating Cash Outflows:

Instructional Services (Instruction, Special Education, Other Instructional Programs, and Guidance): Our operating budget includes teacher, paraprofessional, and substitute employee compensation & benefits. Individual compensation is estimated based on current market conditions and may vary depending on qualifications, credentials, experience, etc. We believe that salaries and benefits are adequate to attract and retain quality personnel. Instruction for special classes and programs identified will be separately contracted per diem. Costs have been estimated based on current market knowledge and estimated needs. Associated expenditures for these departments are based on similar size and scale Charter Schools over a 5-year period with student population growth. For more information, see Breakthrough Academy Chartered Public School's detailed 5-year budget.

Support Services (Health, Improvement of Instruction, Technology, Library, School Board, and Administration): Our operating budget includes director, assistant director, and school nurse compensation & benefits. Individual compensation is estimated based on current market conditions and may vary depending on qualifications, credentials, experience, etc. We believe that salaries and benefits are adequate to attract and retain quality personnel. Additional contractors, including accounting, auditing, technology, and legal services, will be outsourced as needed. Chromebooks will be purchased

for each student, and laptops will be purchased for salaried employees. A computer and a desktop will be purchased for the school director. For more information, see Breakthrough Academy Chartered Public School's detailed 5-year budget.

Operation of Plant:

Breakthrough Academy Chartered Public School intends to lease, purchase, or build a building suitable for the school's needs based on available locations and those being financially viable. Our projections assume a \$1.25M building is mortgaged at 2% over 15 years and includes utilities, grounds maintenance, telephone services, and insurance. We intend to seek out donated equipment and furnishings as much as possible to reduce cash expenditures for the initial setup. For more information, see BACS's detailed 5-year budget.

SECTION IX - SCHOOL CULTURE

A. School Environment: culturally inclusive

Cultural competency can be defined as seeing the benefits of diversity, honoring cultural differences, and interacting respectfully and knowledgeably among various cultural groups (Tillman & Scheurich, 2013). Breakthrough Academy Chartered Public School strives to be inclusive as a whole entity. Students and staff will have opportunities to learn about diverse cultures in and out of their immediate community, focusing on the value that differences bring to a whole.

Breakthrough Academy Chartered Public School is culturally inclusive by respecting family rights and the proper role of the family in raising children. A school culture that respects the family is naturally a culturally inclusive environment because it avoids usurping or displacing the cultural role of the family. In our state-authorized charter, policies, and practices, BACS recognizes and reinforces the role of the parent as the primary decision-maker and moral authority in the child's life. We want families and virtuous role models to influence children.

We believe academic excellence and family rights go together naturally. By focusing on academics, we will offer our scholars the manifold benefits of the primary social role of a public school. Conversely, a loss of focus on academics puts those benefits at risk, especially for families with fewer resources and alternatives. It also overextends the demands on teachers and encroaches on the proper roles of parents. The family is the social institution best suited to bringing up children. By upholding the rights of families, we show respect for families, strengthening the collaboration of home and school.

B. Establishment and maintenance of School Culture

At Breakthrough Academy Chartered Public School we aspire to build an inclusive culture that bonds students, staff, parents, and community members to one another by establishing and maintaining an atmosphere of mutual respect.

This aspiration will be shared through our communication channels (website, marketing literature, letters to families, etc.) as well as school documents (policy manual, student handbook, etc.) and modeled by staff and students.

The culture at Breakthrough Academy Chartered Public School will be built through shared communication and teachers who inspire students to be empowered in thought and dedication. Our rigorous curriculum will stimulate thinking, self-discipline, civic responsibility, and high achievement.

This will give us a solid foundation to build self-efficacy, intrinsic motivation, relevance, and sustained engagement, working towards the school's mission of developing responsible students who utilize their moral compass to direct their learning path and impact the world around them, being grounded in knowledge and applying life skills.

SECTION X - STAKEHOLDER ENGAGEMENT

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

Parental involvement strengthens children's study habits, attention span, focus, and learning skills. Breakthrough Academy Chartered Public School expects that parents or guardians will be involved in their child's educational growth. This can be done through collaboration with the School's Director and teachers at BACS.

Parental involvement is a core philosophy of the school. The school will strive to have a well-defined parent involvement committee. The committee can have up to two representatives on the Board of Trustees and have regular attendance at their meetings by the school Director. Breakthrough Academy Chartered Public School believes parents are an integral part of the school community and bring valuable input, energy, and skills to the school's success.

Parents outside of the committee will be offered materials and training to help them with understanding what is happening in the classroom, such as literacy training, newly evolved functions of mathematics, and using technology. This will help to foster parent involvement, including the creation of the Breakthrough Academy Chartered Public School Parent Teacher Association.

B. Community Involvement Plan including Partnerships Ed 318.09(e)(10); Ed 318.09(e)(12)

Because not all students have parents to share in their academic interests, Breakthrough Academy Chartered Public School will identify business and community members available as mentors, providing guidance specific to students' interests.

Successfully building a shared vision between Breakthrough Academy Chartered Public School and community partners helps to build a working relationship between the entities that focuses on the school mission and student success. BACS will seek these partnerships with community supporters, government officials, civic and nonprofit organizations, and local businesses. These partnerships will be integral to fundraising opportunities for BACS.

Breakthrough Academy Chartered Public School has already begun working with The New Hampshire Learning Initiative and New Hampshire Agriculture in the Classroom and will continue to foster this community relationship. BACS will create a specific council to help locate and foster community partnerships.

C. LEA Partnerships Ed 318.09(e)(12)

Our goal is not to compete with existing public schools, but to provide an educational choice to families that want or are interested in exploring what Breakthrough Academy Chartered Public School has to offer.

A successful LEA partnership starts with recognizing that both the LEA and Breakthrough Academy Chartered Public School have the best interests of the students as their common goal. It is also essential for BACS to build a relationship founded on respect for the LEA's work and limited resources. Over time, and with these shared goals and understanding in mind, we hope that the relationship between BACS and the LEA will be a solid two-way street supporting the needs of all students in the districts that attend our school.

Breakthrough Academy Chartered Public School will meet with crucial LEA stakeholders, including Superintendents, special education staff/faculty, and other administrative staff, to identify potential partnership opportunities and challenges. These relationships will be nurtured to create open dialogue and foster partnerships that benefit both BACS and the LEAs.

During the initial phase of opening the school, Breakthrough Academy Chartered Public School will contact the LEAs to introduce the school and answer any questions an LEA may have about the school. BACS will continue regular communications and outreach to the LEAs after the school opens. Also, before school opens, BACS's administration will compile a list of educational programs offered within the school district and the surrounding community of BACS. Then, the administration will reach

out to the agencies that provide the various educational programs to make contact and understand what a partnership would look like. After gathering the necessary information from the LEAs and the local community, BACS will evaluate what programs are feasible for the school and what programs the students and parents want. A new list of educational programs that will be prioritized will be created. BACS will then reach out to those agencies that provide those prioritized educational programs to begin the necessary process of contracting their services.

SECTION XI - FACILITIES

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

Friends of Breakthrough Academy is working with local realtors and other community members to identify available properties in the Eastern Grafton County and Carroll County areas that are suitable for our curriculum, are equipped to support our campus and facilitate transportation to as many students as possible.

B. Description of school requirements

Friends of Breakthrough Academy is locating a campus that will accommodate our expected growth over the first 5-year period of our charter. We are seeking a property with the potential to build as necessary to accommodate growth. Friends of Breakthrough Academy has identified several properties suitable for our purposes, and pending application approval; the trustees will pursue, negotiate, and arrange facility options and work with the local Code Enforcement and Fire Code personnel. Following RSA 194-B:8, II, any facility will be built to or brought up to code to comply with all state and federal health and safety laws, rules, and regulations meeting the requirements of ED 321.23(u) and (v).

C. Classroom, Offices, Athletics, Outdoor Needs Plan

The initial space needs for Breakthrough Academy Chartered Public School are projected as follows:

- * Classroom space:
 - * Three classrooms
- * Office space:
 - * (1) shared office space for the Director and Assistant Director
 - * (1) private room for school infirmary.
 - * Shared office space for other administrative staff and general school office functions.
- * Athletic space & outdoor needs:
 - * Gymnasium, Playground, Field space for play, Greenhouses and Garden space, Barns/Storage sheds, Animal Shelters, and Parking

D. Plans for facilities lease or purchase

When Breakthrough Academy Chartered Public School is granted a charter, we will take appropriate action to finalize the lease or purchase of a location suitable for the school's needs based on available locations and those being financially viable.

SECTION XII - SCHOOL SAFETY MANAGEMENT PLAN

A. Emergency Operations Plan

The Breakthrough Academy Chartered Public School emergency management plan aims to identify and respond to incidents by outlining the responsibilities and duties of the school and its employees. Developing, maintaining, and exercising the plan empowers employees to act quickly and knowledgeably in an incident. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan assures parents and other community members that BACS has established guidelines and procedures to respond to incidents/hazards effectively.

Breakthrough Academy Chartered Public School will complete this emergency management plan and submit it to the appropriate authorities (New Hampshire Homeland and Emergency Management) before school opening.

B. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations.

Breakthrough Academy 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
- * ADA (Americans with Disabilities Act)

SECTION XIII - COMMUNICATION PLAN

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

To ensure that all residents have an equal opportunity to apply to Breakthrough Academy Chartered Public School, an extensive and widely broadcast marketing effort will be initiated through the Friends of Breakthrough Academy and the NH Alliance Charter School Action Network. Information will be widely broadcast through newspapers, websites, libraries and other public places and social media to ensure that families are aware of BACS as a choice, and is available to them.

During the initial months of planning, information will be disseminated through bulletins, advisories, social media, and posting on informational websites. Materials for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and foundations. Upon approval of the charter, the Board of the Friends of Breakthrough

Academy will develop informational brochures describing the school, its mission, its approach to education, and the expectations and opportunities the program hopes to provide.

Breakthrough Academy Chartered Public School will continue this initial information campaign throughout the next 5 years after opening.

Parents of enrolled students will be provided additional school information through public announcements posted on the school website. More information will be provided through student report cards, parent/student school emails, parent/teacher meetings, school newsletters, and a school bulletin board.

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

Breakthrough Academy Chartered Public School will develop a plan to disseminate best practices. The following plan is only an example, and the final plan may vary; BACS, through the director's office, will track and record any improvements in any practices used within the school. At a minimum of once a year, with the collaboration of the director, the board of trustees will compile a report of the best practices and submit it to the NH DOE. The report will be made publicly available and copies of it will be mailed to any charter schools in NH upon request. Throughout the course of the school year the board of trustees will share any practices that have been improved with the NH DOE Charter School Administration.

