



Charter School Name: Granite Valley Preparatory Chartered Public School (“GVP”)

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Projected Opening Date: September 2025

School Location: Monadnock Region, New Hampshire

5-Year Enrollment Projections:

5-Year Enrollment Projections					
Grade	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
9th	30	30	30	30	30
10th	30	30	30	30	30
11th	17	30	30	30	30
12th		17	30	30	30
Total	77	107	120	120	120

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Section I: Letter of Intent

The letter of intent was submitted on July 15, 2024. ([Exhibit A](#))
All Exhibits are incorporated by reference.

Section II: Application Cover Sheet and Technical Requirements

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

Signed: Friends of Granite Valley Preparatory



Signature: _____

Date: _____

7/28/2024

Christopher Smith

Section III: Introduction

Part A: General Description and Proposed Location

General Description

At Granite Valley Prep, we believe that families are seeking a rigorous and balanced approach to education, one in which students are given the opportunity and skills necessary to engage, thrive, and create. We seek to provide a safe and welcoming environment in which student accountability, personal growth, and dedication to academic excellence are paramount. We will be the **only public high school in our region solely focused on preparing students for post secondary education**. Through an emphasis on tried and true methods to instruction and assessment GVP will provide a desirable alternative to regional high schools. Granite Valley Prep will educate students in grades 9-12.

Proposed Location and Facility

GVP seeks a location in the Monadnock Region, and will prioritize Keene and nearby towns. Ideally, we would like to prioritize a central downtown location in Keene, which would allow for easier access to Extended Learning Opportunities (ELOs) at local business, access to public libraries, and potential partnerships with Keene State College. FGVP has identified facility-site guidelines and calculated building-space guidelines based on: (1) Ed 321 regulations concerning school sites and minimal school spaces; and (2) enrollment projections (Section II:A).

Part B: Contact Person See Section II

Part C: Identity of Applicant

Two NH DOE Certified teachers are the eligible persons submitting this application for a charter for Granite Valley Preparatory Chartered Public School. Christopher Smith - EdID 91423 and Liberty Ebright EdID 128714.

Part D: Educational Mission and Vision Statement

Mission of Granite Valley Prep

At Granite Valley Prep, we ignite a passion for learning through a rigorous curriculum, committed to the development of educators, leaders, and creators. Students engage in a balanced approach to a traditional education that prepares them for post-secondary studies.

Vision of Granite Valley Prep

Advancing tomorrow's trailblazers through a balanced and comprehensive education, Granite Valley Prep envisions a future where students thrive as innovative thinkers and problem solvers. Our commitment to excellence and our philosophy of rewarding creativity, encouraging collaboration, and embracing failure cultivates a community of intentional lifelong learners prepared, not only for post-secondary studies, but also to make meaningful contributions in dynamic and emerging fields.

Part E: School's Goals, Characteristics, and Methods

GVP Goals:

The primary goals of Granite Valley Prep are:

1. To provide an educational choice in our region dedicated to academic excellence and preparing students for post-secondary studies.
2. Thus enrich our local communities and raise the overall standard of education in our region.

GVP Core Values: (Characteristics)

We are committed to **academic excellence**, continuously striving to elevate the quality of education and ensure that our students achieve their highest potential.

We believe in the value of **intellectual curiosity**. We foster a love of learning by encouraging students to ask questions, explore new ideas, and engage deeply with a rigorous STEAM curriculum.

We recognize the power of **persistence**. We encourage and value perseverance; empowering students to build confidence and determination by overcoming challenges and striving for excellence in all their endeavors.

We appreciate the importance of being **present**. We believe there is value to being unplugged, present and engaged. We create opportunities for students and staff to connect meaningfully with each other and the learning material without constant digital distractions.

We value and promote a **balanced lifestyle** that appreciates both academic rigor and personal well-being, ensuring students can thrive both inside and outside the classroom.

We recognize the crucial role of **family engagement** in student success and actively foster a strong partnership between the school, students, families, and the community.

Our commitment to **fairness and respect** ensures that every student has access to the resources and opportunities they need to succeed, fostering a diverse and welcoming school environment.

We embrace a learning environment that is rational, open-minded, and informed by evidence. By doing so we challenge students to **think critically and creatively**, preparing them to be innovative problem solvers in a rapidly changing world.

We promote classroom cultures that **foster creativity, encourage collaboration, and accept failure** as a valuable part of the learning process. We realize that grit and determination are vital to developing resilient individuals who can overcome challenges, adapt to adversity, and achieve long-term success.

We believe in the importance of **effective communication**. We emphasize the importance of clear and effective communication, both written and verbal, as essential skills for academic and personal success.

We encourage **empathy and collaboration**, teaching students to work effectively with others and appreciate diverse perspectives.

GVP Methods:

At Granite Valley Prep, we will pursue our vision and mission statements by offering a balanced approach to a traditional education with standards based, numerical evaluations, letter grades, required homework assignments, due dates, cumulative midterms, final exams, research papers, as well as extended learning opportunities, real world projects, and performance based assessments. Section V (Education Plan) details our curriculum and pedagogy. For an understanding of our approach to family rights, see Sections IX (School Culture) and X (Stakeholder Engagement).

Part F: Target Population

We anticipate Granite Valley Preparatory being an attractive option for a variety of students and their families in the greater Monadnock region. Some of the highly motivated groups of people may include:

- Students and Families Seeking Rigorous Academic Challenges: Those who desire a challenging academic environment with standards-based assessments, cumulative exams, and research projects.
- Students Needing a Balanced Education: Individuals and families seeking a well-rounded education that emphasizes both academic rigor and personal well-being and growth (according to

NHEDs Bright Futures Survey, 62% percent of public school parents in our region said their child was experiencing the same or a higher level of anxiety).

- College and Career-Oriented Students: High school students focused on preparing for college, technical schools, or apprenticeship programs, through a structured and supportive academic program.
- Families Valuing Personal Growth and Accountability: Students whose families prioritize an educational environment that fosters personal responsibility, character development, and academic excellence.
- Students and Families Seeking a Close-Knit Community: Those looking for a small, supportive school environment that fosters personal connections and strong relationships among students, families, and staff (NHED's Bright Future Survey results: 14% of local parents indicated their child does not experience a sense of belonging at their school).
- Families Wanting a Stronger School Connection: Parents/Guardians who want to feel heard, valued and respected at their child's school (NHED's Bright Futures Survey reports 50% of local families feel public schools need to improve family engagement).

Part G: Objectives and Timeline for School Opening:

OBJECTIVE	TARGET DATE
First meeting of the Foundation Board of Trustees	1 month from charter
Student recruitment	1 month from charter
Update policy manual and handbooks	February 2025
Director of Education and Dean of Student Success hired.	2 month after Board convenes for first time
Recruit and hire instructional personnel	January-June 2025
Regular admissions, lottery, enrollment	Feb/March/April 2025
Secure a facility and begin preparations	February 2025
Communicate with districts about IEPs, transportation, etc.	April-June 2025
Foundation Board of Trustees elects Board of Trustees	April 2025
Enrollment and registration complete	August 2025
Facility preparations complete	July 1, 2025
Complete IT infrastructure	August 2025
Part-time faculty begin	August 2025

Professional development & security/safety training	August 2025
First day of school	Early September 2025

Part H: 5-Year Projected Student Enrollment See Cover Page

Part I: Students to be Served

Granite Valley Prep will serve grades 9-12. We project an opening enrollment of 77 students (Section II) expanding over time to about 120. We anticipate the greatest initial enrollment interest in the early grades 9 and 10. In our region many small, very rural, K-8 schools feed into large high schools. We anticipate a smaller, intimate, high school will appeal to many of these families. Additionally, one of our local K-8 schools, Winchester, has recently lost its contract with Keene High School. We anticipate GVP will be an attractive option for many of these families.

We have arrived at our enrollment numbers based on the total number of students projected to be enrolled in grades 9 and 10 during our opening year, 2025/26. Given 3% of students/families in NH choose public charter schools, we can safely estimate enrolling 22- 9th grade students, 21 - 10th grade students and to be conservative, 16- 11th grade students (data gathered from NED's annual charter school report and statewide enrollment numbers) . The remainder of enrollment will be composed by students from local, private K-8 schools.

Part J: Educational Need

We recognize that school choice is vital to families in New Hampshire and at GVP we believe that giving Granite Staters options only serves to strengthen the overall educational climate of the state. **In the Monadnock region there are no tuition-free high schools available to students and families seeking an environment focused exclusively on preparing lifelong learners for post secondary studies.** Our small and intimate campus with an enrollment cap of 150 students will be focused on student accountability and building a strong sense of community. This differs from the large local public schools which are bound to serve a wide variety of educational goals. With our balanced and comprehensive curriculum, as well as our commitment to personal well-being, we will ensure students can thrive both inside and outside the classroom. A primary difference between GVP and local public schools is our no cell phone policy (cell phones will be checked in and secured at the front office every morning), which will allow students to be present and engaged with their peers, teachers, and thus the social and educational environment of the school.

The two closest and largest high schools in our region (and the most likely from which Granite Valley Prep would draw) are Keene High School and Monadnock Regional High School. ESSA data for the school year 2023 indicates that KHS has a 26.86% economically disadvantaged student rate and MRHS has a 30.16% rate. In terms of students with identified disabilities, KHS identifies 15.02% of their student body and MRHS 15.52%. Both schools have fewer than 10% or are listed as N/A for English Language Learners (ELL), Homeless, Migrant or in Foster Care.

Although GVP is not specifically targeting at-risk students, given our regional demographics, it is likely that $\frac{1}{4}$ - $\frac{1}{3}$ of our student body will qualify as low-income.

District Schools in the Monadnock Region within a 30 Minute Drive of Keene

SAU 1: Conval Regional HS, Dublin Consolidated School, Hancock ES, Peterborough ES, South Meadow School.

SAU 24: James Faulkner ES

SAU 29: Chesterfield Central School, Franklin ES, Fuller ES, John D. Perkins Academy, Keene MS, Keene HS, Marlborough ES, Nelson ES, Symonds ES, Wells Memorial ES, Westmoreland ES, Wheelock ES

SAU 47: Jaffrey Grade School, Rindge Memorial School, Conant M/HS

SAU 60: Alstead Primary, Fall Mountain Regional HSI, North Walpole School, Vilas ES, Walpole ES, Walpole Primary

SAU 92: Hinsdale ES, Hinsdale M/HS

SAU 93: Cutler ES, Dr. George S. Emerson ES, Gilsum STEAM Academy, Monadnock Regional M/HS, Mt. Caesar ES, Troy ES

SAU 94: Winchester School

Public Charter Schools within the Monadnock Region

Gathering Water CS (Keene), Lionheart Classical Academy CS (Peterborough), Making Community Connections CS (Keene), Surry Village CS (Keene and Surry)

NonPublic Schools in the Monadnock Region

Dublin Christian Academy (Dublin), Dublin School (Dublin), Hampshire Country School (Ringe), Mountain Shadows (Dublin), Our Lady of Mercy Academy (Keene), Pioneer Junior Academy (Westmoreland), Richmond Immaculate Heart of Mary (Richmond), Saint Joseph Regional School (Keene), Trinity Christian School (Keene), The Well School (Peterborough).

PART K: Request for Shortening of Deadlines

Granite Valley Preparatory Foundation respectfully asks the New Hampshire State Board of Education to conduct a hearing of this application at the earliest opportunity. The applicant has not yet found a suitable facility. Much time will be needed to find, lease, and prepare a facility in time to open in September 2025. Having a charter, if granted by the Board, will help to expedite this process.

SECTION IV: GOVERNANCE

Part A: Governing Board

The governing board of Granite Valley Prep will be composed of a variety of diverse, key community stakeholders, educators, and parents. Board members will be initially selected by the founding co-directors in accordance with and in support of the school's mission and direction. It is essential that the governing board is generated from active members of the school community and representatives from the local regional population at large.

Roles and Responsibilities:

- Trustees will assist in continuing to evaluate the mission of Granite Valley Prep and provide direction and support in accordance with the school's leadership.
- Trustees will recommend and evaluate school policies, handbook amendments, and seek to promote and enhance the public image of Granite Valley Prep.
- Trustees will significantly engage in the on-going long-range strategic planning for Granite Valley Prep and will approve the annual operating budget in conjunction with outside consultants.
- Trustees will strive to be aware of concerns about the school within the various constituencies of the school, the local community, and the state of New Hampshire and will refer those concerns to the governing board.
- Trustees will serve on at least two standing committees of the governing board.

