



2025 Chartered Public School Annual Progress & Accountability Report

Section 1: Contact and School Information

For guidance on this section [CLICK HERE](#)

| | |
|---|--|
| School Name: | Gate City Charter School for the Arts |
| Head of School Name and Title: | Jennifer Blanchette, Director |
| Main Telephone Number: | 603-943-5273 |
| Email Address: | blanchettej@gccs-nh.org |
| Cellphone Number: | 781-507-1902 |
| Board Chair Name: | Sarah Marchand |
| End of Term Date: | 12/16/2026 |
| Email Address: | marchands@gccs-nh.org |
| Telephone Number: | 603-630-3816 |
| Verify you have updated all contacts in i4see for the coming school year: | <input checked="" type="checkbox"/> Yes, this information was reviewed and completed for the start of the 25/26 school year, including board member information. |

Section 2: RSA 194-B and Administrative Rule 318.17(a) Requirements

For guidance on this section [CLICK HERE](#)

1. Please provide information in the space below on any changes in the membership of the board of trustees or in the trustees' methods of operations or amendments to the by-laws in the last year.

By-laws were reworked and approved this year to better support the consistent and successful functioning of the BOT and Gate City. They can be found [HERE](#):

[W](#) Copy of GCCSA-Bylaws.docx

Pamela Hodge resigned. Savannah Melo, Julie Archembault, and Joanne Boisvert joined our BOT.

Check here if **NONE** ☐

2. Describe in the space below any recusals made by a member of the board of trustees.

Check here if **NONE** ☒

3. Below, please provide a statement on the progress the school is making towards its mission and goals described in its charter.





GCCSA currently serves grades Kindergarten through 8th. We utilize the Arts-Integration model with a focus on academic growth and success as well as social-emotional development and well-being. We remain committed to the arts-integration model and the values of providing an engaging, creative education through art as a learning tool. In this model, students are encouraged to explore, conceptualize, create, and demonstrate their knowledge and skill within all academic areas. We utilize project-based learning to enhance students' learning, experience, and comprehension through individual and collaborative group work assignments and activities. This model is further implemented by the use of Responsive Classroom which promotes relationship and community building within classrooms and across the school. Students are encouraged to learn and celebrate both their own strengths and that of others as a demonstration of their learning and development.

We create safe spaces, provide the access and tools needed, and allow students to explore and express their new skills and knowledge. Each grade level class participates in Arts Integration class on a weekly basis. In addition to this, core classroom teachers provide arts-integration as part of their regular, core curriculum lessons demonstrating our adherence and commitment to Arts-Integration as a tool for engaged and meaningful learning. Examples of classroom arts-integration projects include:

- 3rd graders create climate effects in 3-D models and demonstrations as part of science while also showcasing their 3-D sculpture techniques.
- 8th graders create props and costumes for their own Shakespearean performance as part of their Humanities class in which the music teacher teaches the corresponding performance and stage skills.
- 2nd graders demonstrate their technology abilities learned during Tech Class to research animals and create corresponding habitats and reports for their ELA class.
- 4th graders showcase their multiplication knowledge through their factorial flowers.
- 5th graders learn fractions through their music lessons on the timing of musical notes within measures.
- 7th graders practice their 3-D printing skills to create tiles for the periodic table in Science class.
- Kindergarteners hone their fine motor skills from art class as they create nature habitats for their spring science unit.
- 1st graders create friendly snowman artwork to go along with their ELA assignment in Foundations.

Teaching staff participated in weekly training on curriculum and arts-integration as well as start-of-school online training before instruction began. Staff also met in grade cohorts and with arts-integration staff to discuss planning and goals. Recognizing that this was successful and there continues to be a need in this area, this school year's training schedule has been created with even more specialized training and scheduled time for staff meetings focused on our vertically aligned K-8 arts integrated curriculum. Teaching staff were instructed and supported in creating project-based assessments to display student knowledge in core subjects and through art.