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

Breakthrough Academy Chartered Public School will communicate on a regular basis with families and school stakeholders about ongoing school business through the following channels but not limited to:

- * Monthly Board Meetings
- * Weekly Updates
- * Monthly Newsletters
- * Social Media Posts
- * Student Information System
- * Communication Platform
- * Semester Report Cards
- * Twice per Year, Parent/Teacher Conferences

Breakthrough Academy Chartered Public School will post all public documents in a timely manner on its website as well as make them available at the front office.

SECTION XIV - ASSURANCES, PROVISIONS, AND POLICIES

A. A global hold-harmless clause

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

B. Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

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

C. Statement of assurances related to nondiscrimination according to relevant state and federal laws.

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

D. Provision for providing continuing evidence of adequate insurance coverage.

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

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

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

During the period of startup and development, Breakthrough Academy Chartered Public School may require tasks addressed and conducted by specialists in certain fields. However, no consultants have been identified at this time. BACS anticipates contracting with an individual or company that provides services such as computer IT setup, school guidance & counseling, special education, and school health. As enrollment grows, BACS believes that some of these positions may become permanent employees. While we cannot identify any particular contract at the time of this application, all candidates will be required to show sufficient evidence of past experience and expertise in the specified role, including, but not limited to formal education in the specified field, work history and references.

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

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

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

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

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

As a state authorized charter school, Breakthrough Academy Chartered Public School anticipates that students may come from many different communities around New Hampshire. BACS will assist, to the extent possible, logistical assistance to parents and students who wish to connect and coordinate personal shared transportation, e.g. arrange carpools. *BACS would like to purchase (2) 15 passenger vehicles to assist families of greatest need for transportation, if the budget allows for financial room. Breakthrough Academy will allocate 5% of the officemanagers time to coordinating carpooling for families in need.

G. Statements that the school will develop, prior to opening, policies regarding the following.

Breakthrough Academy Chartered Public School will develop, prior to opening, policies regarding the following:

- * Records retention
- * Promoting school safety including:
 - * Reporting of suspected abuse or neglect;
 - * Sexual harassment,
 - * Pupil safety and violence prevention;
 - * Limiting the use of child restraint practices; and
- * Developmentally appropriate daily physical activity

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

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

I. In the case of the conversion of a public school to a chartered conversion school

Not Applicable.

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

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

- a) Reintegration into the student's assigned public school,
- b) Application to a different chartered public school, if available, or
- c) Other available options based on parent and student priorities.

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

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

If Breakthrough Academy Chartered Public School is providing the only available public education services at a specific grade level in a school district we will offer those educational services to all resident pupils of that grade level.

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

The Accountability Plan lays out the specific student achievement goals that a school agrees to meet and the specific measures that define what constitutes meeting these goals. These plans establish a common set of goals and outcome measures that represent expectations the Institute and Trustees hold for student learning and achievement. Progress in meeting the Accountability Plan is used in evaluating whether a school receives approval to continue operating.

As public schools, charter schools are held accountable to the same outcomes as other public schools in New Hampshire State, namely performance on state exams. The Accountability Plan sets goals and outcome measures for the school's performance in English language arts, mathematics, science, and social studies as well as for the school's standing with respect to the state's accountability system. Schools may also choose to include in their Accountability Plan optional academic, as well as organizational or other non-academic goals and measures.

The initial Accountability Plan is finalized before a school's first day of operation and covers the initial "Accountability Period," the first five years of its charter term. At the end of the Accountability Period schools develop a new Accountability Plan as part of their application for renewal.

Breakthrough Academy Chartered Public School will have in place an accountability plan before the school opens.

M. An outline of the proposed policy to adopt and implement the code of conduct for New Hampshire educators, as required by RSA 194-B, II(ee).

In accordance with RSA 194-B, II(ee), BACS will adopt and implement the Code of Conduct for New Hampshire educators Employee Performance, Conduct, and Disciplinary Action (Ed 510). Formal adoption will be conducted by the Board of Trustees. The Board of Trustees and Co-Heads of School will jointly oversee implementation and enforcement, which includes updating the BACS Employee Handbook to reflect the Code of Conduct. See Appendix I.

SECTION XV - LETTERS OF SUPPORT

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

See Appendix G - Letters of Support

SECTION XVI - CHARTER SCHOOL OPENING

Breakthrough Academy Chartered Public School is planning to have the school fully staffed by July 2025. First day of school Sept 2025. See Appendix A - Measurable goals.

SECTION XVII - SIGNED AND CERTIFIED APPLICATION

A. Completed Application

B. Signed by all members of the Development Team

Please see Appendix H - List of Board Members

LETTER OF INTENT



New Hampshire Department of Education

INTENT TO SUBMIT A CHARTER SCHOOL APPLICATION FORM

If you plan to submit a proposed Charter School application, please complete the following information and send the completed form by post or electronically to:

Tal Bayer
NH Department of Education
Charter School Office
101 Pleasant Street
Concord, NH 03301-3860
FAX: (603) 271-1953
Talmage.h.bayer@doe.nh.gov

Date	August 28, 2023
Proposed Charter School Name	Breakthrough Academy Chartered Public School
Proposed Program (example: Montessori, STEM, Nature-based, Arts Integration)	Integration of Agriculture Based education and Competency Based Education.
Proposed Grade Levels	K-12
Proposed Location	Conway or Surrounding Areas
Contact Person (Name)	Kimberly Morton
Members of Development Team	2
Organization (If Applicable)	Pending approval "Friends of Breakthrough Academy"
Address	1693 Village Rd Silverlake, NH 03875
Email Address	Kimmiekat1@gmail.com
Telephone/Fax	562-699-9119

Development Team:

RSA 194-B:3,V. Persons or entities eligible to submit an application to establish a chartered public school shall include:

- (a) A nonprofit organization including, but not limited to, a college, university, museum, service club, or similar entity.
- (b) A group of 2 or more New Hampshire certified teachers.
- (c) A group of 10 or more parents.

List of Appendices

Appendix A – Measurable Goals and Objectives

Appendix B – At Risk in our Enrollment Zone

Appendix C – By-Laws

Appendix D – Curriculum Alignment

Appendix E – School Calendar

Appendix F – Budget

Appendix G – Letters of Support

Appendix H – Board Member Development Team

Appendix I – Educator Code of Conduct

APPENDIX A - MEASURABLE GOALS AND OBJECTIVES

By July 2024	• Form our Founding Board Members. – • Secure an accountant and bookkeeper. – • Secure a lawyer. – • Visit at least five potential school sites. – • Approve a detailed five-year post-operations budget. –
By August 2024	• Begin building a school website. • Founding Board members create marketing/communication tools and start outreach to key contacts to raise awareness. – • Post Co-Heads of School and Teacher positions online. – • Begin preparations for the first fundraiser event, form a fundraising committee. - • Build relationships within the community for fundraising. –
By September 2024	• Founding Board members develop public relations, fundraising, and facilities preparation. – • Develop a Fundraising Committee - • Founding Board members negotiate terms for acquiring property. –
By October 2024	• Founding Board members develop plan for traffic study, site surveillance, environmental inspections, certifications, etc.– • Fundraising Committee Launch fundraiser events -
By November 2024	• Develop Board of Trustees onboarding, training, and development program • Appoint a formal Board of Trustees to oversee transition of oversight and operations. • Enter into initial contract with facility • Site surveillance complete
By December 2024	• Fundraising Event • Begin non-invasive health and safety inspections, filing for permits, and traffic studies. • Fire Inspection

	• Architectural Plans developed for site inspections, compliance, and certifications • Develop and adopt employee contracts with the support of relevant consultants planning positions.
By January 2025	• Founding Board members finalize Administration positions • Develop a balanced operating budget developed with the support of consulting CPA and approved by the Board of Trustees, annual renewals in line with following fiscal years.
By February 2025	• Form relationships with local public charter schools for purposes of collaboration • Partnerships established with at least 8 local nonprofits in family/education services • Develop and adopt employment policies/procedures as required by regulations/rules.
By March 2025	• Informational materials shared to school districts in the target catchment area. • Open student enrollment, conduct a lottery, and accept applications on a rolling basis. • Purchase and implement software systems to manage student information.
By April 2025	• Develop and adopt employee contracts and policies/procedures for all positions • Implement an effective communication system for administration, teachers, and families to include student information, curriculum updates, and school news.
By May 2025	• Marketing campaign plan designed. • All planning positions (as defined in CSP Grant) filled. May include: Co-Heads of School, Maintenance/ Facilities Manager, Administrative Specialist, and Mentor Teacher
By June 2025	• Written and electronic informational materials developed, with support of graphic design and marketing consultants, including accessible formats that address barriers to information in standard formats. • Facilities necessary upgrades/renovations are complete or close to complete.

	• Founding Leader(s) oversee acquisition and production of curriculum materials • Wire building for Wifi & Telecom
By July 2025	• The Enrollment and Outreach Committees actively engage in recruitment activities and dissemination of application materials. • Initiate connections with public school leaders and counselors to share information on the school, to support potential recommendations to students and families who may benefit from the CBE model. • Initiate live informational and/or recruitment sessions offered in the catchment area Communities. • Teachers begin professional development and curriculum planning. • Complete inspections and certificates for completed remediations for health and safety compliance
By August 2025	• Catch up for any remaining tasks unresolved • Complete enrollment and hiring • Set up furniture building and facility • Teachers continue professional development and curriculum planning. • Purchase of at least one 14 passenger vehicle, addition to school insurance, identification and training of drivers, student utilization numbers in towns with above average rates of at-risk variables.
By September 2025	• Breakthrough Academy Chartered Public School Opens

APPENDIX B - AT -RISK IN OUR ENROLLMENT ZONE

SCHOOL DISTRICT	SCHOOL	TOWN	GRADE S	NO. STUDENT S	STATE Math At- Risk	STATE ELA At- Risk
Conway Public Schools (SAU #9)	Josiah Bartlett Elementary School	Bartlett	PK, K-8	168	68%	48%
Conway Public Schools (SAU #9)	Kennett High School	North Conway		726	63%	43%
Conway Public Schools (SAU #9)	A. Crosby Kennett Middle School	Conway		229	78%	56%
Conway Public Schools (SAU #9)	Conway Elementary School	Conway	K-6	195	83%	68%
Conway Public Schools (SAU #9)	John H. Fuller Elementary School	North Conway	K-6	160	48%	43%
Conway Public Schools (SAU #9)	Pine Tree Elementary School	Conway	K-6	237	83%	63%
Conway Public Schools (SAU #9)	Jackson Grammar School	Jackson	K-6	44	NA	NA
Tamworth Public Schools (SAU #13)	Freedom Elementary School	Freedom	PK, K-6	36	65%	45%
Tamworth Public Schools (SAU #13)	Kenneth A. Brett School	Tamworth	K-8	193	78%	58%
Tamworth Public Schools (SAU #13)	Madison Elementary School	Madison	K-6	130	78%	58%