The Board of Trustees will establish a set of policies and procedures defining the responsibilities and authority of the School Administration. In accordance with RSA 194-B:5, GVP will be governed by up to nine (9) members of the Board of Trustees. The Board will have general supervisory control and authority over the charter school. Trustees will be selected based on personal and professional background and a commitment to the school's mission, support, and sustainability. Trustees are to represent a diversity of stakeholders in the school community. Each board member shall be brought on within only one such category:

Minimum of 25% Parent Trustees, not to exceed 50% / Minimum of 25% Non-Parent Trustees, not to exceed 50%

2 year renewable terms for these roles shall be required for:

Minimum, One Educator - not affiliated with Charter

Minimum, Two Financial Professionals – experienced in detailed accounting /business practices

Minimum, One Lawyer

Minimum, One Founder – from original approved Charter Document (unless unable/unwilling to serve)

Minimum, Major Contributor

The board will be composed of a maximum of nine members. The board is not required to maintain nine (9) members, but shall strive to maintain (at all time) a board of at least five (5) board members.

Officers shall be elected every year at the official annual meeting. Officer roles shall rotate every 2 years, so that no position is held in perpetuity.

All decisions made by the Board of Trustees will be determined by majority vote. In the rare result of a tied vote, the Chair, Vice Chair, Treasurer and Secretary along with one other board member whose name will be pulled from a hat will vote for a second time and the result of the second vote will be final.

BOARD OF ADVISORS

A Board of Advisors shall also be formed to include all prior members of the Board of Trustees, excluding those removed for cause. The intent is to retain and utilize institutional experience. As Ex-Officio Board members, BOA members are granted full access and freedom to attend and participate alongside the Board of Trustees at all public monthly board meetings. Board of Advisors are deemed ex-officio board members, and as such, do not vote – except for the three material situations. At such time, each BOA member shall be informed a week in advance, and allowed the option to vote. These are:

a director’s (head of school) hiring and firing vote; a Board member’s hiring, renewing, and firing vote; a proposed Charter amendment vote.

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

The initial board will be designed to begin with at least five founding Trustees. The governing board will then nominate and appoint up to four more Trustees in order to bring the population of the board to nine active members in order to promote the vibrancy and diversity of the board. Board Trustee selection is essential to the successful development and direction of Granite Valley Prep. Board Trustees will be chosen based on their professional affiliations, skill set, interests, and passion for the charter school model. The founding team of Granite Valley Prep - consisting of parents, educators, and other professionals - will select and appoint the Board of Trustees. A formal induction is projected for the winter of 2025 (following charter approval) - before the school begins to operate. Prospective Board Trustees will participate in general governance and financial management training, as advised by the New Hampshire Center for Nonprofits, the Local Government Center, and the New Hampshire School Boards Association. Terms of Trustees are staggered. Terms can be renewed by nomination and a majority vote of the Board. The Board may appoint a Trustee to fill a vacancy to complete a term according to established term timelines. The Board, once operating, will select and appoint future Trustees and establish policies for Board governance and filling vacancies.

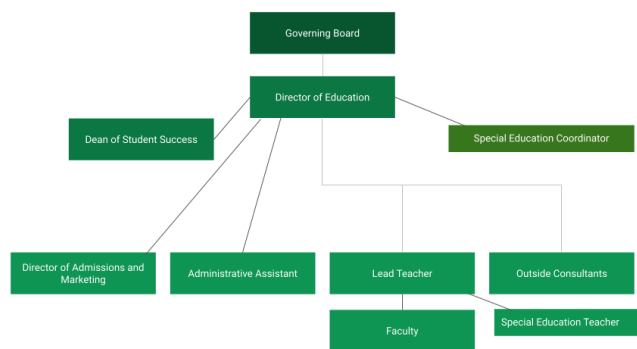
Part C: Board of Trustees By-Laws

Following the approval of the charter for Granite Valley Prep, the Board of Trustees will approve the By-Laws of the Granite Valley Prep Board of Trustees. The draft of the By-Laws can be found in [Exhibit: B](#)

Part D: Organizational Structure and Growth Plan

The founders of Granite Valley Prep have established an advisory committee, developed a community outreach plan, and are actively working to recruit a formal Board of Trustees through targeted outreach efforts by January 2025. The Board of Trustees, once established, and there is a formal adoption of bylaws, will immediately begin functioning and will start meeting monthly or more frequently (as needed) to ensure the successful implementation of the school's program by September 2025.

The organizational structure of Granite Valley Prep can be seen in the following organizational chart:



There are two clear authorities in the Granite Valley Preparatory Charter School organization, with the Board and the Administration.

The Board will serve as oversight in the following areas:

- Evaluating the school and school leadership
- Setting strategic goals the goal evaluation process
- Approving the annual budget
- Creating and evaluating school policies
- Integrating and adhering to state charter laws
- Planning and implementing all fundraising strategies

The Administration will serve as oversight in the following areas:

- Evaluating curricular decisions
- Hiring faculty and staff
- Interacting and communicating with parents
- Reporting to the Board
- Managing day-to-day activities within the school
- Implementing the strategies and suggestions of the Board

In order to properly oversee the obligations of the Board of Trustees, there will be six committees established.

Board Committees:

In order to properly oversee the obligations of the Board of Trustees, there will be six committees established. All

committees are charged with setting, communicating, and evaluating the committee's goals for each year. All goals must be communicated to the full board for initial approval and should support the mission of the board in light of its long-range plan.

Briefly, the following original committees (additional committees can be added later) shall be essential to the development and sustainability of Granite Valley Prep:

1. Executive Committee: This committee will consist of the Chair, Vice-Chair, Secretary and Director of Education and will be tasked with the preparation of the governing board agenda; the reviewing of committee reports; and the maintenance of the momentum of the board and its direction.

2. Finance Committee: This committee will utilize the information, planning, and advice of an outside accounting consultant in order to approve the yearly budget and will review internal controls and quarterly financial reports.

3. Facilities Committee: This committee will work with the head of school to create and sustain plans for the normal maintenance of the school and school grounds and set priorities for capital improvements to the facility. They will assess the safety and security of the school and building and ensure that the present and future of the school is well-protected.

4. Institution Advancement Committee: This committee will be responsible for the branding of the school, student recruitment, public relations, and advertising. They will be charged with leading the fundraising efforts and developing fundraising strategies.

5. Board Recruitment and Development Committee: This committee will be responsible for the recruitment and development for personnel for the board at large. This committee will be charged

with new member orientation, on-going board training, and leading the self-assessment of the board.

6. Policy Committee: This committee will conduct routine reviews of school policies and handbooks and will help determine the need for new policies or for clarifying existing policies.

Administration:

The administration shall be composed of the Director of Education (principal) and Dean of Student Success (guidance counselor). The rest of the administration will be composed of a Director of Admissions and Marketing, an Administrative assistant, and the Lead Teacher.

Part E: Fundraising Plan

In order to sustain the operation of Granite Valley Prep following the initial grant period and implementation, there will be a need to raise funds to help support future growth, enrollment, and budget requirements. The current GVP five year projected budget does not forecast the use of fundraising dollars, however in order to meet the budget requirements, either the enrollment projection will need to be met, or fundraising dollars will need to be raised to cover the difference. The systematic and ongoing analysis of the year-to-year budget will need to be analyzed on a regular basis by the co-directors and governing board.

A sustainability plan to either raise funds to offset enrollment or to increase enrollment to offset fundraising dollars can be seen in the following objectives and actions.

OBJECTIVE 1: Hire a director of fundraising, marketing, and admissions.

Action Step 1: Following initial implementation, recruit and hire a director of fundraising, marketing, and admissions to assist the co-directors and governing board.

Action Step 2: Create a marketing plan to build enrollment.

Action Step 3: Design fundraising activities for the community that will generate future revenue for the school.

Action Step 4: Create a strategic timeline to adjust budget needs based on enrollment and fundraising projections.

Action Step 5: Maintain consistent branding of GVP across all media outlets.

Action Step 6: Monitor all local and regional educational activity to understand and be informed of enrollment and policy trends.

Action Step 7: Develop an annual signature fundraising event that involves collaboration between students, faculty, administration, parents, and the community to support further development of GVP's mission.

Action Step 8: Visit all K-8 schools in the region to market GVP to incoming students.

OBJECTIVE 2: Explore major gift fundraising.

Action Step 1: Using the co-directors and governing board's contacts that have raised significant resources for a local private school opening, hold invitation events and open houses in order to attract prospective large donors in the region.

Action Step 2: Begin the process of sitting down with prospective donors that have given large gifts to schools in the region.

Action Step 3: Recruit future members for the governing board with access to contacts who are known to donate to educational institutions.

OBJECTIVE 3: Access all federally available funds

Action Step 1: Access Title 1A funding for any and all disadvantaged and at-risk students that qualify under this grant.

Action Step 2: Access Title 2A funding to offset projected professional development budget numbers for faculty.

Action Step 3: Access Title 4A funding for future technology needs that will enrich the education for all of our students.

OBJECTIVE 4: Develop a signature fundraising event

Action Step 1: Plan and organize event, like a gala, with a clearly defined funding target, book venue, form committee, and set budget

Action Step 2: Secure sponsorships and donations - for example, corporate sponsors, silent auction items, and program ads.

Action Step 3: Promote and sell tickets, market, and personally invite VIPs

Action Step 4: Execute event and post-event follow-up

OBJECTIVE 5: Write and access grants

Action Step 1: Research and apply for grants with the National Charter School Research Center. <https://charterschoolcenter.ed.gov/funding/funding-opportunities>

Action Step 2: Research and apply for grants through the Charter School Growth Fund. <https://chartergrowthfund.org/apply-for-funding/>

Part F: Grievance Policy

Granite Valley Prep will comply with RSA 194-B15 which states: Individuals or groups may complain to a chartered public school's board of trustees concerning any claimed violation of the provisions of the school's application and contract. If, after presenting their complaint to the administration, the individuals or groups believe their complaint has not been adequately addressed, they may submit their complaint to the Board of Trustees, which shall investigate such complaint and make a determination. School board decisions with respect to grievances may be appealed to the state board. Members of the administration and/or school board who have a direct relationship to any grievance must recuse themselves when deemed necessary.

Section V: Education Plan

Part A: Curriculum and Instruction

Part B: Current Research for Curriculum Selection

Granite Valley Preparatory Chartered Public School's curriculum committee has researched and developed a curriculum and framework that aligns with or exceeds New Hampshire College and Career Readiness standards. Our priority was creating a curriculum that aligned with our overall approach to graduate lifelong learners, and we found that The Parallel Curriculum Model designed by Tomlinson, Kaplan, and others has been proven to be effective in teaching mastery of concepts to both passive and enthusiastic learners.

The Parallel Curriculum Model is an educational framework designed to enhance student learning by offering multiple, equally rigorous curricular paths. It's based on the idea that students should be exposed to different types of curriculum content and processes, which align with their interests, learning styles, and academic needs. Faculty and administration will work together to enhance core curriculum with opportunities for practice and identity; and receive professional development in order to connect individual coursework to real-world applications.

The model consists of four main components:

1. **Core Curriculum:** The standard content that all students are expected to learn, covering essential knowledge and skills, underscored in GVP's required curriculum framework.
2. **Curriculum of Connections:** This focuses on linking the core content to real-world applications and other subject areas, making learning more relevant and integrated.
3. **Curriculum of Practice:** This emphasizes the development of skills and strategies through practical application, including problem-solving, critical thinking, and creativity, highlighted in GVP's capstone project.
4. **Curriculum of Identity:** This component encourages students to explore their own interests and strengths, helping them to develop a personal connection to the material and fostering a sense of ownership over their learning, evidenced in GVP choice of electives and capstone project.

The Parallel Curriculum Model aims to provide a richer and more differentiated educational experience by addressing various dimensions of student learning and engagement.

Our proposed curriculum framework aligning with NH standards can be found in the Appendix ([Exhibit D](#)). This framework was carefully researched, revised, and adapted from several sources, including *New Hampshire College and Career Readiness Standards*, *Mathematics Content Standards for California Public Schools*, *Massachusetts English Language Arts Curriculum Framework*, and *Florida State University's Curriculum Standards Global Resource and Granite Valley Preparatory Chartered Public School's Program of Studies*. Research methods included a study of DECA's *Emerging Leader Series* (<https://www.deca.org/emergingleaders>) , an analysis of California's *Mathematics standards* (<https://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>), and Massachusetts' *English standards* (<https://www.doe.mass.edu/frameworks/ela/2017-06.pdf>) a presentation from Whitworth University on *Parallel Curriculum* (https://files.nwesd.org/website/Teaching_Learning/HiCap/2015-16%20meetings/April%20mtg/Using%20Parallel%20Curriculum%20Model.pdf) and CPALM's curriculum resources (https://www.cpalms.org/cpalms/about_us.aspx).

Granite Valley Prep has developed a complete draft of its Program of Studies ([Exhibit C](#)) that will serve as a guide, along with other career/educational planning materials, as students plan their high school graduation path. Courses listed and described within the Program of Studies will guide students in the creation and implementation of their educational plans.