We have implemented various initiatives to provide continued support to our economically disadvantaged students as well as their families as well as students with disabilities. We





currently offer Free and Reduced Lunch, participate in the End 68 Hours of Hunger Program, have a Free Pantry located in our school lobby, and provide lunch and snacks to any student in attendance that does not have them. In addition, we offer free school supplies to students that do not have them and also have a Free Library available to any student or community member located in our school lobby. Our Student Support Team meets regularly to discuss the needs and available resources for students experiencing hardship as well as communicating daily with all staff regarding individual student and family challenges that present throughout the school day. Our staff is trained in various methods including trauma-informed practices and Responsive Classroom techniques to both address student needs and work preventatively to meet needs before issues arise. All students participate in weekly Choose Love programming which is aimed at providing increased social emotional skills. We provide vast opportunities and tools for sensory support through our Sensory Room, Time and Space/Take a Break area in each classroom, flexible seating, sensory and fidget tools, and access to social emotional support on a regular basis. In addition to these supports and services, our team is trained and staffed to support students with disabilities, and those who have IEPs and 504s. We also work closely with our special education team and those of the districts in which our students live.

The following plans have been implemented: Increased training on the social, emotional, and physical health factors affecting learning has been provided to staff including training on ACES and trauma-informed practices. All staff participated in both online and in-person Responsive Classroom training; cohesive practices, techniques, and language are used throughout the school. All staff have been trained and continue to attend trainings in Responsive Classroom language, classroom management, and community building techniques. We have made great strides in utilizing consistent protocols and communications with students of all grades. Staff are familiar with the values and strategies of Responsive Classroom, encouraged to implement it as much as possible, and regularly meet to discuss the efficacy of strategies. Further resources are available for our staff on the virtual training platform (PD Padlet) and in the staff library located at school. Each classroom participates in morning and closing meetings on a daily basis as a part of the Responsive Classroom practices which are utilized school-wide.

Ongoing training was provided to teaching and support staff in best practices and evidenced-based techniques to modify and accommodate the diverse needs of students including those with disabilities, IEPs, and 504s. Administrators and teaching staff worked closely with Special Education teams to create appropriate teaching materials, lessons, and activities. Community Meetings have been a regular part of the GCCSA throughout the last few years occurring either monthly or bi-monthly which has resulted in increased community connection and belonging throughout the school. The Reading Buddies and Math Buddies programs have been implemented in which younger students are paired with older students to aid in increasing literacy for both groups. Core and Interest-based Electives are offered in a variety of age groups to allow for collaborative projects. Clubs such as Destination Imagination and drama and student government foster voice, collaboration, creation, and joy in learning. This joy creates an inevitable desire and ability to keep learning and creating, leaving an authentic mark on the world and growing a lifelong love of learning with a legacy of





exceptional students who bring kindness, compassion, brilliance, collaboration and a unique voice to the world at a time when it is needed most.

4. Please provide information in the space below on how transportation services are provided to students. Include information on transportation to and from school for the standard day and for student activities or opportunities outside the regular school day.
ED 318.17(a)(13)

The school is located in Merrimack, NH, and transportation is the responsibility of the student's resident district in accordance with state law. Families residing in the Merrimack School District are eligible for district-provided transportation to and from Gate City Charter School of the Arts.

Families residing in other districts are responsible for their own transportation arrangements. Many parents form carpools or ride-share groups to facilitate travel. We have a parent volunteer who works to facilitate carpools on a GCCSA community social media platform. Additionally, we inquire as to who would be interested in carpool upon registration.

Additionally, we work with the YMCA and Boys and Girls Club, along with private care transportation, to organize and facilitate student transportation. The school maintains communication with districts and families to ensure families understand their transportation options. Options and limitations are made clear at all Information Nights, or after-school programs, clubs, field trips, and performance opportunities. Gate City Charter School for the Arts arranges transportation as appropriate. Field trip transportation is provided via contracted bus services that meet all state safety requirements.

Families are notified in advance of transportation plans and requirements for extracurricular or enrichment opportunities. When district or contracted buses are not available, families are responsible for transportation, with the school working to coordinate carpools and family supports when possible. Through this combination of district services, family arrangements, and school-coordinated contracted services, the school ensures that all students have equitable access to the standard school day as well as arts-integrated and extracurricular learning experiences beyond the classroom.

5. Describe any community services available at the chartered public-school site, if any.
ED 318.17(a)(10)

Gate City Charter School for the Arts provides a wide range of community services to support students and families:

1. Food Security & Basic Needs: Supports include the End 68 Hours of Hunger program, free and reduced lunch, United Way donations, and partnerships with local gleaners. The school also hosts community dinners, operates a pantry of books, toiletries, and clothing, organizes winter clothing swaps, and coordinates an Adopt-a-Family program at Christmas to ensure families' essential needs are met.

2. Childcare & Family Resources: Through a partnership with the Merrimack YMCA, families receive discounted rates and priority access for before- and after-school care, as well as connections to other community resources.