Governor Wentworth Regional (SAU #49)	Effingham Elementary School	Effingham	K-6	99	65%	65%
Governor Wentworth Regional (SAU #49)	Ossipee Central School	Center Ossipee	PK, K-6	273	73%	63%
Governor Wentworth Regional (SAU #49)	Kingswood Regional Middle School	Wolfeboro		375	61%	45%
Governor Wentworth Regional (SAU #49)	Kingswood Regional High School	Wolfeboro		728	63%	38%
Moultonborough Public Schools (SAU #45)	Moultonborough Central	Moultonborough	PK, K-5	247	45%	45%
Moultonborough Public Schools (SAU #45)	Moultonborough Middle	Moultonborough		109	68%	43%
Moultonborough Public Schools (SAU #45)	Moultonborough Academy	Moultonborough		144	65%	15%
Inter-Lakes Cooperative (SAU #2)	Sandwich Central School	Center Sandwich	K-6	76	25%	35%

Inter-Lakes Cooperative (SAU #2)	Inter-Lakes Elementary School	Meredith	K-6	425	54%	55%
Inter-Lakes Cooperative (SAU #2)	Inter-Lakes Middle School	Meredith		141	73%	43%
Inter-Lakes Cooperative (SAU #2)	Inter-Lakes High School	Meredith		293	58%	43%

APPENDIX C - BY-LAWS

Article I

Name, Purposes, Location

- 1) Name: The name of the corporation shall be Breakthrough Academy Chartered Public School.
- 2) Purpose: Breakthrough Academy Chartered Public School (the “Corporation”) shall remain a voluntary corporation duly organized and existing under the laws of the State of New Hampshire for the purpose of operating a public charter school.
- 3) Location: Carroll County, New Hampshire

Article II

Tax Exempt Status & Corporate Authority

- 1) Corporate Authority: In furtherance of the purposes set forth 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 and all 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 set forth 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 set forth in RSA 194-A.
- 2) Tax-exempt Status: Breakthrough Academy 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 net earnings of the Corporation shall inure 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 of propaganda, or otherwise attempting to influence legislation; and, the Corporation shall not participate in, or intervene in any political campaign on the 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 Breakthrough Academy Chartered Public School derives its authority from RSA

194-B (Chartered Public Schools); RSA 292 (Voluntary Corporations and Associations); and the Breakthrough Academy Chartered Public School. The Board shall have general supervisory control and authority over the operations of BACS. The Board shall act in matters of governance, mission, and policy, while it shall delegate day-to-day operations and other matters 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 in entirety. All decisions made by the Board will be determined by majority vote. The Board shall conduct its official business in public, except where permitted to act in non-public session pursuant to RSA-A.

In specific instances, the Board may vote to grant a specific 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 who are not of the same immediate family or related by blood or marriage. 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 Director, a faculty representative as appointed by the Board following nomination(s) from the school's

faculty from time to time, preferably prior to the annual organizational meeting, and a student representative as appointed by the Board following nomination(s) from the school's Director ideally prior to 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 student representatives at any time, as needed in order 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 Breakthrough Academy Chartered Public School Conflict of Interest Statement is attached hereto 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: Breakthrough Academy Chartered Public School strives to provide a positive learning environment for all its students, and equal opportunity to its employees. To that end, BACS does not discriminate on the basis of 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: The sponsoring entity for Breakthrough Academy Chartered Public School, the Friends of Breakthrough Academy, shall select the initial Trustees. Subsequently, the Board shall conduct an annual organizational meeting at which new members shall be elected by a vote of the sitting Board. 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 of the Board, unless invited to do so by the Chairperson of the Board of Trustees.

The Board will make, to the extent possible, nominations for new board members from a

diverse range of New Hampshire localities. Nominees will, to the greatest extent possible, represent varied socioeconomic backgrounds, races, colors, religions, national origins, and sexual orientations to ensure diversity on the board.

7) Length of Terms: It is important that Board member terms are staggered in order 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 close of the annual organizational meeting in the year in which the respective member's term expires.

Ex officio Board member appointments will be perpetual unless removed by a majority vote of the Board. 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 Breakthrough Academy Chartered Public School;
- * 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 of all board committees, with contact information;
- * Conflict of Interest Statement; and
- * Staff and student handbooks.

9) Election of New Members: In the event that a Board member resigns or is removed before a term has expired and before the annual organizational meeting has occurred, a vote by the full remaining Board may fill the vacant Board seat, subject to the aforementioned qualifications. In the event that 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 for the purpose of recruiting candidates and presenting candidates to the Board;
- * The Board may post Advertisement of the Board seat via school newsletter, website, 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 Breakthrough Academy 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 prior to the end of service to ensure the Board is able to identify a qualified candidate to fill the vacancy. The Board is not required to vote upon the acceptance of 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 be cause for 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 to remove Board Members shall only be made by other Board Members. Prior to the vote to remove a Board Member, the Board Member to be removed shall be afforded notice of the asserted cause for removal, and shall be afforded an 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 pertaining to open meetings. Parents of the charter school and the general public have the right to attend general Board meetings and inspect minutes, and 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) prior to 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 their designee will distribute the agenda with supporting materials to all members twenty four (24) hours prior to the meeting. This document distribution shall be made via email.

Anyone wishing to address the Board with an issue not on the agenda pertaining to the Corporation must make a written request to the Director at least five (5) working days prior to the scheduled monthly meeting. Requests must pertain to matters of governance, mission, budget, or policy. The Board shall not entertain discussion of human resources, specific students, general complaints, or any matter properly treated as confidential or non-public pursuant to RSA 91-A. The Director in consultation with the Board Chair 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. A quorum, once established, is not lost as a result of the departure or recusal of a Board Member.

4) Voting: If the question is not debatable, or debate on the matter has closed, the Chair shall pose a question to the Board asking 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 shall count and verbally announce the tally. The Secretary shall keep a written record of each motion and vote, and it 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 at the conclusion of the annual Organizational Meeting.

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

7) Non-public Session: The Board shall have the right to sit in non-public 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 discussion and any decision made 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 pursuant to RSA 91-A:3, III unless a vote of the members present determines that divulgence of the information would be harmful pursuant to the statute. Members and any persons attending a non-public session are duty-bound to non-disclosure of any discussion held.

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

8) Pupil Disciplinary Appeals: The Board shall establish reasonable appeal procedures for parents seeking to appeal a decision of discipline consisting of a suspension or greater consequence, made by the school administration regarding their child. The Board may adopt an appeal form, which will be easily accessible by 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: At the annual organizational meeting, Officers shall be nominated and elected by vote of the incoming Board Members.

3) Vacancies: Should a Board office become vacant for any reason at any time, the Board Members will elect a successor to fill the unexpired term. Vacancy and election must be announced in the agenda prior to 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 Rules of Order, including exceptions from the rules shall be final. The Chair shall exercise any and 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 disability 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 a true record of each Board meeting, 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 any and all other powers and duties as outlined in these bylaws, and 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 back to the Board for action. Initial committees will include: executive, Board recruitment, strategic planning and mission, fundraising and business development, curriculum development, personnel and human resources, building and grounds, parent advisory, governance and policy, educational program development, finance, and others as needed. The Board may authorize one or more of its 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 membership of the Committee, provided that any Board Member(s) may elect to participate in the Committee. Committee members shall receive and sign the Code of Ethics and Conduct in the same manner that Board Members do. 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 Director may execute routine agreements that are consistent with the budget adopted by the Board.

3) Checks/Drafts: The school Director shall sign all checks on behalf of the Corporation, with Treasurer and Chair oversight, pursuant to the school's finance policy.

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

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 by reason of being or having been a member or officer of the Corporation, except in relation to matters as to which they shall be actually 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 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 prior to the meeting.

These Bylaws were approved and adopted by the Incorporators on 3-14-2024

APPENDIX D - CURRICULUM ALIGNMENT

Breakthrough Academy Chartered Public School will align curriculum with the New Hampshire State Guidelines for both competencies and standards to ensure well rounded academic success.

During the planning phase prior to opening, Breakthrough Academy Chartered Public School will put together a year at a glance project guide to incorporate farm/agriculture into the curriculum alignment.

English Language Arts

New Hampshire Competencies:

K-8

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020-04/english-k-8-2016.pdf>

High School

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020-04/ccrs-competencies-ela.pdf>

New Hampshire Standards:

K-12

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/standards-ela.pdf>

Math

New Hampshire Competencies

K-12

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/k-12-competency-standards-skills-progressions.xlsx>

New Hampshire Standards

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/standards-math.pdf>

Science

New Hampshire Competencies

K-8

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020-04/science-k8-competencies.pdf>

High School

https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020-04/science_model.pdf

New Hampshire Standards

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/standards-science.pdf>

Social Studies

New Hampshire Standards

K-12

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/standards-socialstudies-framework.pdf?2>

** New Hampshire currently does not have state approved competency standards for social studies, we will create CBE based projects to align with standards during the planning phase.