GVP course selection will be individualized to meet each student's educational and career goals. All plans will meet high school graduation requirements as well as college entrance requirements. GVP will offer a Program of Study that is personalized, maximizing each student's educational experience based on standard expectations and personal goals as well as the NH College and Career standards and competencies.

High School Curriculum Overview				
Subject	9	10	11	12
English	Intro to Literary Genres	World Literature	US Literature	Contemp. Literature
Mathematics*	Foundations of Algebra, Algebra I, Geometry, Algebra II/Trigonometry, Precalculus Functions, Calculus, Statistics, Personal Finance			
Science**	Forensics, Biology, Physics, Chemistry, Anatomy and Physiology			
Social Studies	World History	US History	Civics & Economics	Philosophy
World Language	Spanish or French I, II, III, IV, V			
Fine Arts	Art I, Chorus, or Jazz Ensemble			
Physical Education & Health	Physical Education I, Physical Education II, Health			
Technology	Computer Literacy			
Leaders, Creators, Educators Series	Confident Comm.	Leadership Dev.		Capstone Project
	Creator Series			

Leaders, Creators, and Educators:

Our unique, balanced approach to education focuses on building *Leaders*, *Creators* and *Educators*. Students will take required courses designed to build *leadership* skills and effective communication. Additionally, graduation requirements include selecting from a wide range of electives that will promote *creativity* and innovation. And seniors will complete a capstone project in which they become the *educators*, demonstrating mastery of a chosen academic topic through creation and delivery of a lesson to either a 9th or 10th grade class.

Leadership:

Leadership development is a core component of our instructional model. All students will take a required 0.5 credit class focused on developing leadership skills, "Confident Communication" in 9th grade and another in 10th grade, "Leadership Development", followed by a 1 credit Philosophy class in 12th grade.

The freshman Confident Communication course is designed to equip students with essential communication skills for academic and personal success. This course focuses on developing effective verbal and non-verbal communication techniques, active listening, public speaking, and interpersonal skills. Students will engage in various activities, including presentations, group discussions, and role-playing exercises, to build confidence and proficiency in expressing their ideas clearly and persuasively. By the end of the course, students will have a strong foundation in communication that will enhance their interactions in both school and everyday life.

This sophomore level Leadership Development class is a dynamic course designed for students to cultivate essential leadership skills and qualities. Through a combination of theoretical study and practical application, students will explore various leadership styles, principles, and strategies. The course emphasizes self-awareness, ethical decision-making, effective communication, team building, and conflict resolution. Students will engage in group projects and role-playing scenarios to practice and refine their leadership abilities. By the end of the course, students will be prepared to take on leadership roles within the school and their broader communities, equipped with the confidence and skills to inspire and guide others.

Creators:

Students also explore their creative potential by choosing from various 0.5 or 1 credit classes, like programming, painting, 3D design, graphic design, CAD, drawing, robotics, advanced computer science, music production, sound design, digital photography, engineering, creative writing, dynamic thinking lab and culinary arts. These courses encourage innovation and self-expression, equipping students with practical skills and creative confidence.

Educators: Teaching as Mastery

We believe teaching demonstrates mastery of a subject. To teach effectively, students must deeply understand the material, simplify complex concepts, engage different learning styles, and solve problems. This approach is supported by educational theorists like Benjamin Bloom, who noted that teaching reinforces understanding through higher-order thinking skills.

The Senior Capstone Project is a rigorous and comprehensive course designed for seniors to demonstrate their mastery of a subject through teaching. This course emphasizes the importance of understanding material deeply enough to teach it effectively, requiring students to engage in higher-order thinking skills. Students will design and deliver a complete lesson plan, encompassing various teaching methods to address different learning styles and solve complex problems.

Throughout the course, students will develop their communication, leadership, and critical thinking skills, culminating in a robust demonstration of their academic and personal growth. Each student will be paired

with an academic advisor who will provide guidance and support during the planning and execution phases of their project. By the end of the course, students will have created and delivered a lesson that showcases their expertise and ability to educate others, serving as a comprehensive assessment of their achievements throughout high school.

English:

Our English program will consist of four core classes as well as choice electives, and will utilize textbooks published by Prentice Hall that align with the NH CCR Standards. Freshman will take Introduction to Literary Genres that will prepare students for the rigorous demands of high school. Students will explore a diverse range of literary forms, including fiction, non-fiction, poetry, and drama. The class includes intensive work in descriptive and expository writing with special attention to prewriting techniques, Writing on Writing theory, sentence variety and paragraph development. Through reading, discussion, and written assignments, students will develop critical thinking and analytical skills. This foundational class aims to foster a lifelong appreciation for literature and prepare students for more advanced literary studies.

As sophomores, students will take World Literature which exposes students to the works of major world authors from a variety of regions, including Africa, Latin America, Europe, and Asia. Students will explore these works in a historical and cultural context. Students will study changing cultural and historical patterns in literature with an eye toward recognizing the shared life experiences that connect all of humanity. Classroom activities and readings will encourage students to broaden their perspectives of literature and life, to develop analytical skills, to think creatively and refine their abilities to communicate effectively through spoken and written word. Students write essays and a required research paper to refine their analytic and communication skills. A list of proposed authors and works can be found in ([Exhibit D](#)).

As juniors, students will take U.S. Literature which will complement the U.S. History course required for juniors at the same time. This curriculum will include an historical survey of U.S. Literature from 1771 up to the 20th century. Classroom activities stress the writing process and research skills culminating in a research project using internal documentation. Students also work extensively with vocabulary and reading comprehension preparation for the SAT. U.S. Literature seeks to broaden the students' perspective and deepen their understanding of the inevitable relationship between the literature and history of any given era.

As seniors, students will finish their English curriculum with Contemporary Literature. This will explore the significant works of literature from the late 20th century to the present day. Students will engage with diverse voices and perspectives, analyzing themes and styles that reflect current societal issues and cultural trends. Through in-depth reading, discussion, and critical writing, students will develop an understanding of how contemporary authors respond to and shape the world around them. This course aims to enhance students' analytical skills and appreciation for modern literary contributions, preparing them for college-level literature studies and informed citizenship. A research paper is integral to this course, as is the reading of novels. Development of college essays will be explored during the first term.

Mathematics:

Our mathematics program will utilize McGraw Hill textbooks that align with the NHCCR standards and GVP's drafted curriculum framework. Below is a table of the proposed classes available for students at Granite Valley Preparatory.

9th Grade	Foundations of Algebra CP	Algebra I CP	Algebra I Honors		Geometry Honors (available to students who pass Alg I exam)
			^		
10th Grade	Algebra I CP	Geometry CP	Geometry Honors	Geometry Honors & Algebra II/Trig Honors	Algebra II/Trig Honors
11th Grade	Geometry CP	Algebra II CP OR Financial Literacy Series	Algebra II/Trig Honors	Precalc Functions Honors	Precalc Functions Honors
12th Grade	Financial Literacy Series AND Algebra II CP (optional)	Financial Literacy Series OR Algebra II CP	PreCalc Functions Honors OR	Calculus Honors OR	Calculus Honors OR
			Statistics Honors OR	Statistics Honors OR	Statistics Honors OR
			Financial Literacy or Series	Financial Literacy or Series	Financial Literacy or Series

Algebra will be a traditional course in elementary algebra with an emphasis on solving problems. Students will also employ their skills on a variety of projects throughout the course designed to extend their classwork into a broader understanding of the world around them through the use of the Parallel Curriculum Method. The course falls into five basic parts: 1) the four operations on real numbers and their use in the solution of simple equations and related problems; 2) linear equations, inequalities, functions and relations, and systems of open sentences; 3) irrational numbers and exponents; 4) exposure to rational, exponential and quadratic functions and equations; 5) polynomials and factoring, leading to the solution of more complicated problems. A scientific calculator is required for the course. A Texas Instruments TI-83 or TI-84 series graphing calculator is recommended.

Geometry will be an in-depth exploration of the concepts of Euclidean plane and 3-dimensional geometry. The course emphasizes deductive reasoning and rigorous proof which are the foundations of higher mathematics. Students are required to understand and use the vocabulary and concepts of geometry which are explored from the postulate and theorem level. Students will develop deductive and inductive

reasoning skills through the writing of proofs, problem solving, and an exposure to technical drawing methods to solve problems visually. Students will practice solving problems and work on various cooperative and independent exercises and projects in their day-to-day work.

Algebra II will focus on analysis, interpretation and graphing of higher degree polynomials, rational and irrational functions, including transformations of the same. The course will also include extension of algebraic concepts into the complex number system, an exploration of exponential equations and their uses, and an introduction to logarithms. Students will work with systems of equations, factoring, and data analysis techniques to solve problems independently and in small groups.

An honors only level of Algebra II and Trigonometry will focus on in-depth analysis of higher degree polynomials; analysis, interpretation and graphing of rational and irrational functions, including asymptotic behavior; consideration of the conic sections, including transformations; an introduction to logarithmic and trigonometric functions; expansion of algebraic concepts into the complex number system. The course will include the study of trigonometry and its applications. Students will work with systems of equations, factoring, and data analysis techniques to solve problems independently and in small groups.

Calculus is meant for the student who is interested in pursuing a college major with a strong emphasis in mathematics or engineering. The course will cover three main topics of Calculus and their applications: limits, derivatives, and integrals. The curriculum will emphasize a multi-representational approach to calculus with concepts and solutions expressed graphically, numerically, and analytically. Students explore the concepts of limits and continuity; differentiation and its applications to problems of extreme and related rates of change; integration and its application to the solution of differential equations; definite integrals and their application to finding areas, volumes, and length of curves.

Our Financial Literacy class will equip students with essential skills for managing personal finances effectively. Students will learn about budgeting, saving, investing, credit, and debt management. The course will cover fundamental financial principles and practical applications, such as understanding bank accounts, credit scores, loans, and financial planning for the future. By the end of the course, students will have a solid foundation in personal finance, enabling them to make informed financial decisions and prepare for economic challenges. The learning process will include multiple small group projects related to the subject. **Successful completion of this course fulfills the NH graduation requirement for financial literacy.**

Science:

Our Science curriculum will utilize McGraw Hill and Pearson textbooks that align with the NHCCR standards and GVP's drafted curriculum framework. Our Biology class is a laboratory course that covers the study of life from its chemical basis to the structure and function of the organism. Areas of study include Scientific Method, Chemistry of Life, Ecology, Cell Structures and Functions, Photosynthesis and Cellular Respiration, Mitosis/Meiosis, DNA, Genetics, Evolution, and the Human Body Systems. This course also aims to develop in students an appreciation for the natural world and our role in its stewardship.

Chemistry is the scientific study of matter and this laboratory science course aims to develop students as practicing laboratory scientists who can ask and answer questions of their own about what the world is made of and how and why chemical reactions occur. This course also aims to develop students' conceptual and quantitative understanding of chemical principles. Units of study in this course include the nature of the atom, naming of chemicals and compounds, bonding, the periodic table, reactions and equilibrium, stoichiometry, behavior of gasses, acids, bases, and safe laboratory practices.

Our Physics curriculum will explore the scientific study of the most fundamental laws of nature. This laboratory science course aims to further develop students' appreciation for and competence in the scientific method. This course also aims to develop students' conceptual and quantitative understanding of physical principles. Students perform experiments to develop proficiency in laboratory technique in applying physical principles to the analysis of experimental data. Units of study in this course include motion, Newton's Laws, collisions, energy, thermodynamics, waves, sound, light, fundamental particles of nature, radioactivity, quantum mechanics, and electricity and magnetism.

Available for an elective in science, Forensic Science curriculum will focus on the study used in crime detection. This course covers the study of the techniques and principles that forensic scientists use to solve the puzzle of crime scenes and will be illustrated with case studies and live "crime scenes" in the classroom. Units of study include a history of forensics, death investigation, bloodstain pattern analysis, firearms and tool marks, questionable documents, toxicology, and forensic analysis. GVP will also have an elective in Anatomy and Physiology which focuses on the scientific study of the human body. This laboratory course covers the curriculum in the study of the human body at all levels and systems. Units of study in this course include support and movement systems, control and regulation systems, fluids and transport systems, energy and maintenance systems, and the reproductive system.

Social Studies:

GVP's Social Studies curriculum will utilize McGraw Hill, Pearson, and MacMillan learning textbooks that are aligned with the NHCCR Standards and GVP's curriculum framework. Students in World History will examine human development from the dawn of civilization through the Renaissance. Students learn about the socioeconomic conditions, political institutions, and ideological attitudes that have marked various time periods throughout history and across the globe. Students will conduct inquiry-based research to examine historical events, cultural developments, and social and family structures. This curriculum challenges students to develop critical thinking, reading and writing skills, to participate in complex historical analysis and to engage meaningfully with primary and secondary sources.