3. Arts & Enrichment Opportunities: Students access free art experiences, a robust drama program,





dance opportunities, Dungeons & Dragons club, and cross country. We provide access to free instruments and participation in any activities at no or reduced cost.

4. Community Engagement & Giving: The school works with partners such as the United Way to provide donations and encourages student and family participation in service initiatives that strengthen the school–community connection.

Through these services and partnerships, Gate City Charter School for the Arts serves not only as an educational institution but also as a community hub supporting the well-being, enrichment, and resilience of its families.

Check here if **NONE** ☐

6. Does the school contract for teaching or instruction from a nonpublic school? If yes, provide a description including the school name and location in the space below.

☐ Yes
☒ No

7. A chartered public school shall not discriminate nor violate individual civil rights in any manner prohibited by law. A chartered public school shall not discriminate against any child with a disability as defined in RSA 186-C. A chartered public school shall provide due process in accordance with state and federal laws and rules. Describe the processes, procedures, and policies the chartered public school has to ensure that it complies with non-discrimination laws as outlined in RSA 194-B:8 (1).

Gate City Charter School for the Arts complies with RSA 194-B:8(I) and all state and federal non-discrimination laws. Enrollment is conducted through a blind public lottery with no consideration of disability, academic ability, or other protected status, and no admissions tests or prerequisites are required. The school provides required services and accommodations under Section 504 and IDEA, with due process protections in place for all students. Board-adopted non-discrimination policies are published in handbooks and on the school's website, and staff receive annual civil rights and harassment prevention training. Clear procedures allow students, families, or staff to report concerns, which are investigated promptly by the designated Title IX and 504 coordinators.

Section 3: Operational Questions

For guidance on this section [CLICK HERE](#)

1. Please provide a brief description of the requirements for your Board of Trustees as written in your charter. Include number of members and makeup requirements.
(Example: The board shall consist of no less than 7 and no more than 9 members. Two members shall be parents of currently enrolled students at least one member shall have 5 or more years' experience in business management or finance.)

1. **MEMBER QUALIFICATIONS:** Pursuant to RSA 292:6-a, in the interest of encouraging diversity of discussion, connection with the public and public confidence, the Board of Directors of a charitable nonprofit corporation shall have at least 5 voting members who are not of the same immediate family or





related by blood or marriage. No employee of a charitable nonprofit corporation shall hold the position of chairperson or presiding officer of the Board.

Pursuant to RSA 194-B:5,II, no greater than 25 percent of the membership of a school board, or one Member, whichever number is greater, may simultaneously serve as Members of the Board of Trustees of a charter or charter conversion school. No greater than 25 percent of the membership of the Board of Trustees of a charter or charter conversion school, or one Member, whichever is greater, may simultaneously serve as Members of any school board. A chartered public school board of trustees shall include no fewer than 25 percent or 2 parents of pupils attending the chartered public school, whichever is greater.

Additionally, the initial board has determined that no employees of the charter school shall act as a voting member of the board but could hold an advisory role on said board without voting power.

2. In order to determine compliance with RSA 91-A, RSA 292:6-a, RSA 194-B:5, II and your charter, please provide the following information regarding your Board of Trustees composition. Please do not share student member names, unless your policy is to make them publicly available (list as student member and quantity, Student Members (2)). **Role:** please list the member's role on the board (for example: Chair, Treasurer, Member) **Representing Group:** please provide the group the member represents as written into your charter. Depending on how your charter describes its board membership, this could be a skill set, community representation, parent member, etc.

| | Name of Member, Role | Email | Representing Group (eg. parent) |
|---|-------------------------------|--------------------------|-----------------------------------|
| 1 | Sarah Marchand, Chair | marchands@gccs-nh.org | Parent/ Mental Health |
| 2 | Neil Mahoney, Co-chair | mahoneyn@gccs-nh.org | Past Parent |
| 3 | Julie Archambault, Vice Chair | archambaultj@gccs-nh.org | Past Parent |
| 4 | Deb McCullough, Secretary | mcculloughd@gccs-nh.org | School Leader |
| 5 | Joanne Boisvert, Treasurer | boisvertj@gccs-nh.org | Parent/ Finance |
| 6 | Jake King, Cultural Developer | kingj@gccs-nh.org | Parent/ Business |
| 7 | Savannah Melo, Media PR | melos@gccs-nh.org | Business Owner/ Community Partner |
| 8 | | | |
| 9 | | | |

3. Please review the statements below, and if you can certify, check the corresponding box. **For any statement you can't certify, provide a description below along with the steps the board is taking to come into compliance with RSA.** *Please note, that you may want to have this section completed by the board. The board chair is required to countersign this report in the certification section.*





✓ I certify that, through due diligence which may include executed conflict of interest disclosures, the board complies with RSA 292:6-a, which states, in part, the board of directors of a charitable nonprofit corporation shall have at least 5 voting members, who are not of the same immediate family or related by blood or marriage. No employee of a charitable nonprofit corporation shall hold the position of chairperson or presiding officer of the board.