APPENDIX E - SCHOOL CALENDAR

2025 Breakthrough Academy

September '25

S	M	T	W	T	F	S
	x	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

21 days = 136.5 hours

October '25

S	M	T	W	T	F	S
			1	2	x	4
5	6	7	8	9	10	11
12	x	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	PC	

20 days = 130 hours

November '25

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	PD	x	12	13	14	15
16	17	18	19	20	21	22
23	24	25	x	x	x	29
30						

15 days = 97.5 hours

December '25

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	x	x	x	x	x	27
28	x	x	x			

15 days = 97.5 hours

January '26

S	M	T	W	T	F	S
				x	x	3
4	PD	6	7	8	9	10
11	12	13	14	15	16	17
18	x	20	21	22	23	24
25	26	27	28	29	30	31

18 days = 117 hours

February '26

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	x	x	x	x	x	21
22	23	24	25	26	27	28

15 days = 97.5 hours

March '26

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	ER	14
15	PD	17	18	19	20	21
22	23	24	25	26	27	28
29	PC	31				

19.5 days = 126.75 hours

April '26

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	x	x	x	x	x	25
26	27	28	29	30		

17 days = 110.5 hours

May '26

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	x	26	27	28	29	30
31						

20 days = 130 hours

June '26

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	x	x	x	x	x	20
21	x	x	x	x	x	27
28	x	x				

10 days = 65 hours

Legend

x = no school
 PD = professional dev - student free
 ER = half day early release
 PC = parent conference

APPENDIX F - BUDGET

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

**Breakthrough Academy
Charter School Application
5 Year Budget**

	Year 0 Pre-Opening	Year 1 FY2026	Year 2 FY2027	Year 3 FY2028	Year 4 FY2029	Year 5 FY2030
OPERATING CASH INFLOWS						
<i>Unrestricted Grants-in-Aid</i>						
Adequacy Aid	\$ -	\$ 505,634	\$ 687,663	\$ 1,032,640	\$ 1,152,660	\$ 1,459,506
Lease Aid	\$ -	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Differential Aid Revenue	\$ -	\$ 23,411	\$ 31,839	\$ 47,811	\$ 53,368	\$ 67,575
<i>Other Local Revenue</i>						
Contributions and Donations	\$ 10,400	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Revenue	\$ -	\$ 16,598	\$ 23,095	\$ 66,858	\$ 68,683	\$ 70,564
Other Grant Revenue	\$ -	\$ 10,800	\$ 10,800	\$ 10,800	\$ 10,800	\$ 10,800
State & Federal Grant Funding	\$ 1,500,000	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL CASH INFLOWS	\$ 1,510,400	\$ 571,443	\$ 768,397	\$ 1,173,109	\$ 1,300,512	\$ 1,623,446
OPERATING CASH OUTFLOWS						
<i>Instruction</i>						
Teachers Salary	\$ 40,800	\$ 147,400	\$ 176,480	\$ 324,775	\$ 346,976	\$ 428,218
Substitute Teacher Wages	\$ -	\$ 2,720	\$ 2,802	\$ 2,886	\$ 5,944	\$ 9,184
Instruction Benefits	\$ -	\$ -	\$ 18,000	\$ 60,000	\$ 60,000	\$ 66,000
Payroll Taxes	\$ 4,049	\$ 12,412	\$ 14,643	\$ 26,918	\$ 28,850	\$ 35,617
Instruction Workers Compensation	\$ 408	\$ 1,501	\$ 1,793	\$ 3,277	\$ 3,529	\$ 4,374
Curriculum Development	\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ -
Printing & Binding	\$ 3,000	\$ 6,000	\$ 8,000	\$ 11,778	\$ 12,889	\$ 16,000
General Teaching Supplies	\$ 40,000	\$ 5,400	\$ 7,200	\$ 10,600	\$ 11,600	\$ 14,400
Text Books and Program Materials	\$ 10,800	\$ -	\$ 14,400	\$ 21,200	\$ 23,200	\$ 28,800
Educational Software Licenses	\$ 540	\$ -	\$ 720	\$ 1,060	\$ 1,160	\$ 1,440
New Furniture and Fixtures	\$ 40,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Total Instruction Operating Expenses	\$ 169,597	\$ 180,433	\$ 249,038	\$ 467,493	\$ 499,149	\$ 609,034
<i>Special Education</i>						
Special Education Wages	\$ -	\$ 15,000	\$ 15,450	\$ 55,000	\$ 56,650	\$ 58,350

	Year 0 Pre-Opening		Year 1 FY2026		Year 2 FY2027		Year 3 FY2028		Year 4 FY2029		Year 5 FY2030	
Special Education Paraprofessional	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Special Education Payroll Taxes	\$	-	\$	1,148	\$	1,182	\$	4,208	\$	4,334	\$	4,464
Special Education Benefits	\$	-	\$	-	\$	6,000	\$	6,000	\$	6,000	\$	6,000
Special Education Workers Compensation	\$	-	\$	450	\$	464	\$	1,650	\$	1,700	\$	1,751
Special Education Teaching Supplies	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Total Special Education Operating Expenses</i>	\$	-	\$	16,598	\$	23,095	\$	66,858	\$	68,683	\$	70,564
<i>Guidance Services</i>												
Guidance Services Wages	\$	-	\$	-	\$	-	\$	55,000	\$	56,650	\$	58,350
Guidance Services Payroll Taxes	\$	-	\$	-	\$	-	\$	4,208	\$	4,334	\$	4,464
Guidance Services Benefits	\$	-	\$	-	\$	-	\$	6,000	\$	6,000	\$	6,000
Guidance Services Workers Compensation	\$	-	\$	-	\$	-	\$	1,650	\$	1,700	\$	1,751
Guidance Supplies	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
<i>Total Health Services Operating Expenses</i>	\$	-	\$	-	\$	-	\$	66,858	\$	68,683	\$	70,564
<i>Health Services</i>												
Health Services Wages	\$	-	\$	-	\$	-	\$	30,000	\$	30,900	\$	31,827
Health Services Benefits	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Health Services Payroll Taxes	\$	-	\$	-	\$	-	\$	2,603	\$	2,672	\$	2,743
Health Services Workers Compensation	\$	-	\$	-	\$	-	\$	300	\$	309	\$	318
Nurse Supplies	\$	5,000	\$	1,000	\$	1,000	\$	1,000	\$	1,000	\$	1,000
<i>Total Health Services Operating Expenses</i>	\$	5,000	\$	1,000	\$	1,000	\$	33,903	\$	34,881	\$	35,888

	Year 0 Pre-Opening	Year 1 FY2026	Year 2 FY2027	Year 3 FY2028	Year 4 FY2029	Year 5 FY2030
<i>Improvement of Instruction</i>						
Professional Development	\$ 20,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<i>Total Improv.of Inst. Operating Expenses</i>	<i>\$ 20,000</i>	<i>\$ 5,000</i>	<i>\$ 5,000</i>	<i>\$ 5,000</i>	<i>\$ 5,000</i>	<i>\$ 5,000</i>
<i>Technology Department</i>						
Student Computers	\$ 16,000	\$ -	\$ 7,200	\$ 13,600	\$ 4,000	\$ 11,200
Teacher/Aid Computers	\$ 18,000	\$ -	\$ -	\$ 7,500	\$ -	\$ 1,500
Purchased IT Services	\$ 20,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Software	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Tech Equipment	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<i>Total Technology Operating Expenses</i>	<i>\$ 76,000</i>	<i>\$ 32,000</i>	<i>\$ 39,200</i>	<i>\$ 53,100</i>	<i>\$ 36,000</i>	<i>\$ 44,700</i>
<i>Audio Visual Services</i>						
Audio Visual Equipment	\$ 10,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Audio Visual Repairs & Maintenance	\$ -	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600
<i>Total School Board Operating Expenses</i>	<i>\$ 10,000</i>	<i>\$ 1,600</i>	<i>\$ 1,600</i>	<i>\$ 1,600</i>	<i>\$ 1,600</i>	<i>\$ 1,600</i>
<i>Library Department</i>						
Library Books	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
<i>Total Library Operating Expenses</i>	<i>\$ 1,000</i>	<i>\$ 1,000</i>	<i>\$ 1,000</i>	<i>\$ 1,000</i>	<i>\$ 1,000</i>	<i>\$ 1,000</i>
<i>Support Services - School Board</i>						
Legal Services	\$ 20,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Audit Services	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000
Director & Officer Insurance	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,200	\$ 2,200	\$ 2,500
<i>Total School Board Operating Expenses</i>	<i>\$ 44,000</i>	<i>\$ 29,000</i>	<i>\$ 29,000</i>	<i>\$ 29,200</i>	<i>\$ 29,200</i>	<i>\$ 29,500</i>

	Year 0 Pre-Opening	Year 1 FY2026	Year 2 FY2027	Year 3 FY2028	Year 4 FY2029	Year 5 FY2030
<i>Support Services - School Administration</i>						
Support Services Salaries	\$ 100,000	\$ 60,000	\$ 61,800	\$ 120,000	\$ 123,600	\$ 127,308
Support Services - Benefits	\$ -	\$ -	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Support Service - Payroll Taxes	\$ 8,266	\$ 5,206	\$ 5,344	\$ 9,796	\$ 10,071	\$ 10,355
Support Services Workers Compensation	\$ 1,000	\$ 600	\$ 618	\$ 1,200	\$ 1,236	\$ 1,273
Business Services	\$ 30,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
Contract Services	\$ 50,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Postage Fees	\$ 2,000	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Admin Printing & Binding	\$ 10,000	\$ 4,000	\$ 5,333	\$ 7,852	\$ 8,593	\$ 10,667
Advertising	\$ 15,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Travel & Conferences	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
General Supplies & Equipment	\$ 2,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Dues & Fees	\$ 1,900	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
<i>Total School Admin Operating Expenses</i>	<i>\$ 222,166</i>	<i>\$ 107,806</i>	<i>\$ 123,095</i>	<i>\$ 188,848</i>	<i>\$ 193,500</i>	<i>\$ 199,603</i>
<i>Operation of Plant</i>						
Operation of Plant Wages	\$ -	\$ 13,000	\$ 13,390	\$ 13,792	\$ 14,205	\$ 14,632
Plant Services - Payroll Taxes	\$ -	\$ 1,303	\$ 1,332	\$ 1,363	\$ 1,395	\$ 1,427
Plant Services - Workers Compensation	\$ -	\$ 130	\$ 134	\$ 138	\$ 142	\$ 146
Water and Septic	\$ 1,100	\$ 4,400	\$ 5,000	\$ 5,000	\$ 6,000	\$ 8,000
Cleaning Services	\$ 1,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Trash Disposal Services	\$ 500	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Repairs & Maintanance	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 20,000	\$ 20,000
Rent Payment	\$ 48,000	\$ 96,000	\$ 96,000	\$ 96,000	\$ 96,000	\$ 96,000
Liability Insurance	\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Telephone & Data Communications Service	\$ 1,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Electricity	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800
Heating Oil	\$ 2,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Building and Farm Supplies	\$ 60,000	\$ 20,000	\$ 26,667	\$ 39,259	\$ 42,963	\$ 53,333
<i>Total Plant Operating Expenses</i>	<i>\$ 133,400</i>	<i>\$ 173,633</i>	<i>\$ 181,323</i>	<i>\$ 194,352</i>	<i>\$ 209,505</i>	<i>\$ 222,339</i>
<i>Transportation</i>						
Gas/Fuel	\$ -	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200
Registration & Maintenance	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000

	Year 0 Pre-Opening	Year 1 FY2026	Year 2 FY2027	Year 3 FY2028	Year 4 FY2029	Year 5 FY2030
Capital Expenditures						
Leasehold Improvements	\$ 300,000	\$ -	\$ -	\$ -	\$ -	\$ -
Moveable Playground Equipment	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ -
Technology Improvements	\$ 23,597	\$ -	\$ -	\$ -	\$ -	\$ -
Van/Bus	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ -
Farm Equipment/Shed	\$ 300,000	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Total Capital Expenditures</i>	<i>\$ 823,597</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>
 TOTAL CASH OUTFLOWS	 \$ 1,504,760	 \$ 564,269	 \$ 669,551	 \$ 1,124,411	 \$ 1,163,401	 \$ 1,305,992
 ESTIMATED ANNUAL SURPLUS/(DEFICIT)	 \$ 5,640	 \$ 7,173	 \$ 98,846	 \$ 48,698	 \$ 137,110	 \$ 317,454
 Per Pupil Expenditures	 Not Applicable	 \$ 10,449	 \$ 9,299	 \$ 10,608	 \$ 10,029	 \$ 9,069