Sophomores will be immersed in GVP's U.S. History curriculum that begins with colonial developments that gave rise to the United States and proceeds through key events in American history from the 20th and 21st century. The major events studied will include Early Colonization and Native American Relationships, Revolutionary War, Civil War, Reconstruction, Industrialization, the Gilded Age, World War I, the Great Depression, World War II, the Cold War, Civil Rights, and the Global War on Terror. Students will be expected to demonstrate a thorough understanding of history through lecture, discussions, reading, writing assignments and the analysis of primary sources.

Juniors will take Civics and Economics. The first half of this course focuses on the three branches of the federal government, the U.S. Constitution, local & state laws, individual rights and responsibilities of citizens, and the government's interactions with society, the economy and the environment. Students will apply their knowledge of these structures as they relate to current events. The second half of the course will introduce students to the fundamental concepts of economics and philosophies through the study of Adam Smith, Karl Marx and John Maynard Keynes. An overview of micro and macroeconomics will develop an understanding of larger economic theory. Topics in this course will include cycles in the economy, financial institutions and the role of government, as well as international economics and trade. **Students will take the civics naturalization exam and must achieve a 70% to graduate.**

Health:

GVP will meet the state standards and graduation requirement for health by utilizing Savvas Health Program for Grades 9-12. Savvas Health provides the tools needed for developing and enhancing healthy behaviors that influence the lifestyle choices of high school students. This relevant, integrated text and video program stimulates classroom discussion, helping students master skills essential to successful health education. Teachers will have access to an online curriculum with an online text and workbook. This curriculum will focus on:

- School Safety, Nutrition, Online Dating, Media Literacy, Exercise & Fitness, Drug Prevention , Data & Statistics, Mental Health, Emotional Health, Family Engagement , Cyberbullying, Online Safety, Online Friendships , Cell Phone Safety, Decision Making, Sexual Health, and Responsible Thinking

World Languages:

Granite Valley Prep will offer courses in French and Spanish in order for students to meet the requirement of two years study. The curriculum for these courses can be found in [\(Exhibit D\)](#).

Physical Education:

GVP's NHCCR Standards aligned Physical Education curriculum will focus on the ability, confidence, and desire to be physically active for life. Personal fitness principles and concepts are introduced and practiced throughout the semester during activities at the Keene Family YMCA. The personal fitness curriculum is designed with the intent of improving the many aspects of wellness including, cardiovascular fitness, muscular strength, endurance, and flexibility. Personal fitness allows students the opportunity to establish their own fitness goals based on specific fitness testing at the start of the semester and repeated at the conclusion of the course. The objective of this course is to help students gain self-discipline, accept personal challenges, experience personal accomplishment, and make fitness a life-long goal. This course is taught by Keene Y staff and given Pass/Fail.

Fine Arts:

Granite Valley Prep has developed curriculum aligning with the NHCCR Standards in a variety of Art and Music classes. Art I will be an exploration of the concepts, media, and processes of making art. Students engage in a range of individual and collaborative creative projects focused on developing visual literacy, skill-building, and self-expression. Art II will focus on painting or 3D design. The painting class will be

an introduction to color theory and color harmonies using chalk pastels, oil pastels, watercolor and acrylic paint. Painting subjects will be from life, photograph, abstract, narrative and expressionist. The design class will explore 3D building with traditional and non-traditional materials including wire, plaster, cardboard, and clay. Students will learn about the contemporary and historical practices of ceramics and sculpture while developing meaningful works that support personal expression and problem solving. Art III will focus on either printmaking or painting. Students in the painting class will learn to work in a series and to create a body of work based on a concept developed at the beginning of the semester. The course is designed to create a more independent approach to painting and to conceptual art that still utilizes the skills built upon in Painting I. The printmaking class will be a survey of techniques and history of printmaking. Investigation of “green” relief, screen-printing, and monotype processes. Covers both black-and-white and color printing processes. Further brainstorming, drawing and design skills, and professional printmaking practice will be emphasized.

The music curriculum courses that will align with NHCCR standards and the Fine Arts Graduation requirements will be Jazz Ensemble and Chorus. Jazz Ensemble will be an all-inclusive ensemble with an emphasis on improvisation. Students will be introduced to soloing concepts and how to navigate the genre. We will break down jazz and its styles to give students a broad understanding of the genre, and what sets it apart from other kinds of music. Auditions will be necessary to create a well-tailored experience for all students, but will not dictate acceptance into the course. Performances will include the annual Winter and Spring Arts Showcases. The Chorus curriculum will focus on the development of basic vocal skills in a group setting. Students will explore various styles of vocal music including traditional, popular, blues, rocks, jazz. etc. Rehearsal techniques will be presented, with an emphasis on the development of the vocal ensemble for the purpose of school and/or public performance. Students will also learn basic music reading skills, harmony and theory as it applies to vocal performance.

In accordance with our Leaders, Creators, Educators mission, students will also have the opportunity to take courses in Music Production and Sound Design. The Music Production curriculum introduces the fundamentals of recording in various settings including solo and small groups. Students will learn how to manipulate sound, add effects and edit with a Digital Interface. Additionally, they will learn how to use MIDI. Students will leave with the ability to create a home recording having produced and mastered it themselves. In Sound Design students will learn skills in advanced editing, mixing, and composition. This course will mainly be project focused. Students will build on skills from Introduction to Music Production to explore the broader applications of sound design in various fields like film and marketing. Projects will include film scoring, remixing music and working with difficult recording environments to create sound effects.

Technology and Computer Science:

Granite Valley Preparatory’s technology and computer science curriculum will consist of a computer literacy course that is designed to give students a practical understanding of what computer science is and how it can be applied to all other subject areas and courses they subsequently take. Topics include: Microsoft Office Suite and Google applications, internet safety, web credibility, basic video editing, basic web design, introduction to programming, ethical use of computers, human computer interaction, and the social impact of computing.

Part C/D: Statement that the School Will Provide Curriculum Information

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

Part E: Measurable Academic Goals and Objectives

100% of Academic Courses Have Succinctly Stated Learning Goals and Objectives:

- **Specific:** Ensure that every academic course at GVP has clearly defined learning goals and objectives.
- **Measurable:** Verify that all course syllabi include these goals and objectives.
- **Achievable:** Collaborate with teachers to develop and document learning goals and objectives.
- **Relevant:** Having clearly stated goals and objectives enhances instructional clarity and student understanding.
- **Time-bound:** Achieve this for 100% of academic courses by the end of the first academic year.

Outperform Local District in Standardized Testing and Graduation Rates:

- **Specific:** Achieve performance levels in standardized testing and graduation rates that surpass those of the local districts.
- **Measurable:** Ensure that GVP's standardized test scores and graduation rates (for non IEP students) exceed those of the local districts by at least 10%.
- **Achievable:** Implement targeted academic interventions, personalized learning plans, and robust student support systems to enhance performance.
- **Relevant:** Surpassing local district performance demonstrates the effectiveness of GVP's educational programs and commitment to student success.
- **Time-bound:** Attain this goal within three academic years, with annual assessments to monitor and adjust strategies as needed.

100% of Graduating Students are Accepted to a 4-year, 2-year, Technical School, or Apprenticeship Program,;

- **Specific:** Ensure that every graduating student secures a post-secondary education or training opportunity.
- **Measurable:** Track acceptance rates through student reporting and verification.
- **Achievable:** Provide personalized college and career counseling to support each student's application process.
- **Relevant:** Post-secondary acceptance is crucial for student success and future opportunities.
- **Time-bound:** Achieve this goal for 100% of graduating students the first year in which we have graduates.

By Year Three, 95% of Students Will Contribute to a Respectful Community Environment:

- **Specific:** Foster a school culture where every student actively contributes to a respectful community.
- **Measurable:** Implement and monitor behavior through a variety of tools such as, peer feedback surveys, a positive behavior tracking system, restorative justice participation, and classroom participation and contributions assessments.
- **Achievable:** Conduct regular teacher workshops on classroom management, offer programs that foster respect and community building, require all students and families sign school code of conduct.
- **Relevant:** A respectful environment is essential for a positive and productive learning experience.
- **Time-bound:** Achieve this goal by the end of year three, with ongoing assessments each semester.

All Students Will Participate in a Minimum of One Session of Guided Mindfulness Weekly:

- **Specific:** Ensure that every student participates in at least one guided mindfulness session each week.
- **Measurable:** Track attendance and participation in weekly mindfulness sessions.
- **Achievable:** Schedule and integrate mindfulness sessions into the school timetable.
- **Relevant:** Mindfulness practices enhance student well-being and academic performance.
- **Time-bound:** Implement this program within the first semester and maintain weekly participation throughout the academic year.

All Graduating Students Complete a Capstone Project or Experience:

- **Specific:** Require every graduating student to complete a capstone project or experience.
- **Measurable:** Document and evaluate each student's capstone project or experience.
- **Achievable:** Assign each student a faculty advisor and provide guidance and resources for students to successfully complete their projects.
- **Relevant:** Capstone projects demonstrate mastery and application of knowledge.
- **Time-bound:** Ensure that all students complete their capstone projects by the end of their final year.

By End of Year Three 100% of Students Will Demonstrate Growth in Effective Communication Skills:

- **Specific:** Enhance effective communication skills in all students.
- **Measurable:** Assess communication skills through presentations, written assignments, and peer evaluations.
- **Achievable:** All students will complete a required Confident Communication course; Integrate communication skill-building activities into the curriculum.
- **Relevant:** Effective communication is critical for academic and personal success.
- **Time-bound:** Show measurable growth in communication skills for all students by the end of year three, with periodic assessments each semester.

PROFICIENCY AND GRADUATION PERCENTAGES				
	ELA	MATH	SCIENCE	4-YEAR GRADUATION
Regional Mean	50%	28%	34%	85%
State Target	64%	51%	None	90%
GVP Target	60%	38%	44%	95%

Part F: Performance Standards

The minimal performance standards of GVP are the NH College and Career Ready Standards. [Exhibit D](#) is an alignment of these standards and the GVP curriculum. Academic performance will be measured as described below (Part G).

GVP expects all persons associated with it to embrace our core values - academic excellence, intellectual curiosity, persistence, presence, a balanced lifestyle, family engagement, fairness and respect, critical and creative thinking, effective communication, empathy and collaboration.

The Board of Trustees, in consultation with the administration, to formulate a set of parent/student survey questions intended to collect longitudinal data on multidimensional school performance measures including, academic programs, teaching staff, school environment, communication, support services, extracurricular activities, school facilities, parental involvement, student life, and overall satisfaction

Part G: Achievement Tests Measuring Academic and Other Goal Achievement

To measure achievement of the NH College and Career Ready Standards, GVP shall comply with RSA 194-B:8 V. This requirement is implemented at present in the form of annual SAS testing in science in grade 11. Additionally, we will administer the SAT in grade 11.

GVP will measure student achievement using a wide array of methods. Teachers will use both formative assessments to inform their instruction and approach in the classroom. Summative results from standardized testing including NH SAS for science and the SAT in grade 11 will be analyzed during yearly planning to make curriculum adjustments and needed professional development. Additionally, GVP may use testing like NWEA, to assess student performance in English Language Arts and Mathematics in grades 9 and 10.

Data for improving school performance and culture will be generated through continuous interaction among the school director, school staff, parents, and community partners, as well as through surveys for indicating areas of concern.

Part H: Graduation Requirements

To earn a diploma, students will be required to pass the following courses in order to graduate from GVP.

English (4 credits)
 Math (4 credits)
 Social Studies (4 credits)
 Science (3 credits)
 World Language (2 credits)
 Physical Education (1 credit)
 Technology (.5 credit)
 Fine Arts (1 credit)
 Health (.5 credit)
 Financial Literacy (.5 credit)
 Leaders, Creators, Educators Series (2.5)
 Confident Communication (.5)
 Leadership Development (.5)
 Creator Series (1)
 Capstone Project/Experience (.5)
 Electives (5 credits)
 Total: 28 credits

To meet the needs of diverse learners and students whose post secondary plans include attending a technical school, or an approved apprenticeship program. These requirements meet and exceed New Hampshire's state graduation requirements per Ed 306.27 (m) and include a civic competency assessment to satisfy high school graduation requirements under HB320.

Part I: Student Performance Data Management

GVP will use ALMA, a scholar performance data management system that is compatible with curriculum, pedagogy, and assessment practices; support of policies; compliance with applicable laws; ease of implementation and use; and cost.