✓ I certify that, to the best of my knowledge, the board complies with RSA 194-B:5.II, which states, in part, that no greater than 25 percent of the membership of a school board, or one member, whichever number is greater, may simultaneously serve as members of the board of trustees of a charter, charter conversion school, or any school board and that , the board of trustees shall include no fewer than 25 percent or 2 parents of pupils attending the chartered public school, whichever is greater.

Pecuniary Benefit Transactions

I certify that, the board ☐ **has** ✓ **has not** identified transactions that fall under RSA 7:19-a “Pecuniary Benefit Transactions”.

If has is checked above, please complete the certification below, or if the certification cannot be made, provide details in number four of how the school board will comply.

✓ I certify that the board complies with RSA 7:19-a “Pecuniary Benefit Transactions”, including the limitation and prohibition of certain transactions and the reporting of these transactions in Schedule C of their annual report to the Charitable Trust Unit. [pecuniary-benefit-transactions.pdf](#)

4. If you are unable to check the boxes above, provide a reason and the steps taken to come into compliance.

5. Please describe any training the board has received in regard to their duties and responsibilities for oversight. Include information on which board members have participated in training and the dates.

Youtube Governance Series: Episode 5, Developing Your Board June 2025

BoardOnTrack Email Articles: Arrive weekly by email

Charitable Trust Unit Videos: Governance, Fiduciary Responsibility April, 2025

Board Development “Retreat” at Thrive Team Development January 2025

6. Provide a statement of how the school complies with RSA 91-A: Open Meeting Law.

The Board of Trustees of Gate City Charter School for the Arts conducts all meetings in compliance with New Hampshire’s Right-to-Know Law, RSA 91-A. Meeting notices and agendas are posted in at least two public locations and on the school’s website in advance,





and meetings are open to the public except when a lawful non-public session is convened under RSA 91-A:3. Minutes of all public meetings are promptly prepared, approved, and made available to the public as required by law. The Board ensures that deliberations and decisions are made transparently and in accordance with state open meeting requirements. Links to both BOT meetings and Finance meetings are provided for enhanced opportunity to engage. Additionally, we offer opportunities to add to the agenda or make public comment through an inbox on our website.

| | |
|--|---|
| 7. What percentage of your students re-enrolled in your school for the 25/26 school year from the 24/25 school year? | 91% |
| 8. What was your attendance rate for the 24/25 school year? | 87% |
| 9. What is your enrollment cap as noted in your charter? | 180 |
| 10. Do you have a waitlist for any grades in the 25/26 school year? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| If yes, how many students are on the list? | 17 |
| 11. Who owns your school's facility? If you have multiple facilities, check all that apply. | |
| <input type="checkbox"/> The school <input type="checkbox"/> An organization/individual affiliated with the school <input checked="" type="checkbox"/> An unaffiliated organization/individual | |
| 12. Is growing within your existing location feasible? Choose the best option | |
| <input type="checkbox"/> Yes, we have not fully maximized the space we have <input checked="" type="checkbox"/> Yes, we could easily add more space if we needed and were financially able <input type="checkbox"/> Potentially, but finances or student demand are the biggest hurdle, not the location or availability of space. <input type="checkbox"/> No, our space is maximized and there are no adjacent spaces to grow into. <input type="checkbox"/> No, our space is mostly maximized, and we do not have any agreements with the landlord that would give us priority on available adjacent space. <input type="checkbox"/> Its more complex than all of these: | |

Section 4: Subgrantee Questions Only

This section is required ONLY for schools with active charter school program grants for expansion, replication or startup. If your grant was not used during the 24/25 school year, you do not need to answer these questions. For guidance on this section, [CLICK HERE](#)

| | |
|---|--|
| 1. Did the school utilize any available title funds in the 24/25 school year? If yes, indicate which program(s) funds you utilized. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> Title II <input type="checkbox"/> Title III |
|---|--|