Breakthrough Academy
Charter School Application
5 Year Operating Revenue Budget

OPERATING CASH INFLOWS	RATIONALE	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		Pre-Opening	FY2026	FY2027	FY2028	FY2029	FY2030
Adequacy Aid	Represents funds received from NH Department of Education. Anticipate 2% Tuition Inflation every year.	\$ -	\$ 505,634	\$ 687,663	\$ 1,032,640	\$ 1,152,660	\$ 1,459,506
			Year 1	Year 2	Year 3	Year 4	Year 5
	Kindergarten		6	8	10	12	12
	Grade 1		6	8	10	12	12
	Grade 2		6	8	10	12	12
	Grade 3		6	8	10	10	12
	Grade 4		6	8	10	10	12
	Grade 5		6	8	10	10	12
	Grade 6		6	8	10	10	12
	Grade 7		6	8	10	10	12
	Grade 8		6	8	10	10	12
	Grade 9		0	0	8	10	10
	Grade 10		0	0	8	10	10
	Grade 11		0	0	0	0	8
	Grade 12		0	0	0	0	8
	Total Students		54	72	106	116	144
	State Aid per Student		\$ 9,364	\$ 9,551	\$ 9,742	\$ 9,937	\$ 10,135
	Total		\$ 505,634	\$ 687,663	\$ 1,032,640	\$ 1,152,660	\$ 1,459,506
	Student Growth			33%	47%	9%	24%
	Increase in Students			18	34	10	28
	Number of Classrooms		3	3	4	4	5
State & Federal Grant Funding	Assume Charter School Program Grant is awarded for \$1.5M	\$ 1,500,000	\$ -	\$ -	\$ -	\$ -	\$ -
Lease Aid	Based on amounts received by other Charter Schools of similar size	\$ -	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Contributions and Donations	Donations in Start Up for Expenditures Not Allowable by Grant (Utilities)	\$ 10,400	\$ -	\$ -	\$ -	\$ -	\$ -
Other Grant Revenue	Based on Title Funds received by Other Charter Schools of Similar Size	\$ -	\$ 10,800	\$ 10,800	\$ 10,800	\$ 10,800	\$ 10,800
Special Education Revenue	Covers Paraprofessional Wages, FICA, and Benefits	\$ -	\$ 16,598	\$ 23,095	\$ 66,858	\$ 68,683	\$ 70,564
Fundraising Revenue	Assume No Fundraising to be Conservative	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Differential Aid Revenue	Based on FY23 FRR Lunch and ELL for Charter School in Conway (similar location) = 4.63% of Adequacy Aid (Per Pupil Aid)	\$ -	\$ 23,411	\$ 31,839	\$ 47,811	\$ 53,368	\$ 67,575
TOTAL OPERATING REVENUE		\$ 1,510,400	\$ 571,443	\$ 768,397	\$ 1,173,109	\$ 1,300,512	\$ 1,623,446

Breakthrough Academy
Charter School Application
5 Year Operating Expense Budget

OPERATING EXPENSES	RATIONALE	Factor	Factor	Year 0 Pre-Opening	Year 1 FY2026	Year 2 FY2027	Year 3 FY2028	Year 4 FY2029	Year 5 FY2030
<u>Instruction</u>									
Teachers Salary	Refer to supplemental tab "Schedule 1 Salary Expense"			\$ 40,800	\$ 147,400	\$ 176,480	\$ 324,775	\$ 346,976	\$ 428,218
Instructional Aide Salary	Refer to supplemental tab "Schedule 2 Hourly Wage Expense"			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Substitute Teacher Wages	Refer to supplemental tab "Schedule 2 Hourly Wage Expense"			\$ -	\$ 2,720	\$ 2,802	\$ 2,886	\$ 5,944	\$ 9,184
Instruction Benefits	No Benefits in Year 1 - Assume Flat Amount per Employee	\$ 500.00	Per Month Per Ee	\$ -	\$ -	\$ 18,000	\$ 60,000	\$ 60,000	\$ 66,000
Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA. NHES is 2.2% up to \$14,000 in Wages			\$ 4,049	\$ 12,412	\$ 14,643	\$ 26,918	\$ 28,850	\$ 35,617
Instruction Workers Compensation	Estimated at 1% Salaries			\$ 408	\$ 1,501	\$ 1,793	\$ 3,277	\$ 3,529	\$ 4,374
Curriculum Development	Curriculum Materials & Resources			\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ -
Printing & Binding	Copier Machine Lease - Baseline estimated at \$6K/Year growing w/students			\$ 3,000	\$ 6,000	\$ 8,000	\$ 11,778	\$ 12,889	\$ 16,000
General Teaching Supplies	Estimated at \$100/Student. Year 1 Funded by CSP Grant.	\$ 100.00	Per Student	\$ 40,000	\$ 5,400	\$ 7,200	\$ 10,600	\$ 11,600	\$ 14,400
Text Books and Program Materials	Estimated at \$200/Student. Year 1 Funded by CSP Grant.	\$ 200.00	Per Student	\$ 10,800	\$ -	\$ 14,400	\$ 21,200	\$ 23,200	\$ 28,800
Educational Software Licenses	Estimated at \$10/Student. Year 1 Funded by CSP Grant.	\$ 10.00	Per Student	\$ 540	\$ -	\$ 720	\$ 1,060	\$ 1,160	\$ 1,440
New Furniture and Fixtures	Fitup for School Startup and additional classrooms			\$ 40,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<u>Special Education</u>									
Special Education Wages	Refer to supplemental tab "Schedule 1 Salary Expense"			\$ -	\$ 15,000	\$ 15,450	\$ 55,000	\$ 56,650	\$ 58,350
Special Education Paraprofessional	Refer to supplemental tab "Schedule 2 Hourly Wage Expense"			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Benefits	No Benefits in Year 1 - Assume Flat Amount per Employee	\$ 500.00	Per Month Per FTE	\$ -	\$ -	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Special Education Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA. NHES is 2.2% up to \$14,000 in Wages			\$ -	\$ 1,148	\$ 1,182	\$ 4,208	\$ 4,334	\$ 4,464
Special Education Workers Compensation	Estimated at 3% Salaries			\$ -	\$ 450	\$ 464	\$ 1,650	\$ 1,700	\$ 1,751
Special Education Teaching Supplies				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<u>Guidance Services</u>									
Guidance Services Wages	Refer to supplemental tab "Schedule 2 Hourly Wage Expense"			\$ -	\$ -	\$ -	\$ 55,000	\$ 56,650	\$ 58,350
Guidance Services Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA. NHES is 2.2% up to \$14,000 in Wages			\$ -	\$ -	\$ -	\$ 4,208	\$ 4,334	\$ 4,464
Guidance Services Benefits	No Benefits in Year 1 - Assume Flat Amount per Employee	\$ 500.00	Per Month Per FTE	\$ -	\$ -	\$ -	\$ 6,000	\$ 6,000	\$ 6,000
Guidance Services Workers Compensation	Estimated at 3% Salaries			\$ -	\$ -	\$ -	\$ 1,650	\$ 1,700	\$ 1,751
Guidance Supplies				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<u>Health Services</u>									
Health Services Wages	Refer to supplemental tab "Schedule 1 Salary Expense"			\$ -	\$ -	\$ -	\$ 30,000	\$ 30,900	\$ 31,827
Health Services Benefits	Not Eligible - Part-Time			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Health Services Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA. NHES is 2.2% up to \$14,000 in Wages			\$ -	\$ -	\$ -	\$ 2,603	\$ 2,672	\$ 2,743
Health Services Workers Compensation	Estimated at 1% Salaries			\$ -	\$ -	\$ -	\$ 300	\$ 309	\$ 318

OPERATING EXPENSES	RATIONALE	Factor	Factor	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
				Pre-Opening	FY2026	FY2027	FY2028	FY2029	FY2030
<u>Improvement of Instruction</u>									
Professional Development	Per Year Stipend for each Salaried Employee - Covered by Grant in Year 0			\$ 20,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<u>Technology Department</u>									
Student Computers	\$400 per Chromebook for 40 Students	\$ 400.00	Student	\$ 16,000	\$ -	\$ 7,200	\$ 13,600	\$ 4,000	\$ 11,200
Teacher/Aid Computers	Estimated at \$1,500/Computer for each Salaried Employee. Year 1 Funded by CSP Grant.	\$ 1,500.00	Employee	\$ 18,000	\$ -	\$ -	\$ 7,500	\$ -	\$ 1,500
Purchased IT Services	Outsourced IT Services			\$ 20,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Software	Administrative Software including Student Information System			\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Tech Equipment				\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<u>Audio Visual Services</u>									
Audio Visual Equipment				\$ 10,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Audio Visual Repairs & Maintenance				\$ -	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600
<u>Library Department</u>									
Library Books	Books & Printed Matter			\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
<u>Support Services - School Board</u>									
Legal Services	Annual Retainer			\$ 20,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Audit Services	Based on recetctly obtained quotes from other Charter Schools			\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000
Director & Officer Insurance				\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,200	\$ 2,200	\$ 2,500
<u>Support Services - School Administration</u>									
Support Services Salaries	Refer to supplemental tab "Schedule 1 Salary Expense"			\$ 100,000	\$ 60,000	\$ 61,800	\$ 120,000	\$ 123,600	\$ 127,308
Support Services - Benefits	No Benefits in Year 1 - Assume Flat Amount per Employee	\$ 500.00	Per Month Per FTE	\$ -	\$ -	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Support Service - Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA. NHES is 2.2% up to \$14,000 in Wages			\$ 8,266	\$ 5,206	\$ 5,344	\$ 9,796	\$ 10,071	\$ 10,355
Support Services Workers Compensation	Estimated at 1% Salaries			\$ 1,000	\$ 600	\$ 618	\$ 1,200	\$ 1,236	\$ 1,273
Business Services	Outsourced Accounting Services - Includes Payroll, Bill Payment Processing			\$ 30,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
Contract Services	Other Contracted Services			\$ 50,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Postage Fees				\$ 2,000	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Admin Printing & Binding	Baseline estimated at \$4,000/Year growing consistent with student population growth.			\$ 10,000	\$ 4,000	\$ 5,333	\$ 7,852	\$ 8,593	\$ 10,667
Advertising	Charter School Program Grant Funded to attract new students & Website			\$ 15,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Travel & Conferences				\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
General Supplies & Equipment				\$ 2,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Dues & Fees	Background Checks			\$ 1,900	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500