Part J: Sample Schedule

Sample Student Schedule: Alternating Blocks					
	Fall		Spring		
	A Day	B Day	A Day	B Day	1 - Algebra I 2 - Intro to Literature 3 - Spanish I 4 - Art I 5 Fall - Intro to Technology 5 Spring - Confident Communication 6 - Biology
Homeroom 8:05 - 8:15					
Block 1 8:15-9:35	1	2	1	2	
Block 2 9:40 - 11:00	3	4	3	4	
Lunch/Flex-time 11:00 - 12:00					

Block 3 12:00 - 1:20	5	6	5	6	7 - World History 8 Fall - PE 8 Spring - Health
Block 4 1:25 - 2:45	7	8	7	8	
Week 1: A/B/A/B/A Week 2: B/A/B/A/B					

Flex-time - The lunch/flex-time period is 1 hour in length. The second half, flex-time, may be dedicated to advisory, student remediation, mindfulness, peer-to-peer connections, enrichment, or co-curricular activities.

1. Students needing remediation will be assigned to a guided study hall to work on missing assignments, study for exams or receive additional instruction. Peer-to-peer tutoring may also be available.
2. Students may participate in co-curricular activities which support our mission and vision statement like, Student Council, Key Club, National Honor Society, or Gamers Guild. To take part in these enriching activities, students must have no missing assignments and be passing all classes.
3. A guided mindfulness session will always be available for students and faculty who seek quiet introspection.
4. For students not in need of remediation or involved in co-curricular activities or mindfulness sessions, study halls will be available to get ahead on homework or collaborate with peers on academic endeavors.

Part K: Supplemental Programming

Student Council and the Parent Committee may assist the faculty and administration to put on special academic events, which may include: art shows, musical or dramatic performances, math team competitions, poetry contests, debates, guest speakers, STEM exposition, physical education events, field trips, outdoor learning, and special-theme days or celebrations.

Supplemental programming needs will be evaluated and implemented based on the individual needs of each student. For students who require academic support, individual and group tutoring will be provided. For those with IEPs, support will be accessed through the student's resident sending district and/or contracted services.

Students will receive support from the Dean of Student Success who will collaborate with teachers and families to provide college and career advising. Individualized enrichment programs may include independent study, internships, extended learning opportunities (ELOs), on-line courses, or dual-credit opportunities with RVCC. To effectively guide independent study, ELOs and internships, we will 1) Identify student interests and goals, 2) Develop community partnerships, 3) Execute a proposal and approval process, 4) Create learning plans, 5) Provide mentorship and supervision, 6) Conduct Assessments and reflections, and 7) Provide credit award and documentation.

Not knowing student/family interests prior to opening, GVP administration, in partnership with the Parent Committee, will survey students and families regarding desire for additional enrichment opportunities.

Section VI: School Operations Plans

Part A: Admissions Procedures

Granite Valley Prep is an open-enrollment no-tuition chartered public school committed to academic excellence and student accountability. Admission to GVP is open to any student residing in the State of New Hampshire and wishing a rigorous academic education focused on preparation for post secondary studies. Applicants and their families must acknowledge full understanding of and willingness to participate in the Mission of the school, its policies, program, and expectations. For scholars residing outside New Hampshire, each school year the Board of Trustees shall set a tuition rate. GVP's methods of admission will not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law. Subject to applicable laws, the Board of Trustees may change or further specify recruiting, admission, or enrollment policies or practices.

Recruiting

- GVP will recruit broadly in the Monadnock region, with an extra emphasis on high-poverty towns: Keene, Swanzey, Winchester, Hinsdale, Richmond, Fitzwilliam, Troy and Marlborough.
- GVP will recruit from local private schools exclusively serving grades K-8: Mountain Shadows (Dublin), Pioneer Junior Academy (Westmoreland), Trinity Christian School (Keene), The Well School (Peterborough).
- Hold in-person recruiting events in the high-poverty towns, and possibly other towns.
- We may hold recruiting events also online, and by appointment if requested.
- We will employ a website, email, and other means to distribute informational electronic content that recipients can share with others and post online.
- To reach more families, including those without internet access, we will advertise in a local newspaper delivered free to all residences in over 30 regional towns, as well as on local radio stations.
- At recruiting events, we will provide information about our vision and mission, our holistic and balanced curriculum, and policies and procedures.
- We will provide application assistance to interested families hindered by poverty, disability, language limitations, or homelessness.

Application

- We will ask, but not require, prospective families to attend a recruiting event.
- Application packets will be available online and in print at recruiting events.
- The application will require agreement to the Academy's mission.
- The application time will span November 1 to April 15 (In year one, from approval of the charter to July 1). The Board may change these dates.
- After the application due date, we will accept applications on a rolling basis.

Admission Lottery

- If in any grade there are more timely completed applications than the number of available spaces, admission will be offered according to a blind lottery for that grade. Each timely applicant will have one entry in the respective grade-lottery.
- Grade lotteries will be conducted in order from lowest to the highest grade.
- The following exemptions from each grade-lottery will apply on a space-available basis, and in the following order:
 - NH-resident siblings of scholars who are currently enrolled;
 - NH-resident siblings of scholars offered admission in a lower grade, including by lottery draw;
 - Up to 10% of projected enrollment numbers may be the children of current GVP employees (first-come basis and must be NH-residents)
 - Up to 5 (first-come basis) NH-resident children of current GVP Trustees.
- All NH-resident, non-exempt applicants, will be placed in an order by a blind grade-lottery.
- This order will be used to offer admission to the remaining places in the grade.
- The supernumerary applicants will be placed, in lottery order, in a grade waitlist.
- After NH-resident applicants have been either admitted or placed in a waitlist, non-resident applicants will be considered similarly.
- All applicants will receive written notice of their admission status.

Enrollment

- Enrolled students will be offered continued enrollment, which can be reserved by returning a signed commitment letter by the application due date.
- Unenrolled students who wish to re-enroll must reapply for admission.
- To enroll an admitted student, the family must return, by a specified date, a signed commitment letter with the information needed for registration.
- Informational and social events will support the transition of newly admitted scholars and families to the Academy.

Part B: School Calendar

Granite Valley Prep will meet or exceed the hours required under RSA 194-B:8. Any school-specific changes to the schedule will be monitored carefully to ensure that our students meet the required attendance hours. Forty-two instructional hours will be added to the school calendar each year to account for emergencies, missed school time, or inclement weather. Granite Valley Prep plans to mirror the SAU 29 (Keene School District) yearly schedule of vacations and holidays. For a draft of the 2025-2026 School Calendar, ([Exhibit K](#)).

Part C: Staffing Overview

Granite Valley Prep will need key staff and faculty positions to meet the needs of the students in the first five years of operation. These positions include: Director of Education, Dean of Student Success, Administrative Assistant, Special Education Coordinator, Lead Teacher, Classroom teachers, and a Director of Admissions and Marketing. Many of these employees will wear many hats within the school community and will serve in several roles. The administration of Granite Valley Prep is committed to the policy that there shall be no unlawful discrimination against any person because of race, color, religion,

age, sex, national origin, familial status, sexual orientation or disability. GVP will follow RSA 194-B:14 which requires that at least 50% of teachers either have 3 years of instructional experience or are NH certified.

Part D: Employee Job Descriptions See [Exhibit E](#)

Part E: Teacher/Student Ratio

GVP's goal is to keep the average student to teacher ratio below 20:1. This ratio is based on projected enrollment and class sizing of up to 30 students per grade level. As projected enrollment figures are reached, additional teachers will be hired (0.5 – 1.0 FTE) to maintain this teacher/student ratio, as reflected below.

Year	# of Teachers	# of Students	Average Student/Teacher Ratio
One	4.0 FTE, .5 FTE (2)	77	15:1
Two	5.0 FTE, .5 FTE (2)	107	18:1
Three	6.0 FTE, .5 FTE (2)	120	17:1
Four	6.0 FTE, .5 FTE (2)	120	17:1
Five	6.0 FTE, .5 FTE (2)	120	17:1

Part F: Background Checks

Granite Valley Preparatory will conduct school employee and volunteer background investigations in accordance with RSA 189:13-a. ED 318.07(3). All background checks will be completed before any staff member begins employment.

Part G: Personnel Compensation Plan

Granite Valley Prep is committed to offering faculty and staff competitive salaries and benefits while understanding the need of budgetary constraints. School administration and full-time teachers shall be paid an annual salary biweekly. The budget assumes an average starting salary of \$50,000, and individual compensation may vary depending on qualifications, credentials, and experience. Part-time employees will be paid an hourly rate.

GVP expects to offer a basic health, dental, vision, retirement and life insurance benefits package. Faculty will be given annual contracts from July 1st through June 30th. In addition to the instructional days required by the contract, teachers will also be expected to work additional staff days each year to include the week prior to the start of school and the week following the end of the school year. They will also be expected to be present for all staff development days throughout the school year. In addition to

scheduled school vacations, salaried employees will receive ten paid days off for personal leave or sick days.

Granite Valley Prep employees who sustain work-related injuries may be eligible for a medical leave of absence for the period of disability under all applicable laws covering occupational injuries and disabilities. A military leave of absence will be granted to employees absent from work because of service in the U.S. uniformed services under the Uniform Services Employment and Reemployment Rights Act (USERRA).

Part H: Administration Performance Evaluation

The Granite Valley Prep Board of Trustees will conduct assessments to measure the school's success and viability and will review the performance of the Director of Education annually at the end of the school year. The evaluation tool used to assess the performance of the Director of Education will be adopted by the Board of Trustees during the first year of operation. This evaluation tool will contain a number of goals, strengths, weakness, and performance attributes within a detailed rubric.

Part I: Teacher, Paraprofessional Performance Evaluation

Granite Valley Prep will use a self-evaluation method for faculty and staff evaluation. The Director of Education will conduct both formal and informal classroom visits throughout the school year. The Dean of Student Success will assist the Director of Education in evaluating teacher performance through student surveys of classes and classroom environment. After the first semester, teachers will complete a self-evaluation rubric based on Danielson's Evaluation Framework and meet with the Director of Education to discuss. A formal evaluation will be conducted at the end of the school year based on the framework and initial rubric.

Part J: Professional Development

Granite Valley Prep requires professional development for all teachers, and prefers teachers who actively seek it. The Academic Director, in consultation with the Dean of Student Success and Lead Teacher(s), shall develop and implement a professional development plan, requiring Board approval. The Employee Handbook ([Exhibit G](#)) will include information about professional development and any related benefits. The GVP professional development plan will include, non-exclusively:

- A mentoring system (see Part I);
- Study of resources provided by the Parallel Curriculum.
- Possible attendance of workshops, conferences, or courses;
- Sharing of professional-development learnings with colleagues;
- Opportunities for Professional Learning Communities built into the academic calendar;
- Professional-development days built into the academy calendar.

Part K: Philosophy of Student Governance and Discipline

Granite Valley Preparatory is committed to promoting a respectful, welcoming, and safe environment for all members of the school community. The school's student governance philosophy involves high expectations for respectful and responsible behavior, utilizing restorative justice practices as an integral part of our approach to discipline and community building. Instead of focusing solely on punishment, we emphasize repairing harm and restoring relationships. When conflicts or misconduct occur, students participate in mediated dialogues where they reflect on their actions, understand the impact on others, and collaborate on solutions to make amends. This process not only fosters accountability and empathy but also strengthens the school community by encouraging open communication and mutual respect.

GVP has clear expectations for student behavior as outlined in the Student & Family Handbook ([Exhibit H](#)). The Board of Trustees will develop policies that conform to and support state law in all required areas including the areas of bullying, harassment, violence, drugs and alcohol, weapons, and other dangerous behavior. A student may be suspended or expelled in accordance with statute and policy. The school will provide fair and age appropriate due process in administering student discipline and will comply with current suspension and expulsion provisions in RSA 193:13 (Suspension and Expulsion of Pupils) and RSA 194-B, 9,III, a pupil may withdraw from a charter school based on criteria determined by the Board of Trustees consistent with the advice of the Director of Academics and staff in conformance with RSA 193:13. No public school shall be obligated to enroll an expelled pupil.

Part L: Age-Appropriate Due Process in Disciplinary Measures

Disciplinary Procedures

Minor infractions will be dealt with as necessary by faculty or administration. Adults will work with students utilizing restorative justice practices with the intent of repairing harm done and regaining trust and respect. Repeated infractions, or actions of a more serious nature, will prompt a conference of the student, a parent/guardian, a teacher, and administration.. The purpose of the conference will be to collaboratively seek a suitable and durable remedy. Behavior that is chronic, criminal, or is otherwise egregious, may result in suspension or expulsion proceedings.

Suspension or Expulsion

GVP policies and practices regarding suspension or expulsion of scholars will implement RSA 193:13, as well as any other applicable state or federal laws. The Student & Family Handbook ([Exhibit H](#)) includes details.

Upon acceptance to Granite Valley Preparatory students will sign the school's code of conduct ([Exhibit H](#)). The code of conduct will be signed every consecutive year and kept in the student's records.