New Hampshire Department of Education
Office of Charter Schools

| | |
|--|-----------------------------------|
| | ✓ Title IV |
| 2. Do you have a formal, written plan (process or procedures) to identify and support struggling students? | ✓ Yes <input type="checkbox"/> No |
| 3. Has a member of your school staff, administration, or board attended a conference, workshop or other training session offered by any member or team at the department of education where local district schools were present in the past school year? | ✓ Yes <input type="checkbox"/> No |
| 4. Have you provided a best practice to share with the community? | ✓ Yes <input type="checkbox"/> No |
| | |





Section 5: Attachments & Submission

For guidance on this section, [CLICK HERE](#)

To complete the submission this APAR form, please submit the following items via email. [CLICK HERE TO OPEN AN EMAIL TO SUBMIT THESE DOCUMENTS.](#)

- ✓ Lottery process and procedures
- ✓ Best Practice Submission (optional separate form attached)
- ☐ Additional pages or information needed to answer the questions within this report.
- ✓ A signed copy of this completed report.

Section 6: Certification

We, the undersigned, do hereby certify that the information presented in this Chartered Public School Annual Progress and Accountability Report and the attached documentation is true and accurate to the best of our knowledge.

Signature of School Leader

08/31/2025

Date

Signature of Board Chair

08/31/2025

Date





2025 Chartered Public School Annual Progress & Accountability Report Instructions and Guidance

Introduction

New Hampshire chartered public schools are required to submit annual reporting as described in Ed 318.17 (a). This report is due annually on August 31 for the preceding school year. Schools that were not operating in the previous school year need not submit.

The reporting elements noted below are required under RSA 194-B:8, RSA 194-B:10, or Ed 318.17(a). As noted in Ed 318.17 (b), reporting requirements that are obtained throughout the year through other collections and are not required to be resubmitted. Therefore, the items noted below, which are collected through various submissions throughout the school year, will not be collected within this report. Your previous submissions will be reviewed and the data incorporated into your performance review. If it is found in the course of data review that the information not submitted, is incomplete, or unavailable; we will reach out to you to obtain this data.

- Attendance rate as reflected in the school's average daily membership and enrollment.
- Compliance with all applicable state and federal health and safety laws, rules, and regulations.
- School calendars to verify delivery of required instruction days/hours.
- Provision of the only public education instruction available at specific grade levels.
- Provision of state assessments and the outcomes of those assessments.
- Incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement.
- Incident reports prepared under RSA 126-U:7, child restraints notice and record-keeping requirements.
- Number of substantiated incidents of bullying or cyberbullying as identified in RSA 193-F:6.
- Percentage of pupils who were promoted to the next grade level or graduated from high school.
- Financials statements including revenue and expenditures for the year just ended, balance sheet, and projections of income and expensed for the upcoming school year.

Instructions

The contents of this report along with other reporting and review material will be used to complete your annual performance review. Please work with your staff and board to complete all sections of this report and reach out to the Office of Charter Schools for any questions you may have.

If you need more space than the form affords, you may submit additional information with the attachments as noted in Section 6. Please the guide below for more information.

Your signed, completed form should be submitted no later than August 31, 2025; along with all required attachments to doe.nhcsp@doe.nh.gov.





Section 1 Guidance: General Information

Section 1 is meant to ensure that the Office of Charter School has the most accurate information for the key staff members of your school prior to the start of the school year. Within this form, please provide the information for your school leader for the upcoming school year (school year 25/26) as well as your current board chair. If either role is in the transition process, please provide this information in the attachments (board roster).

Finally, verify that all your staff contact information, and roles are defined in the i4see system in advance of the school year. To do this, log onto your single sign on account with your school's local security administrator and review all the individuals associated with your school, their roles, and reporting access. PLEASE NOTE: general email boxes for the key roles should be avoided. Please use the individual's email box address rather than an info@ or schoolname@. Make any needed changes to this information. When complete, check the box to certify that you have verified this information.

Resources that may be helpful:

Local Security Administrator List:

my.doe.nh.gov/myNHDOE/Help/PublicReports.aspx?ReportName=I4SEEContacts

Local Security Administrator Guidance:

[myNHDOE Overview - Local Security Administrator - Jira Service Management](#)

Charter Schools Resource Page:

[Charter School Resources - Home Page - Jira Service Management](#)

Section 2 Guidance: RSA and Ed Rule Questions

Section 2 asks questions required in RSA and Ed Rules that are not currently collected in any other reporting required of all chartered public schools. Guidance by question is provided below.