OPERATING EXPENSES	RATIONALE	Factor	Factor	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
				Pre-Opening	FY2026	FY2027	FY2028	FY2029	FY2030
Operation of Plant									
Operation of Plant Wages	Refer to "Schedule 2 Hourly Wage Expense"			\$ -	\$ 13,000	\$ 13,390	\$ 13,792	\$ 14,205	\$ 14,632
Plant Services - Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA. NHES is 2.2% up to \$14,000 in Wages			\$ -	\$ 1,303	\$ 1,332	\$ 1,363	\$ 1,395	\$ 1,427
Plant Services - Workers Compensation	Estimated at 1% Salaries			\$ -	\$ 130	\$ 134	\$ 138	\$ 142	\$ 146
Water and Septic	Alarm/Security Monitoring, Electricity, Water, Septic			\$ 1,100	\$ 4,400	\$ 5,000	\$ 5,000	\$ 6,000	\$ 8,000
Cleaning Services	Monthly Contracted Services			\$ 1,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Trash Disposal Services				\$ 500	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Repairs & Maintenance				\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 20,000	\$ 20,000
Rent Payment	Assume Property Rental for \$8,000/Month - Pre-Opening for 6 Months			\$ 48,000	\$ 96,000	\$ 96,000	\$ 96,000	\$ 96,000	\$ 96,000
Liability Insurance				\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Telephone & Data Communications Service				\$ 1,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Electricity				\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800
Heating Oil				\$ 2,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Building and Farm Supplies	\$1K in Year 1 Growing Consistent with Student Population			\$ 60,000	\$ 20,000	\$ 26,667	\$ 39,259	\$ 42,963	\$ 53,333
Transportation									
Gas/Fuel				\$ -	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200
Registration & Maintenance				\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Insurance				\$ -	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Capital Expenditures									
Leasehold Improvements				\$ 300,000	\$ -	\$ -	\$ -	\$ -	\$ -
Technology Improvements				\$ 23,597	\$ -	\$ -	\$ -	\$ -	\$ -
Van/Bus				\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ -
Moveable Playground Equipment				\$ 100,000					
Farm Equipment/Shed				\$ 300,000	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL OPERATING EXPENSES				\$ 1,504,760	\$ 564,269	\$ 669,551	\$ 1,124,411	\$ 1,163,401	\$ 1,305,992

Breakthrough Academy
Charter School Application
5 Year Salary Expense Budget

Actual Salaries will vary based on experience - amounts below represent average anticipated salaries.

TITLE	DEPARTMENT	Year 0 Pre-Opening	Year 1 FY2026	Year 2 FY2027	Year 3 FY2028	Year 4 FY2029	Year 5 FY2030
Classroom Teacher (Lower Pod)	Instruction	\$ 12,600	\$ 42,000	\$ 43,260	\$ 44,558	\$ 45,895	\$ 47,272
Classroom Teacher (Lower Pod)	Instruction	\$ -	\$ -	\$ -	\$ 44,000	\$ 45,320	\$ 46,680
Classroom Teacher (Upper Pod)	Instruction	\$ 12,600	\$ 42,000	\$ 43,260	\$ 44,558	\$ 45,895	\$ 47,272
Classroom Teacher (Upper Pod)	Instruction	\$ -	\$ -	\$ -	\$ 44,000	\$ 45,320	\$ 46,680
Classroom Teacher (Middle School Pod)	Instruction	\$ 15,600	\$ 52,000	\$ 53,560	\$ 55,167	\$ 56,822	\$ 58,527
Classroom Teacher (Lower High School Pod)	Instruction	\$ -	\$ -	\$ -	\$ 55,000	\$ 56,650	\$ 58,350
Classroom Teacher (Upper High School Pod)	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 58,000
Special Education Teacher	Special Education	\$ -	\$ 15,000	\$ 15,450	\$ 55,000	\$ 56,650	\$ 58,350
School Counselor	Guidance Services	\$ -	\$ -	\$ -	\$ 55,000	\$ 56,650	\$ 58,350
School Nurse	Health Services	\$ -	\$ -	\$ -	\$ 30,000	\$ 30,900	\$ 31,827
Head of School	School Administration	\$ 80,000	\$ 40,000	\$ 41,200	\$ 80,000	\$ 82,400	\$ 84,872
Business Manager/Receptionist	School Administration	\$ 20,000	\$ 20,000	\$ 20,600	\$ 40,000	\$ 41,200	\$ 42,436
Total Salary Employees		\$ 140,800	\$ 211,000	\$ 217,330	\$ 547,283	\$ 563,702	\$ 638,616
Salaries by Department:							
Instruction		\$ 40,800	\$ 136,000	\$ 140,080	\$ 287,283	\$ 295,902	\$ 362,781
Special Education		\$ -	\$ 15,000	\$ 15,450	\$ 55,000	\$ 56,650	\$ 58,350
Guidance Services		\$ -	\$ -	\$ -	\$ 55,000	\$ 56,650	\$ 58,350
Health Services		\$ -	\$ -	\$ -	\$ 30,000	\$ 30,900	\$ 31,827
School Administration		\$ 100,000	\$ 60,000	\$ 61,800	\$ 120,000	\$ 123,600	\$ 127,308
Total by Department:		\$ 140,800	\$ 211,000	\$ 217,330	\$ 547,283	\$ 563,702	\$ 638,616
Total # of Classrooms			3	3	6	6	7
Growth in # Classrooms				0%	100%	0%	17%
# of Salaried Employees by Department							
Instruction		3	3	3	6	6	7
Special Education		0	1	1	1	1	1
Guidance Services		0	0	0	1	1	1
Health Services		0	0	0	1	1	1
School Administration		2	2	2	2	2	2
Total # of Salaried Employees by Department		5	6	6	11	11	12
Increase in Salaried Employees			1	0	5	0	1
Assumptions:							
Cost of Living Adjustment per Year	3%						
Average Public School Teacher Salary - Conway, NH		\$ 59,309					
Average Charter School Teacher Salary - Conway, NH		\$ 40,492					
Average Public School Admin Salary - Conway, NH		\$ 120,128					
Average Charter School Admin Salary - Conway, NH		\$ 83,265					

Source: <https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/bureau-of-education-statistics/staffing-and-salary-reports>

Breakthrough Academy
Charter School Application
5 Year Hourly Wage Expense Budget

Actual Wages will vary based on experience - amounts below represent average anticipated salaries.

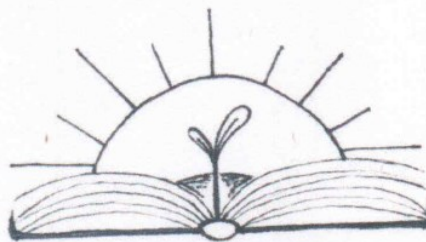
TITLE	DEPARTMENT	Base Hourly Rate	Weeks/Year	Year 1		Year 2		Year 3		Year 4		Year 5	
				Hours/Week	FY2026	Hours/Week	FY2027	Hours/Week	FY2028	Hours/Week	FY2029	Hours/Week	FY2030
Music Teacher (Part-Time)	Instruction	\$ 20.00	38	5	\$ 3,800	5	\$ 3,914	5	\$ 4,031	10	\$ 8,305	15	\$ 12,831
Physical Education Teacher (Part-Time)	Instruction	\$ 20.00	38	5	\$ 3,800	5	\$ 3,914	5	\$ 4,031	10	\$ 8,305	15	\$ 12,831
Art Teacher (Part-Time)	Instruction	\$ 20.00	38	5	\$ 3,800	5	\$ 3,914	5	\$ 4,031	10	\$ 8,305	15	\$ 12,831
Teacher Aide	Instruction	\$ 18.00	38	0	\$ -	35	\$ 24,658	35	\$ 25,398	35	\$ 26,160	35	\$ 26,945
Facilities Manager	Facilities	\$ 25.00	52	10	\$ 13,000	10	\$ 13,390	10	\$ 13,792	10	\$ 14,205	10	\$ 14,632
Substitute Teacher 1	Temporary Employee	\$ 17.00	20	8	\$ 2,720	8	\$ 2,802	8	\$ 2,886	16	\$ 5,944	24	\$ 9,184
Total Hourly Wages					\$ 27,120		\$ 52,592		\$ 54,170		\$ 71,224		\$ 89,253
Hourly Wages by Department													
Instruction					\$ 11,400		\$ 36,400		\$ 37,492		\$ 51,074		\$ 65,437
Special Education					\$ -		\$ -		\$ -		\$ -		\$ -
Facilities					\$ 13,000		\$ 13,390		\$ 13,792		\$ 14,205		\$ 14,632
Temporary Employee					\$ 2,720		\$ 2,802		\$ 2,886		\$ 5,944		\$ 9,184
Total					\$ 27,120		\$ 52,592		\$ 54,170		\$ 71,224		\$ 89,253
					\$ -		\$ -		\$ -		\$ -		\$ -
Hourly Employees by Department													
Instruction					4		4		4		4		4
Special Education					-		-		-		-		-
Facilities					1		1		1		1		1
Temporary Employee					1		1		1		1		1
Total					6		6		6		6		6
Increase in Hourly Employees							-		-		-		-

Assumptions:
Annual Cost of Living Adjustment
3%

 APPENDIX G – LETTERS OF SUPPORT

The below are letters of support gathered for Breakthrough Academy Public Charter School.

Letter Of Support For
Breakthrough Academy
 Chartered Public School

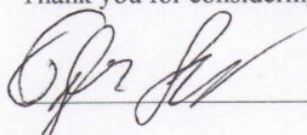


Anticipated Opening Date: September 2025

To Whom It May Concern At:
 NH Department of Education
 Board of Education
 101 Pleasant Steet
 Concord, NH 03301-3860
 (603) 271-3493
 info@doe.nh.gov

Dear NH DOE,

With this letter I would like to express my full support for the establish of Breakthrough Academy chartered public school in the greater Mount Washington Valley area. I understand the Breakthrough will use a competency-based education philosophy blended with an agriculture program and I look forward to this alternative option opening in the area. I also welcome the school choice to provide students with hands on learning and life experiences that will open new opportunities for them and will greatly add value to New Hampshire's public school system. Thank you for considering Breakthrough Academy's charter application.