Part M: Transportation Plan

GVP students have access to transportation services only if they reside in the school district in which the school is located. GVP shall comply with RSA 194-B:3,II(I) and Ed 318.09(e)(7). To facilitate carpooling for out-of-district students we will provide information about carpooling on our webpage and email communications. GVP will provide for this responsibility from its own resources in the form of the use of

communications infrastructure. Future provision of GVP resources to assist in this effort will be determined based on demand and resource constraints.

Part N: Student / Staff Handbooks

GVP handbooks will be created by the co-founders and will be vetted by legal counsel. Granite Valley Prep's Board of Trustees will review and approve the Student & Family and Faculty & Staff handbooks by April of 2025. For a draft of the Student and Family Handbook, see [Exhibit H](#). For a draft of the Employee Handbook, see [Exhibit G](#).

Part O: Student Information System

Granite Valley Prep will purchase a contractual subscription-based student performance data management system to track important data in the areas of attendance, family and contact information, grades, testing, GPA, discipline, and other student data reporting. GVP will utilize ALMA.

Section VII: Meeting Student Needs

Part A: Special Education

In compliance with RSA 194-B:8, Granite Valley Preparatory will not discriminate against any child with a disability as defined in RSA 186-C. Granite Valley Preparatory will comply with RSA 194-B:11 III. In accordance with current department of education standards, the funding and educational decision-making process for children with disabilities attending GVP shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district. When a child is enrolled by a parent in a chartered public school, the local education agency of the child's resident district shall convene a meeting of the individualized education program (IEP) team and shall invite a representative of GVP to that meeting. At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education in accordance with the student's IEP. The student's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment:

1. The resident district may send staff to GVP; or
2. The resident district may contract with a service provider to provide the services at GVP; 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 with GVP to provide the services; and
6. If the student requires transportation to and/or from GVP before, after, or during the school day in order to receive special education and related services as provided in the IEP, the student's resident district shall provide transportation for the student.

Consistent with section 5210(1) of the Elementary and Secondary Education Act and section 300.209 of the Individuals with Disabilities Education Act, when a parent enrolls a student with a disability at GVP, the student and the student's parents/guardian shall retain all rights under federal and state special education law, including the student's right to be provided with a free and appropriate public education, which includes all of the special education and related services included in the student's IEP. The student's

resident district shall have the responsibility, including financial responsibility, to ensure the provision of the special education and related services in the student's IEP, and GVP shall cooperate with the student's resident district in the provision of the student's special education and related services.

When GVP understands the plans of the parents/guardian and the LEA, GVP will coordinate to implement the decisions with the interests of the student as the primary objective. To enable this coordination, GVP will employ at least one Special Education Coordinator as demand arises. Among the Coordinator's responsibilities will be: to participate in IEP meetings; to coordinate with the sending district regarding the scholar's schedule and work; to communicate about IEP progress to parents; and, to advocate for students to help ensure their IEPs are carried out. Also, GVP will implement 504-plan services and accommodations, which are the responsibility of the chartered school.

Part B: Meeting the Needs of Other Educationally Disabled and Economically Disadvantaged/At-Risk Students

Granite Valley Preparatory will work to provide the support needed for other educationally at-risk learners. The school will partner with local social and community service agencies and utilize Federal Title Programs to ensure that all aspects of a student's life that might affect their ability to learn and succeed are addressed. In anticipation for working with educationally disadvantaged, English language learners, the neglected or delinquent, homeless, or those from migrant or refugee programs GVP will (projected growth and Special Education Coordinator position)

Part C. Additional Academic Support and Credit Recovery

Granite Valley Preparatory will provide individual or small group support for improving student achievement and closing achievement gaps when necessary. Faculty will utilize data to identify students at risk of falling behind and intervene early with targeted support. Support may take the form of high dosage tutoring programs, individualized differentiated instruction, or additional learning resources.

Additionally, GVP strives to create a positive school environment through fostering strong relationships among students and between teachers and students. We recognize that when students feel welcome, supported and engaged at school, they are more likely to have better attendance; a vital piece to academic success. (Section IX: Part A and B)

In cases where credit recovery is required, students will work to create an individualized plan with their teacher and Dean of Student Success.

Part D. Federal Title Programs

RSA 194-B:11 VI states, "A chartered public school may receive financial aid, private gifts, grants, or revenue as if it were a school district. A chartered public school shall not be compelled to accept funding from any source." The Board of Trustees may seek funds from federal Title programs. These programs include, but are not limited to: Title I, Title IIA, Title IVA, and funding through the Every Student Succeeds Act. The Board may allocate money from fundraising to fund expenses that would otherwise be funded by federal Title programs.

SECTION VIII: FINANCIAL MANAGEMENT

Part A: Method of Administering Fiscal Accounts and Reporting RSA 194-B:3,II(q)

Granite Valley Prep follows all accounting guidelines for NH public schools. The school's Board of Trustees will enact internal accounting controls, and will elect a Treasurer with financial oversight responsibilities to ensure that the school's finances are managed with discipline, integrity, and transparency.

At least two officers of the GVP Board of Trustees will be given check writing authority. The Director of Education and the Board Treasurer are given a discretionary spending limit, set by the Board for incidental purchasing. In addition, the Director of Education and Treasurer have the authority to endorse regular payroll expenses.

For all other spending, two signatures are required on checks. Each individual with check-writing authority will be covered by a fidelity bond in accordance with the guidelines of the New Hampshire Department of Revenue Administration. The Board of Trustees will vote on a spending limit for purchases made without a quorum vote from the Board.

Granite Valley Prep complies with all requirements specified in the law pertaining to reporting requirements (RSA 194-B: 10-V): an annual report, annual financial audit and report, program audit, and participation during the annual school budget process. The annual financial audit is conducted by an independent auditor (CPA) hired by the Board. The annual report will be provided to the State Board of Education, local board, and any person who requests it as required by law.

Granite Valley Prep will provide the New Hampshire Department of Education (NH DOE) with 4 quarterly financial reports per year. It will also, in our opening year, provide the NH DOE with a progress report by December 1. Thereafter progress reports will be sent by August 31 of each year. A first-year program audit will be conducted by the Department of Education at the end of the first year. Monthly Board meeting minutes will be submitted to the charter school office each month or posted online with the link sent to the charter school office.

Part B: Annual Budget

For Granite Valley Prep 5-year Budget see [\(Exhibit F\)](#).

Part C: Budget Narrative

The start up budget for the proposed Granite Valley Prep charter school grant is conservatively reasonable and due to the restrictions on the current timeline of planning and implementation (the latter stage taking place after the grant timeline ends), will be used for the planning stages only. The majority of funds allocated from the grant will be used to secure a facility, outfit it to meet state standards, and purchase all necessary furniture and supplies to satisfy the needs of the incoming faculty and students.

Facility and Furnishings:

In order to secure an adequate location and make necessary updates to the space (in accordance with ADA, Federal and State Safety Regulations) including bathrooms, egresses, ramps, fire safety systems, security systems, sprinkler and electrical updates, we will need to use a significant amount of the grant funding. This will also include the initial execution of the lease agreement and payments during the planning stage.

Facility updates - \$232,596 (line item 2)

Executing the lease agreement and planning stages payments - \$100,000 (line item 8)

Administrative Staff:

GVP will hire two co-directors/founders prior to school opening to coordinate the opening of the school in accordance with the Charter. This will include salary and payroll taxes.

Salary - \$108,266 (line item 11)

Supplies, Furnishings, and Materials:

GVP will use the CSP grant to purchase materials and textbooks to accommodate approximately 80 students. This includes textbooks and educational software licenses, general teaching supplies, curriculum materials, library and research materials and office and building supplies. In order to create the classroom environment necessary for GVP to uphold its mission and vision, the grant will be used to purchase classroom furniture in order to accommodate 6 classrooms, offices and other common areas. Included in this will be cafeteria style seating, student desks, student chairs, collaborative space furniture, teacher furniture cabinets, bookcases, tables and area rugs.

Supplies and Materials - \$174,973 (line item 5)

Contract Services:

GVP will purchase professional IT Contract Services to assist in the installation of technology and equipment to accommodate approximately 80 incoming students and 8 staff members which includes:

- Network Maintenance to ensure the school's network is operational, secure, and up-to-date with the latest software and security protocols
- Account Management to create and manage user accounts for staff and students
- Hardware support to repair and maintain computer hardware and troubleshoot initial issues
- Technical support to provide help desk services for administration and staff
- Device provisioning to set up and configure new devices such as computers, tablets and interactive whiteboards and smartboards
- Educational Technology Services to assist with the integration of educational software and platforms into the curriculum
- Security Compliance to conduct security audits and ensure compliance with laws and regulations regarding student data privacy
- Training and professional development for all faculty, students, and staff.

Contract Services - \$80,000 (line item 9)

Technology

GVP will purchase technology and equipment in order to accommodate approximately 80 students upon implementation of the charter in September 2025. This will include chromebooks for students, laptops for staff, computers for a technology lab, software, and other computer hardware. GVP will also purchase a one-year software subscription for a student information system that would include training and software that will help communicate and quantify the school's mission.

Technology - \$76,000 (line item 10)

Student Information System - \$12,000 (line item 3)

Transportation

GVP will purchase two 15 passenger vans to provide students with hands-on learning opportunities outside of the classroom. These will be used to transport students to locations where they can participate in activities at local colleges. The vans will need to be fully operational and insured by September 2025 and staff are trained/oriented appropriately for student transportation by the first day of school.

Transportation expenses - \$75,000 (line item 15)

Professional Development:

GVP will contract with consulting services for professional development for approximately 6 educators, including travel, airfare, lodging and coursework. GVP will also hire a curriculum development contractor to develop materials for grades 9-12 prior to the September 2025 start date, with expectations that the curriculum will be ready prior to the hiring of faculty in the summer of 2025.

Professional Development - \$42,000 (line item 1)

Curriculum Development - \$25,000 (line item 13)

Faculty:

GVP will hire 6 instructional teachers around July 1, 2025, to organize classrooms, prepare lesson plans, set educational goals, and collaborate with colleagues to ensure a supportive and enriching learning environment for students. Teachers will be paid a summer stipend of \$5,000/Month for July and August 2025.

Salaries for Faculty - \$55,365 (line item 12)

Marketing:

GVP will hire a marketing expert or outsource marketing services to develop and disseminate informational materials, intangible items, and a website for public relations and recruitment of students and employees. This will include supplies and postage for marketing materials.

Marketing - \$30,000 (line item 7)

Outsourced Advisors:

GVP will hire legal counsel to assist in 501c3 application, employment agreements and general legal advice. The school will establish a contract with accounting services to create accounting systems, fiscal policies and procedures, and assist in tracking grants. Human Resources will be outsourced to create an employee handbook. Financial Statement Auditors will be necessary to perform a financial statement audit as required by the NHDOE.

Trusted Advisors Expenses - \$67,000 (line item 4)

Insurance Premiums:

GVP will obtain and prepay one year of insurance premiums for worker's compensation, D & O insurance, general liability insurance, teachers insurance, and auto insurance.

Insurance - \$21,800

Innovation:

In order for GVP to meet the needs of its students under their innovation supporting disconnecting to reconnect; community engagement and well-being; mindfulness in education; and the instructional model developing leaders, creators and educators, additional funding will be necessary.

GVP will need to purchase the following items to serve approximately 100 students in the area of mindfulness, disconnecting to reconnect and community engagement: individual phone lockers; cafeteria-style tables (for community lunch); yoga mats; high-tech sound and speaker systems; mat holders; school lockers; steam cleaning machines.

GVP will need to purchase the following items to serve approximately 100 students in the area of the leaders, creators, educators instructional model: 3-D Printers and supplies, debate stage; PA system; textbooks and curriculum in support of this model's initiatives.

Training and Professional Development will be needed for all staff on the above innovations so that the faculty will serve as a cohesive unit encouraging mindfulness, disconnecting, and support of our educational model.

Examples of what costs would look like for Creator classes like Music Production, Sound Design, Advanced Computer Science, and Robotics can be seen below:

Cost breakdown for Intro to Music Production and Sound Design:

- MacBook Air M2: \$1,099 each. The M2 MacBook Air is a powerful yet affordable option, suitable for running Logic Pro X smoothly for most student-level music production needs ([ProRec](#)) ([MacHow2](#)).
- Logic Pro X: \$199.99 per license from the Apple Store.
- Microphone with cables (USB, XLR): Prices vary, but a quality USB microphone like the Audio-Technica ATR2100x-USB is about \$99 each.
- Digital Audio Interface: An interface like the Focusrite Scarlett Solo (3rd Gen) costs around \$129.99 each.
- MIDI Controller: A versatile MIDI controller such as the Akai Professional MPK Mini MK3 is approximately \$119 each.