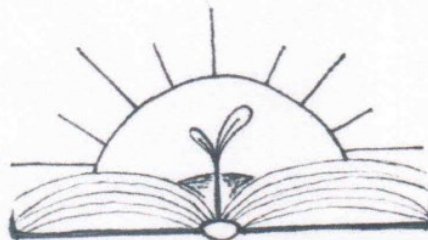

 (signature)

Taylor Lucy
 (print name)

P.O. Box 805
 Intervale NH 03845
 (address)

This letter was collected by Friends of Breakthrough Academy, the sponsor for Breakthrough Academy Chartered Public School. This letter is not a public letter, and all personal information is confidential pursuant to New Hampshire privacy laws.

Letter Of Support For
Breakthrough Academy
 Chartered Public School



Anticipated Opening Date: September 2025

To Whom It May Concern At:
 NH Department of Education
 Board of Education
 101 Pleasant Steet
 Concord, NH 03301-3860
 (603) 271-3493
 info@doe.nh.gov

Dear NH DOE,

With this letter I would like to express my full support for the establish of Breakthrough Academy chartered public school in the greater Mount Washington Valley area. I understand the Breakthrough will use a competency-based education philosophy blended with an agriculture program and I look forward to this alternative option opening in the area. I also welcome the school choice to provide students with hands on learning and life experiences that will open new opportunities for them and will greatly add value to New Hampshire's public school system. Thank you for considering Breakthrough Academy's charter application.

Aimee Lucy

(signature)

AIMEE Lucy

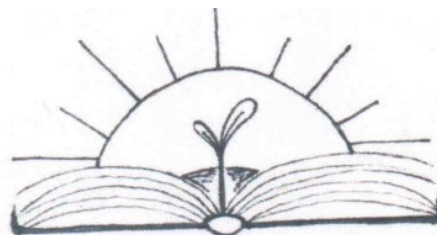
(print name)

*121 Burbank Rd.
 Ctr. Conway, NH 03813*

(address)

This letter was collected by Friends of Breakthrough Academy, the sponsor for Breakthrough Academy Chartered Public School. This letter is not a public letter, and all personal information is confidential pursuant to New Hampshire privacy laws.

Letter Of Support For
Breakthrough Academy
 Chartered Public School



Anticipated Opening Date: September 2025

To Whom It May Concern At:
 NH Department of Education
 Board of Education
 101 Pleasant Steet
 Concord, NH 03301-3860
 (603) 271-3493
 info@doe.nh.gov

Dear NH DOE,

With this letter I would like to express my full support for the establish of Breakthrough Academy chartered public school in the greater Mount Washington Valley area. I understand the Breakthrough will use a competency-based education philosophy blended with an agriculture program and I look forward to this alternative option opening in the area. I also welcome the school choice to provide students with hands on learning and life experiences that will open new opportunities for them and will greatly add value to New Hampshire's public school system. Thank you for considering Breakthrough Academy's charter application.

Julie M. Boewe
 (signature)

Julie Boewe
 (print name)

1693 Village Rd.
Silver Lake, NH
03875
 (address)

This letter was collected by Friends of Breakthrough Academy, the sponsor for Breakthrough Academy Chartered Public School. This letter is not a public letter, and all personal information is confidential pursuant to New Hampshire privacy laws.

Letter Of Support For
Breakthrough Academy
 Chartered Public School



Anticipated Opening Date: September 2025

To Whom It May Concern At:
 NH Department of Education
 Board of Education
 101 Pleasant Steet
 Concord, NH 03301-3860
 (603) 271-3493
 info@doe.nh.gov

Dear NH DOE,

With this letter I would like to express my full support for the establish of Breakthrough Academy chartered public school in the greater Mount Washington Valley area. I understand the Breakthrough will use a competency-based education philosophy blended with an agriculture program and I look forward to this alternative option opening in the area. I also welcome the school choice to provide students with hands on learning and life experiences that will open new opportunities for them and will greatly add value to New Hampshire's public school system. Thank you for considering Breakthrough Academy's charter application.

Jennifer C. Smith

(signature)

Jennifer Smith

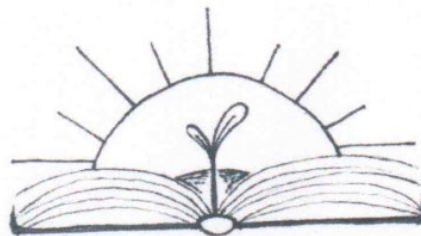
(print name)

*37 White Tail Lane
 Silver Lake N.H. 03875*

(address)

This letter was collected by Friends of Breakthrough Academy, the sponsor for Breakthrough Academy Chartered Public School. This letter is not a public letter, and all personal information is confidential pursuant to New Hampshire privacy laws.

Letter Of Support For
Breakthrough Academy
 Chartered Public School



Anticipated Opening Date: September 2025

To Whom It May Concern At:
 NH Department of Education
 Board of Education
 101 Pleasant Steet
 Concord, NH 03301-3860
 (603) 271-3493
 info@doe.nh.gov

Dear NH DOE,

With this letter I would like to express my full support for the establish of Breakthrough Academy chartered public school in the greater Mount Washington Valley area. I understand the Breakthrough will use a competency-based education philosophy blended with an agriculture program and I look forward to this alternative option opening in the area. I also welcome the school choice to provide students with hands on learning and life experiences that will open new opportunities for them and will greatly add value to New Hampshire's public school system. Thank you for considering Breakthrough Academy's charter application.

(signature)

Christina Whitney

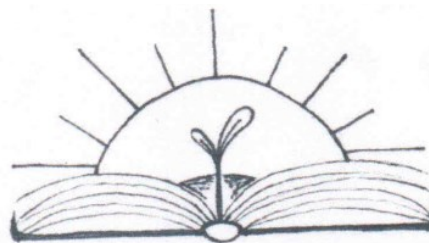
(print name)

166 Lamplighters Park
N. Conway, NH 03860

(address)

This letter was collected by Friends of Breakthrough Academy, the sponsor for Breakthrough Academy Chartered Public School. This letter is not a public letter, and all personal information is confidential pursuant to New Hampshire privacy laws.

Letter Of Support For
Breakthrough Academy
 Chartered Public School



Anticipated Opening Date: September 2025

To Whom It May Concern At:
 NH Department of Education
 Board of Education
 101 Pleasant Steet
 Concord, NH 03301-3860
 (603) 271-3493
 info@doe.nh.gov

Dear NH DOE,

With this letter I would like to express my full support for the establish of Breakthrough Academy chartered public school in the greater Mount Washington Valley area. I understand the Breakthrough will use a competency-based education philosophy blended with an agriculture program and I look forward to this alternative option opening in the area. I also welcome the school choice to provide students with hands on learning and life experiences that will open new opportunities for them and will greatly add value to New Hampshire's public school system. Thank you for considering Breakthrough Academy's charter application.

Aimee J Herlihy

(signature)

Aimee J Herlihy

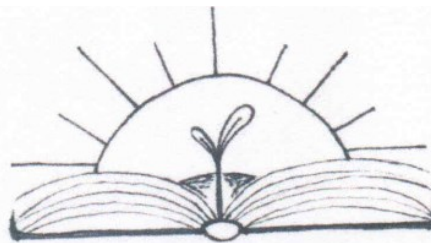
(print name)

*214 Halesytown Rd.
 Fryeburg, ME 04037*

(address)

This letter was collected by Friends of Breakthrough Academy, the sponsor for Breakthrough Academy Chartered Public School. This letter is not a public letter, and all personal information is confidential pursuant to New Hampshire privacy laws.

Letter Of Support For
Breakthrough Academy
 Chartered Public School



Anticipated Opening Date: September 2025

To Whom It May Concern At:
 NH Department of Education
 Board of Education
 101 Pleasant Steet
 Concord, NH 03301-3860
 (603) 271-3493
 info@doe.nh.gov

Dear NH DOE,

With this letter I would like to express my full support for the establish of Breakthrough Academy chartered public school in the greater Mount Washington Valley area. I understand the Breakthrough will use a competency-based education philosophy blended with an agriculture program and I look forward to this alternative option opening in the area. I also welcome the school choice to provide students with hands on learning and life experiences that will open new opportunities for them and will greatly add value to New Hampshire's public school system. Thank you for considering Breakthrough Academy's charter application.

(signature)

THOMAS C. HEAD

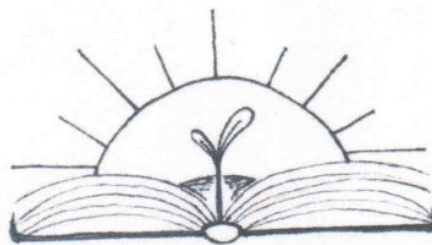
(print name)

31 WINDROFT LN
 MADISON, NH 03849

(address)

This letter was collected by Friends of Breakthrough Academy, the sponsor for Breakthrough Academy Chartered Public School. This letter is not a public letter, and all personal information is confidential pursuant to New Hampshire privacy laws.

Letter Of Support For
Breakthrough Academy
 Chartered Public School



Anticipated Opening Date: September 2025

To Whom It May Concern At:
 NH Department of Education
 Board of Education
 101 Pleasant Steet
 Concord, NH 03301-3860
 (603) 271-3493
 info@doe.nh.gov

Dear NH DOE,

With this letter I would like to express my full support for the establish of Breakthrough Academy chartered public school in the greater Mount Washington Valley area. I understand the Breakthrough will use a competency-based education philosophy blended with an agriculture program and I look forward to this alternative option opening in the area. I also welcome the school choice to provide students with hands on learning and life experiences that will open new opportunities for them and will greatly add value to New Hampshire's public school system. Thank you for considering Breakthrough Academy's charter application.

(signature)

Julie Shields

(print name)

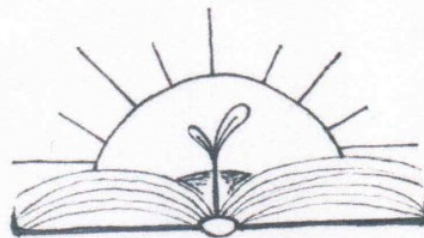
3 Winkcroft Lane

Madison NH 03849

(address)

This letter was collected by Friends of Breakthrough Academy, the sponsor for Breakthrough Academy Chartered Public School. This letter is not a public letter, and all personal information is confidential pursuant to New Hampshire privacy laws.

Letter Of Support For
Breakthrough Academy
 Chartered Public School



Anticipated Opening Date: September 2025

To Whom It May Concern At:
 NH Department of Education
 Board of Education
 101 Pleasant Steet
 Concord, NH 03301-3860
 (603) 271-3493
 info@doe.nh.gov

Dear NH DOE,

With this letter I would like to express my full support for the establish of Breakthrough Academy chartered public school in the greater Mount Washington Valley area. I understand the Breakthrough will use a competency-based education philosophy blended with an agriculture program and I look forward to this alternative option opening in the area. I also welcome the school choice to provide students with hands on learning and life experiences that will open new opportunities for them and will greatly add value to New Hampshire's public school system. Thank you for considering Breakthrough Academy's charter application.

(signature)

(print name)

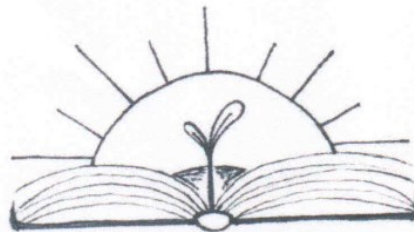
Jeffrey Fournier

(address)

193 MAIN ST.
 JACKSON, NH 03846

This letter was collected by Friends of Breakthrough Academy, the sponsor for Breakthrough Academy Chartered Public School. This letter is not a public letter, and all personal information is confidential pursuant to New Hampshire privacy laws.

Letter Of Support For
Breakthrough Academy
 Chartered Public School

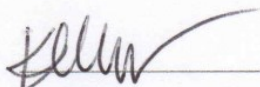


Anticipated Opening Date: September 2025

To Whom It May Concern At:
 NH Department of Education
 Board of Education
 101 Pleasant Steet
 Concord, NH 03301-3860
 (603) 271-3493
 info@doe.nh.gov

Dear NH DOE,

With this letter I would like to express my full support for the establish of Breakthrough Academy chartered public school in the greater Mount Washington Valley area. I understand the Breakthrough will use a competency-based education philosophy blended with an agriculture program and I look forward to this alternative option opening in the area. I also welcome the school choice to provide students with hands on learning and life experiences that will open new opportunities for them and will greatly add value to New Hampshire's public school system. Thank you for considering Breakthrough Academy's charter application.



 (signature)

Kate Fournier

 (print name)

193 Main Street
Jackson, NH 03840

 (address)

This letter was collected by Friends of Breakthrough Academy, the sponsor for Breakthrough Academy Chartered Public School. This letter is not a public letter, and all personal information is confidential pursuant to New Hampshire privacy laws.

APPENDIX H – BOARD MEMBER DEVELOPMENT TEAM

Board Member For

Friends of Breakthrough Academy

The Sponsor of Breakthrough Academy Chartered Public School

Kimberly Morton M.Ed, CAO
237 Main St
Brownfield, ME 04010
562-688-9119
Kimmiekat1@gmail.com

Kimberlee Randall, CEO
1693 Village Road
Silver Lake, NH 03875
413-348-8569
randallk382@gmail.com

Michael Perez, Treasurer
237 Main St
Brownfield, ME 04010
562-417-8053
tdogequipt@gmail.com

John Dexter, Director
237 Main St
Brownfield, ME 04010
207-461-4908
chefdex1991@yahoo.com

Natasha Smith, Director
237 Main St
Brownfield, ME 04010
207-461-4910
Natashasmith808@gmail.com

We, the above listed board members of Friends of Breakthrough Academy, here by authorize with our signatures the submittal of the Breakthrough Academy Public Charter School application to New Hampshire Department of Education



Kimberly Morton M.Ed.



Kimberlee Randall

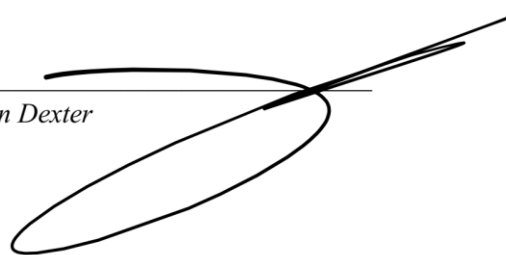


Michael Perez



Natasha Smith

John Dexter



State of New Hampshire

Department of State

CERTIFICATE

I, David M. Scanlan, Secretary of State of the State of New Hampshire, do hereby certify that FRIENDS OF BREAKTHROUGH ACADEMY is a New Hampshire Nonprofit Corporation registered to transact business in New Hampshire on March 06, 2024. I further certify that all fees and documents required by the Secretary of State's office have been received and is in good standing as far as this office is concerned.

Business ID: **956242**

Certificate Number : **0006612793**



IN TESTIMONY WHEREOF,

I hereto set my hand and cause to be affixed
the Seal of the State of New Hampshire,
this **6th** day of **March** A.D. **2024**.

A handwritten signature in black ink, appearing to read "David M. Scanlan".

David M. Scanlan
Secretary of State

Appendix I – Educator Code of Conduct

Breakthrough Academy will follow the Code of Conduct for New Hampshire Educators Ed 510.01

Ed 510.01 Principle 1—Responsibility to the Education Profession and Educational Professionals

(a) In fulfilling responsibilities to the education profession and educational professionals, a credential holder shall exemplify honesty and integrity in the course of professional practice.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Discrimination against a fellow professional as specified in RSA 354-A:1;

(2) Failure to self-report within 5 business days if he or she has been arrested for any violation of offenses enumerated in RSA 189:13-a, V;

(3) Falsifying, fraudulently altering, or deliberately misrepresenting professional qualifications, including, but not limited to, degrees, academic awards, and related employment history when applying for a credential;

(4) Unlawful possession of a drug;

(5) Possessing, using, or being under the influence of alcohol or drugs not prescribed for the use of the credential holder when on school premises or at a school sponsored activity where students are present or may reasonably be expected to be present;

(6) Failure to notify the state at the time of application for credential of past criminal convictions, or of revocations or suspensions of a credential or license by New Hampshire or any other jurisdiction; and

(7) Falsifying or deliberately misrepresenting information submitted to the department in the course of an official inquiry, investigation, or both.

Ed 510.02 Principle 2—Responsibility to Students

(a) In fulfilling responsibilities to students a credential holder shall maintain a professional relationship with all students, both inside and outside the educational setting, and make reasonable efforts to protect students from conditions which are harmful to their health and safety.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Discrimination against a student as specified in RSA 354-A:1;

(2) Failure to provide appropriate supervision of students, pursuant to local school district policy adopted as specified in Ed 306.04, at school or school-sponsored activities or the failure to ensure the safety and well-being of students;

(3) Furnishing alcohol or illegal or unauthorized drugs to any students, or allowing or encouraging a student to consume alcohol or illegal or unauthorized drugs;

(4) Committing any of the following acts to any minor, or any student or prior student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), including, but not limited to:

a. Abuse, including, but not limited to physical and emotional abuse;

b. Cruelty or any act of endangerment;

c. Any sexual act with or from any student; and d. Harassment as defined by state or federal law or regulations;

(5) Soliciting or encouraging participation in a romantic or sexual relationship, whether written, verbal, or physical, with a student the credential holder knows or should know is a student or prior student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1); and

(6) Soliciting a student, or a former student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), to engage in any illegal activity.

Ed 510.03 Principle 3—Responsibility to the School Community

(a) In fulfilling the responsibilities to the school community a credential holder shall communicate responsibly among members of the school community, while maintaining appropriate professional boundaries.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Discrimination against a parent or guardian of a student or other member of the community who is on the school property as specified in RSA 354-A:1;

(2) Accepting or soliciting gratuities, gifts, or favors for personal use or gain where there might be an actual or appearance of a conflict of interest. Gifts of a small amount shall not be deemed a conflict of interest;

(3) Misuse of funds intended for use by the school, to include funds which are collected from parents and students; and

(4) Intentionally altering or misrepresenting student assessments, assessment results, or official school records.

Ed 510.03 Principle 3—Responsibility to the School Community

(a) In fulfilling the responsibilities to the school community a credential holder shall communicate responsibly among members of the school community, while maintaining appropriate professional boundaries.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Discrimination against a parent or guardian of a student or other member of the community who is on the school property as specified in RSA 354-A:1;

(2) Accepting or soliciting gratuities, gifts, or favors for personal use or gain where there might be an actual or appearance of a conflict of interest. Gifts of a small amount shall not be deemed a conflict of interest;

(3) Misuse of funds intended for use by the school, to include funds which are collected from parents and students; and

(4) Intentionally altering or misrepresenting student assessments, assessment results, or official school records.

Ed 510.04 Principle 4—Responsible and Ethical Use of Technology

(a) In fulfilling the responsibilities and ethical use of technology a credential holder shall consider the impact of consuming, creating, distributing, and communicating information through the use of any and all types of technology.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Engaging in any activities as specified in Ed 510.02(b)(4)-(7) via electronic media with a student or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)(1); and

(2) Engaging in inappropriate communication with a student, or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)

(1) via electronic media.

(c) For the purposes of this section, inappropriate communication shall be determined by considering:

(1) The intent, timing, subject matter, and amount of communication; and

(2) Whether:

- a. The communication made was covert in nature;
- b. The communication could reasonably be interpreted as solicitous, sexually explicit, or romantic in nature; and
- c. The communication involved discussion(s) of the physical or sexual attractiveness or the sexual activities or fantasies of either the credential holder or the student.

Ed 510.05 Duty to Report

(a) Any credential holder shall report any suspected violation of the code of conduct following the school, school district, or SAU reporting procedures.

(b) Each principal shall report to the superintendent of the school district or SAU where the principal is employed, the chief executive officer of a chartered public school or public academy, or the headmaster of a nonpublic school, if the principal has been notified of, or is personally aware that a credential holder has violated any of the rules of professional conduct as enumerated in Ed 510, which occurred on or off duty.

(c) The superintendent, chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school, shall report any of the following to the office of credentialing:

(1) When a superintendent has knowledge that an credential holder, as defined in Ed 501.02(m), has been arrested and charged with an offense enumerated in RSA 189:13-a, V; and

(2) When a superintendent has knowledge that a credential holder has violated the code of conduct as specified in Ed 510.01 through Ed 510.04.

(d) If a credential holder suspects that a superintendent has violated the code of conduct, as specified in Ed 510.01 through Ed 510.04, or if a credential holder has made a report and believes the local reporting procedures have not been followed, the reporting credential holder shall notify the department directly.

(e) Credential holders who have reason to suspect that a student has been, or is being, abused or neglected, shall report the same to:

(1) His or her immediate supervisor, superintendent, or both; and

(2) The department of health and human services, pursuant to RSA 169-C:29.

(f) If the department has reason to suspect that any violation of the code of conduct enumerated in Ed 510.01 through Ed 510.04 was known by a credential holder and not reported, the department shall undertake an investigation, as enumerated in Ed 511.01, against that credential holder as required by Ed 510.05(a), (b), or (c). (

g) The office of credentialing shall open a case, as enumerated in Ed 511.01, in response to a report made pursuant to Ed 510.05(a), (b), (c), or (d) above.