Total Cost Breakdown per Student:

- MacBook Air M2: \$1,099
- Logic Pro X: \$199.99
- Microphone (USB, XLR): \$99
- Digital Audio Interface: \$129.99

- MIDI Controller: \$119

Total per student: \$1,646.98

Cost Breakdown for Advanced Computer Science:

Estimated Costs Per Student

- Computer/Laptop: \$1,300 - \$2,000
- 3D Mouse: \$100
- External Monitor: \$150
- Drawing Tablet: \$70
- Software Subscriptions: Free (for AutoCAD student licenses)

Total Estimated Cost: \$1,620 - \$2,320 per student

Cost Breakdown for Robotics Class:

Example Scenario for a Class of 15 Students:

- Robotics Kits: 15 kits x \$500 = \$7500
- Computers/Tablets: 15 devices x \$500 = \$7500
- Software: 15 licenses x \$75 = \$1,125
- Classroom Tools and Consumables: \$500
- 3D Printer Supplies: \$700
- Teacher Training: \$1,500

Total Estimated Cost: \$33,825

Innovation Expenses: \$200,000 (line item 14)

Total Grant Budget: \$1,300,000

Granite Valley Prep's current five year budget projections include revenue from the NH per-pupil adequacy funding, which is projected at \$9364 per student at the time of this submission and is anticipated to adjust every two years under RSA 194-B: 11. This projected budget includes projected employee compensation, including salaries, benefits, and hourly wages as well as estimated, lease and taxes. Our grant budget reflects purchases of technology infrastructure, curriculum, and professional development and supplies. The annual budget reflects the growth over the initial five years of operation and includes realistic development and enrollment goals, however fundraising has not been included in this five year plan. This was purposeful, and if enrollment goals are not met, our fundraising initiatives will be put toward meeting our operating goals first.

Until we reach full enrollment and operational maturity, we expect to cover the pre-operational costs and any estimated operating shortfall in the first two (2) years with donations and loans from Granite Valley Preparatory friends, supporters if needed.

Accounting, Payroll, Benefits, IT, and Legal services will be contracted through outside sources including Blundell Accounting and Sulloway and Hollis. We plan to offer health benefits, as well as vision, dental, and short term and long term disability, as the same may be available to us. As the budget allows, we will offer retirement benefits and increase our health benefits package whenever possible. We expect to be able to provide further support to faculty, staff, and students with the efforts of community volunteers organized by a parent committee.

Costs for lease of the facility, utilities, insurance, and instructional materials are based upon an acceptable industry standard assuming a 10-year lease agreement that is a triple net lease with options to renew. The operational costs are based upon expenses from other charter school facilities similar in size.

Should our enrollment targets not be met, we will identify and remove lower priority items within the operating budget so that we may provide the highest possible quality education within our revenue needs.

Section IX: School Culture

Part A: A Culturally Inclusive School Environment

At Granite Valley Preparatory Charter School, we are dedicated to fostering a culturally inclusive environment where all students feel valued, respected, and empowered to succeed. Our dedication to fostering a sense of community is reflected in our curriculum and school culture, where we emphasize the importance of respect, understanding, accountability and shared values. We integrate a broad range of perspectives into our lessons, helping students appreciate the diverse world around them while maintaining a focus on core educational principles. By promoting an atmosphere of mutual respect and open dialogue, we prepare our students to become responsible, well-rounded individuals. A culturally inclusive environment will be supported through utilizing some or all of the following strategies: A diverse curriculum and instructional materials, cultural awareness programs and celebrations, restorative justice and conflict resolution programs, affinity groups and peer support networks, and offering ongoing equity and bias training for staff and students.

Part B: Establishment and Maintenance of School Culture

A new school develops its culture and traditions over time, however, Granite Valley Prep has several cornerstone practices that will help shape a school culture of inclusion and holistic development.

1. Disconnect to Reconnect: At GVP we recognize the value of unplugging, being present, and engaging with those around you. Having students check-in their cell phones at the front office at the beginning of the school day will create a culture in which students engage with each other, their teachers and the education process.

2. Social Connectivity and Well-being: At GVP we will establish a weekly community meal, where students and faculty share a potluck-style meal on campus. This tradition is pivotal in fostering a sense of belonging and community, offering several key benefits:

- Building Relationships: Shared meals provide a relaxed environment for students and faculty to interact, breaking down barriers and fostering open communication. It also helps students connect with peers across different grades and social groups, building diverse friendships.
- Creating a Sense of Belonging: These meals promote inclusivity and reinforce the idea that every member is a valued part of the school community, crucial for new or isolated students.
- Promoting Social Skills: Students learn valuable skills like effective conversation, table manners, and teamwork as they collaborate in meal preparation and cleanup.
- Enhancing Mental Health and Well-being: Regular communal gatherings offer a sense of routine and security, contributing to a supportive network that is essential for emotional health.
- Academic Benefits: A strong sense of community improves school climate, leading to better academic engagement and motivation. Informal interactions with faculty also make students more comfortable seeking help and guidance.

- Cultural and Community Engagement: Community meals celebrate cultural diversity and encourage family and community involvement, strengthening bonds beyond the school.

3. Integrated Mindfulness: GVP will integrate mindfulness into the curriculum with a 20-minute required all school guided session each week (directly after our community meal). Daily opportunities for mindfulness will be available during flex-time (the 30 minute period after lunch). The benefits of mindfulness in schools includes:

- Prevents anxiety and depression
- Promotes student engagement
- Enhances emotional regulation
- Improves social skills and optimism

At GVP we will strive to create a school culture in which students feel safe, accepted, respected, and academically challenged; a community where students feel a meaningful connection with each other and their teachers; a fun environment in which they enjoy being a part of. To support positive and meaningful relationships between students and faculty, GVP will

- Assign students to a consistent advisory group that is led by a faculty member and meets once a week during flex-time. These groups provide a supportive space for students to discuss personal, academic, and social challenges.
- Develop collaborative student-faculty led committees to address school improvement projects, events, or community-building activities. Working together on meaningful tasks gives students a sense of ownership and partnership in shaping the school environment while fostering deeper connections between students and staff.
- Encourage informal check-ins like “Lunch with Your Teacher” day, where teachers host different groups of students in their classroom for a shared meal. Informal interactions help build rapport and show students that faculty care about them beyond academics.
- Expect faculty to lead extracurricular clubs and creative activities. When students see teachers engaging with them in activities they enjoy outside of the classroom, it creates stronger bonds and a sense of mutual understanding.

Continued outreach efforts on the part of GVP administration and faculty will ensure the school is integrated into the Monadnock region. Ongoing efforts to foster collaborative partnerships with families, area businesses, civic organizations, and post secondary institutions will be a priority to Grantive Valley Preparatory creating a bridge between school-family-community. Some strategies to specifically foster a sense of community between home and school may include:

- Hosting regular family-teacher nights that go beyond traditional parent-teacher conferences. These events can focus on specific themes like supporting student success, social-emotional learning, or understanding the school’s curriculum and goals. We could include workshops or

breakout sessions where families can collaborate with teachers, ask questions, and share their insights about their children’s learning experiences. This would foster a true partnership and help families feel more connected to the school community.

- Starting the school year with a back-to-school night meal in which faculty, administration, students and families gather informally to connect/reconnect after summer break. This would provide a way for new families to feel welcomed into the school community and returning families to catch up with friends who they may not have seen in a while.
- Organize school wide events that celebrate the diversity of families in the school, such as a “Cultural Heritage Night” where families can share their traditions, food, and stories. These gatherings allow families to contribute to the school culture, showcase their backgrounds, and learn from one another, creating a stronger sense of community and belonging.
- Establish a practice where teachers or administration offer home visits or schedule virtual check-ins with families, especially for those who may have difficulty attending in-person events. These personal interactions build trust and show that the school values and cares about each student’s home life and family environment. This approach can help create a more inclusive atmosphere where all families, regardless of their circumstances, feel involved and appreciated.
- Encourage a strong and robust Family Advisory Committee to ensure that families have a sense of agency in the life of GVP.

Section X: Stakeholder Engagement

Part A1: Philosophy of Family Engagement

Granite Valley Preparatory Charter School recognizes the vital role families play in the educational process and values a strong and supportive relationship between parents/guardians, and the school community. To foster a vibrant, dynamic, and resilient academic community, GVP will actively seek family input and collaboration through the formation of a Family Advisory Committee, striving to maintain membership of at least one parent from each grade and welcoming all parents who wish to join. The committee, which may also include teachers, students, and a member of the Board of Trustees, will set its own rules and bylaws and create its agenda, hopefully focusing on supporting educational and extracurricular activities, as well as fundraising efforts, in partnership with school administration and the Board of Trustees. The Board may change, or further specify, the Family Advisory Committee’s organization, and duties.

GVP will emphasize two-way communication by creating multiple channels for families to share their thoughts, concerns, and suggestions, and by actively listening to their feedback. We will maintain open and transparent communication about school policies, events, and student progress, and are committed to continuous improvement by regularly assessing and refining our family engagement practices based on feedback and outcomes. To support this, we will provide ongoing training for our staff on effective family engagement strategies and cultural competency, ensuring our approach remains relevant and impactful. By embracing these philosophies, we aim to build a strong, supportive partnership with families that enhances the educational experience for all students.

GVP may also utilize the following strategies to support family engagement:

1. Regular Communication:
 - Bi-Weekly Newsletters: Send out newsletters highlighting school events, student achievements, and important announcements.
 - Parent-Teacher-Student Conferences: Schedule bi-annual conferences to discuss student progress and address any concerns.
2. Family Workshops and Education Programs:
 - Curriculum Nights: Host evenings where parents can learn about the curriculum, teaching methods, and ways to support their children's learning at home.
 - Parent Workshops: Offer sessions on topics like study skills, college preparation, and internet safety.
3. Volunteer Opportunities:
 - Classroom Helpers: Invite parents to assist with classroom activities, field trips, and school events.
 - Co-Curricular Activities: Coach or assist with debate clubs, drama clubs, music programs, or other extracurricular activities.
4. Cultural and Community Events:
 - Family Fun Nights: Organize events like movie nights, game nights, or potluck dinners to build community.
 - Cultural Celebrations: Celebrate diverse cultures represented in the school through festivals and special events.
5. Consistent Feedback Mechanisms:
 - Surveys and Data Gathering: Solicit feedback from parents on school policies, programs, and their child's experience.
 - Focus Groups: Organize small g
 - Group discussions with parents to gather more in-depth insights.

Part A2: Transparency

At Granite Valley Preparatory, we prioritize transparency in all aspects of our operations to build trust and foster collaboration with families. We ensure academic transparency through regular updates on student progress, clear communication of learning goals, and open access to grading criteria. Additionally, we uphold parent rights by providing clear channels for feedback and involvement in school decisions. Our commitment to operational transparency includes sharing information about school policies, budget allocation, and governance. This comprehensive approach ensures that parents are well-informed and active partners in their student's education, creating a supportive, accountable, and sustainable learning environment.

Part B: Community Involvement Plan Including Partnerships

Granite Valley Preparatory Charter School seeks to support its programming and operational goals by actively engaging community supporters, government officials, civic and nonprofit organizations, and local businesses in its fundraising events, academic events, and extracurricular programs. The Fundraising Committee and Family Advisory Committee will promote family participation and community

involvement, encouraging community partners to provide unrestricted donations, program funding, event sponsorship, academic prizes, collaboration, or materials. These community partnerships are vital to our success, offering many benefits such as enriching the education of our students, forming and maintaining interpersonal relationships, spotlighting community generosity, supporting the school's operations and finances and contributing to the overall vibrancy of the Monadnock region. Additionally, we are interested in forming relationships with other charter schools, to share policy research, group provision of employee benefits, and administrative collaboration.. By leveraging these partnerships, we aim to produce tangible results for all stakeholders and empower our school leaders to better serve the needs of students, families, and staff, thereby broadening school choice and enrichment activities for students and creating an inclusive learning environment.

Current outreach efforts include, Keene State College, Antioch University, Keene Family YMCA, C&S Wholesale Grocers, Masiello Real Estate, River Valley Community College, Franklin Pierce University, Keene Public Library, among others.

Part C: LEA Partnerships

New Hampshire school districts are well-funded, highly staffed, and equipped with extensive purpose-built facilities. In contrast, charter schools like Granite Valley Preparatory enjoy greater flexibility in curriculum and teaching methods, along with fewer regulatory constraints. These differences highlight potential areas for fruitful collaboration that can benefit the wider community.

Granite Valley Preparatory will actively reach out to LEA Superintendents and Principals to explore partnership opportunities. We will focus on engaging with the district where our future facility will be located and the home districts of our students. Possible collaborations include joint participation in extracurricular activities, such as sports teams. To facilitate this, we will work on coordinating information sharing, scheduling, and possibly providing transportation between schools, making it more convenient for families.

SECTION XI: FACILITIES

Part A: Access to Facility / Intention to provide access

The co-founders of Granite Valley Prep are working with a realtor to explore opportunities in Keene and the surrounding area for a facility that will be appropriate to house students throughout the five-year growth period. There are several spaces throughout the central Keene area which would be suitable for a school of the projected size of Granite Valley Prep, and the co-founders will be working to sign a lease upon approval of the charter.

Part B: Description of School Requirements

Granite Valley Prep will require approximately 15,000 square feet for the needs of its faculty and students based on a projection of housing 120 students and 12 employees. This space would be conducive to create classrooms, a few offices, and a large meeting space.

Part C: Classroom, Offices, Athletics, Outdoor Needs Plan

Granite Valley Prep will need at least 10 individual classroom spaces; one large meeting room that will hold all of our students for lunch or meetings; at least three office spaces; and a secure lobby. An ideal plan for Granite Valley Prep's location would also include available outdoor space for meetings and group activities.

Part D: Plans for Facilities Lease or Purchase

Granite Valley Prep intends to lease a space that would fit the criteria listed above.

SECTION XII: SCHOOL SAFETY MANAGEMENT PLAN

Part A Emergency Operations Plan

The co-founders of Granite Valley Prep have drafted a preliminary Emergency Operations Plan ([Exhibit L](#)). This plan will become site-specific upon the acquisition of a suitable facility to house the school. The Director of Education will work with local law enforcement and the local fire department to create Memorandums of Understanding with respect to our status as a Charter School.

During the teacher in-service and professional development days prior to the start of regular classes, all teachers and staff will participate in emergency preparedness training. This will include working with state and local authorities, and a private vendor like Blue U to provide necessary training in:

- Hazardous Materials
- Weather related Emergencies
- Active Threat and Lockdown Emergencies
- Fire Extinguisher Use
- Evacuation Procedures
- General Emergency Preparedness
- First Aid-including First Aid certification

Part B Compliance Statement – RSA 194-B:8,11; ED 318.07(b)(4)

Granite Valley Prep's facilities shall comply with federal, state, and local health and safety laws, rules and regulations including fire safety, HVAC, plumbing, electrical, food service, and the ADA.

Section XIII: Communication Plan

Part A: Communicating Information about Choice of School

Communicating information about choice of school is an integral part of GVP’s recruiting efforts, which are described in Section VI Part A. The Community Involvement Plan Including Partnerships, described in Section X Part B, will support these efforts. Moreover, GVP’s commitment to transparency (Section X Part A2) will provide enrolled families and the community with information for their decisions about choice of school. The administration will also meet with accepted families on an individual basis to aid in choice of school.

Part B: Planning to Develop and Disseminate Best Practices

At Granite Valley Preparatory, we aim to develop and share effective educational strategies and practices with other charter schools, LEAs and the wider community. Administration, along with the Board and school community, will identify and disseminate best practices through research, collaboration, and data analysis. By forming partnerships with other charter schools and LEAs, and engaging with the local community through events and informational sessions, we aim to share these practices with interested partners. The Board will consider joining the New Hampshire Alliance of Public Charter Schools as a forum for sharing best practices.

Part C: Communication with Families and Stakeholders

At GVP, regular and timely communication is a pillar of creating and maintaining a strong and invested school community and will include:

- School hours, calendar, and curriculum overviews on the school website
- New student orientation prior to the start of school
- Parent-teacher conferences
- Report cards including progress narratives identifying areas of strength and opportunities for growth.
- School closures (snow etc) may be announced by telephone, text, email, or NH media
- Press releases publicly announcing major developments

Regular ongoing communications will include:

- Regular newsletters from the principal including organizational goals, recent activities, upcoming events, important dates, student successes, and updates from the Parent Committee.
- Regular postings of student success, school activities and initiatives on social media.
- Frequent classroom communications via LMS, email, letters, or flyers.
- Board of Trustees meeting schedule, agenda, minutes, and other work products of the Board, posted on lin
- Public Board meetings including time for the Parent Committee to report on its work and to provide input to the Board’s work and decision making

Section XIV: Assurances, Provisions, Policies

Part A: Global Hold Harmless Clause - RSA 194-B:3,II(x)

Granite Valley Preparatory Charter School, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless SAU 29, any other school district which sends its students to the charter school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

Part B: Severability Provisions - RSA 194-B:3,II(y)

Any provision of the Granite Valley Prep Charter School Contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. If any provision of the Contract is determined to be unenforceable or invalid for any reason, the remainder of the Contract shall remain in effect unless otherwise terminated by one or both of the parties in accordance with the terms contained therein. Said provision shall not be enforced by the School or its affiliates, and will be promptly amended by the Granite Valley Prep Board of Trustees to meet statutory obligations.

Part C: Statement of Assurances - RSA 193-B:3,II(m)

In accordance with RSA 194-B:3,ii(m) Granite Valley Preparatory Charter School will not discriminate on the basis of race, color, gender, gender identity, or gender expression, national or ethnic origin, age, religion, creed, disability, veteran's status, sex, sexual orientation, socioeconomic or marital status, genetic information, pregnancy and pregnancy related medical conditions in the selection of students or staff, access to its educational programs and activities, with respect to employment terms and conditions or in the administration of the school or in any other way that is prohibited by law.

Part D: Provision for Insurance Coverage - RSA 194-B:3,II(t)

Granite Valley Preparatory Charter School, in accordance with RSA 194-B:1,III will be a "Chartered Public School" that is subject to the same protections as any public school under RSA 507 (b) which provides for Limited General Liability for the Charter and its agents. Granite Valley Preparatory Charter School will obtain, and keep current policies of each form of insurance required for the operation of a Chartered Public School. All formal documents related to the maintenance of insurance (including the insurance policies and evidence of continuing insurance) will be kept on file within the business offices of the school.

Part E: Identity of Consultants to be Used - RSA 194-B:3,II(u)

Granite Valley Prep may use the services of the following pro-bono or for-hire individuals. This list is expected to increase upon the founding of the GVP Board of Trustees:

Caitlin Blundell, CPA, Blundell Accounting
Robert Best, Attorney, Sulloway & Hollis

William Hutwelker, Real Estate Agent, Masiello Real Estate Group
Kimberley Lavallee, Chair, New Hampshire Charter School Foundation
Danielle Moylan, BA, Graphic Design
Kristin Blais, MA, Education Consultant

Part F: Policy and Procedure for Contracting of Services, Ed 318.07(b)(2)

When it has secured a facility, GVP will negotiate, in good faith, a contract with the host district for transportation. Students wishing to participate in athletic or extracurricular activities do so in the district where they reside. Transportation to and from athletic or other extracurricular activities is the responsibility of the parents. GVP will either employ directly or contract with a local maintenance and custodial services provider and therefore decline to contract with the host district for these services. All contracted services shall be defined by purchase order or written contract in advance of the provision of such services. GVP will require proof of adequate professional liability insurance from all contractors.

Part G: Policies the School Will Develop Before Opening, Ed 318.08(j)(7)

After the issue of a charter, and before the opening of the school, the Board of Trustees shall develop policies regarding: 1) records retention; 2) promoting school safety including reporting of suspected abuse or neglect, sexual harassment as detailed in Ed 303.01(j) and (k), pupil safety and violence prevention (RSA 193-F), and limiting the use of child restraint practices (RSA 126-U); and 3) developmentally appropriate daily physical activity (Ed 310).

Part H: Provision for Dissolution of the Charter School - RSA 194-B:3,II(z)

If Granite Valley Preparatory Charter School ceases operations for any reason, including the non-renewal or revocation of its Charter, the Board of Trustees shall consult with the New Hampshire Department of Education to meet contractual and financial obligations. The planned sale and distribution of any assets shall assure first, that any financial obligations of the school are met. When possible, items of in-kind donation will be returned to the donor. Any remaining assets will be evenly distributed among New Hampshire charter schools.

Part I: In the Case of Conversion - RSA 194-B:3,II(z)

This part is not applicable as Granite Valley Preparatory Charter School is not a conversion school.

Part J: Plan for Education of Pupils in the Case of a Cessation of Operations - RSA 194-B:3,II(bb)

In the event that the school shall cease operation for any reason, the Granite Valley Prep Board of Trustees in conjunction with faculty and administration will act immediately to place students in appropriate educational settings. The Granite Valley Prep faculty and administration will assist in student transition.

The order of steps following cessation is as follows:

1. Families will be informed of the dissolution of the School at least 90 days in advance.
2. A committee comprised of school faculty and parents will create a list of carefully researched educational options for students.
3. Parent/guardian will provide a written release of information.
4. The receiving school for each student will be notified and files forwarded.
5. New schools will be advised that School personnel are available for consultation.
6. Information, including all appropriate student records, will be mailed to each home.

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

If Granite Valley Prep is the only public school in its district providing education services at a specific grade level, GVP will offer those educational services to all resident students of that grade level.

Part L: Outline of Proposed Accountability Plan - RSA 194-B:3,II(dd) ([Exhibit I](#))

Part M: Implementation of Code of Conduct for NH Educators - RSA 194-B, II(ee)

In accordance with RSA 194-B, II(ee), WCS 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 WCS Employee Handbook to reflect the Code of Conduct.

Section XV: Letters of Support

[Exhibit J](#) contains a complete compilation of letters of support.

Section XVI: Charter School Opening

Please see Section III, Part G for GVP's timeline of measurable objectives to be implemented from the time of chartering to the opening day of school. The Board of Trustees may revise this.

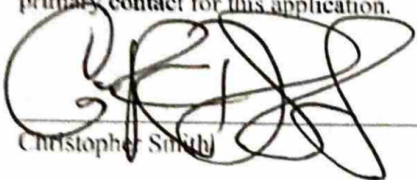
Section XVII: Signed and Certified Application

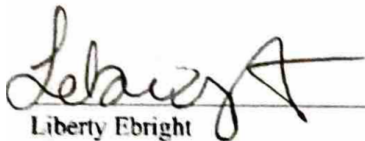
PART A: Complete Application

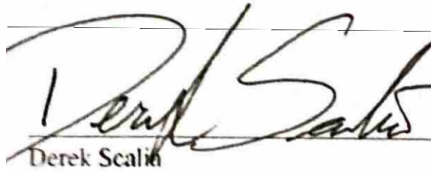
All Exhibits are incorporated by reference. The foregoing is our complete application.

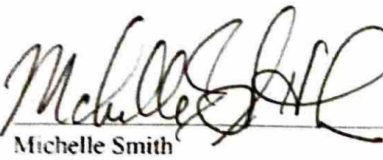
PART B: Signed by all Members of the Development Team

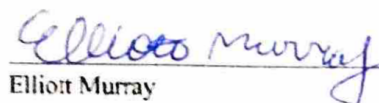
I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will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


Christopher Smith 8/5/2024
Date


Liberty Ebright 8-5-24
Date


Derek Scalda 8/5/24
Date


Michelle Smith 8/5/2024
Date


Elliott Murray 8-5-24
Date

Office of Charter Schools



CERTIFICATE OF CHARTER AUTHORIZATION

This Certificate of Charter Authorization is Proudly Awarded to

Granite Valley Preparatory Chartered Public School

Executed and Presented by the Commissioner of Education and the Chairman to the
State Board of Education on this 12th day of December 2024

A handwritten signature in black ink, appearing to read "Frank Edelblut".

Frank Edelblut, Commissioner
New Hampshire Department of Education



A handwritten signature in black ink, appearing to read "Drew Cline".

Drew Cline, Chairman
State Board of Education

Pursuant to the authority vested in the State of New Hampshire Board of Education by RSA 194-B:3-a, the Board of Trustees of Granite Valley Preparatory Chartered Public School is hereby granted a charter to operate a New Hampshire State Chartered Public School located in the state of New Hampshire for the five-year period beginning from your first day of school.

The Board of Trustees shall operate said Charter School in accordance with the provisions of RSA 194-B:3 and all other applicable state and federal laws and regulations and such conditions as the Commissioner of Education may from time to time establish, all of which shall be deemed conditions of this charter.

The Board of Trustees shall operate said Charter School in accordance with the representations made in the Charter School Application submitted to and approved by the State Board of Education, and in accordance with any approved written amendments to the Application. Specifically, but without limitation, the Board of Trustees shall supervise and control said Charter School in accordance with the mission statement, educational program, admissions policy, and governance structure set forth in such Application and in accordance with the by-laws established by the Board of Trustees, provided that said Board shall comply with all applicable federal and state laws. No material changes in the terms of this charter or in the terms of operation of the charter school shall be made without the approval of the State Board of Education.

Pursuant to RSA 194-B:16 and the procedures and guidelines established by the State Board of Education, this charter may be revoked or suspended for failure to comply with any of the terms and conditions of this charter, or renewed for such term as the Board may determine.



STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION

25 Hall Street
Concord, NH 03301