1) Board Changes:

Please provide a broad summary of any changes to the board of trustees that impacted their operations including changes to the bylaws and changes to the membership. If none, please check the none box. If none, no further information is required for this question. Additional questions in subsequent sections will seek more detail on the board's compliance with the charter, contact information and training initiatives.

2) Recusals:

In order to access compliance with non-profit rules and regulations, provide sufficient information for the reviewer to understand the policies and procedures in place for identifying when board members should recuse themselves and how they are documented. Additionally, please provide the quantity of recusals that occurred in the previous school year. If no recusals occurred, check the none box HOWEVER, please also provide a summary of the process and documentation of recusals.





3) Progress toward mission and goals:

Review your school's mission and goals as written in your charter. Provide a narrative on these items at your school's founding, how the school has developed since, and what the school is currently focused on achieving. Consider referencing student performance, organizational or operational improvements, financial sustainability and strategic planning or need assessment studies. If your school's goals have been met from your charter, note that and provide the current goals and areas the school is focused on. Provide measures the school is using to track progress and timelines, if applicable.

HINT: This section gives you the largest space to provide information. Please take advantage of this area to share your successes and challenges for the future.

4) Transportation:

Provide information on how your school provides transportation to your students to and from school as for during the day activities. Include any agreements that exist with area districts, carpools, pickup/drop-off locations, etc.

5) Available Community Services:

If your school provides any services to the community, please provide that information in the available space. If your school does not, please check the none box and there is no further information needed in this space. Consider services like (but not limited to) providing space for events or groups, local food or clothing drives, requirements for graduation, etc.

6) Teaching Contracts:

Please note if any of your instruction is contracted out to non-public (private) schools. If no, nothing further is needed for this question. If yes, please describe what instruction is contracted out, with what school, and when this practice began, if known.

7) Compliance with non-discrimination and civil rights

Please provide a description of how your school complies with the cited RSAs. Consider your process for identifying students that are struggling, special education processes, accommodations in your space, instruction, and testing. Consider policies and procedures including admissions and lottery, discipline, etc.

Section 3 Guidance: Operational Questions

The questions in section 3 assist the Office of Charter Schools in understanding your compliance with non-profit law, your charter and in operational measures of performance.

1) Board Membership

Use the provided example to provide a description of the requirements for your board of trustees as written in your charter. Note the current makeup of the board and how it complies or does not comply with that statement. Include the number of parent members.

2) Board Member Roster





New Hampshire Department of Education Office of Charter Schools

In order to determine compliance with RSA 91-A, RSA 292:6-a, RSA 194-B:5, II and your charter, please provide the requested information regarding your Board of Trustees composition. Please **do not share student member names**, unless your policy is to make them publicly available. List these as student member and quantity (for example Student Members (2)).

Role: please list the member's role on the board (for example: Chair, Treasurer, Member) **Representing Group:** please provide the group the member represents as written into your charter. Depending on how your charter describes its board membership, this could be a skill set, community representation, etc. Every school should have parent members to designate.

3) Board Compliance with RSA

Please indicate compliance with these RSAs by checking the boxes next to the statement. The board roster and information on your website will be used to verify compliance. In addition, these responses may be shared with the New Hampshire Department of Justice Charitable Trust Division.

4) Plan to comply (if applicable)

If your board does not currently meet either of these statements, provide a description in the space provided of the reason and the steps taken to come into compliance.

5) Board Training

Provide information on any non-profit, board of trustee, charter law, or other applicable training opportunities that your board of trustees (or members of the board of trustees) have attended in the previous school year. Consider sessions offered by organizations including the New Hampshire Department of Education, New Hampshire Association of Special Education Administrators, the Charter School Alliance, free videos available on the New Hampshire Center for Non-profits website and others throughout the state.

6) Open Meeting Law

RSA 91-A outlines the states open meeting law. Please provide a discussion on how your school meets the requirements of this law and include additional measures the school takes to be transparent in its mission, operations, and financial performance.

7) Re-enrollment rate

As a measure of parent and student satisfaction, please provide a calculated percentage of students that re-enrolled in your school for the 25/26 school year. To calculate the rate:

of Student Re-enrolling: Students that were eligible re-enroll (see below) that enrolled with you for the 25/26 school year. Returning students.

of Students Eligible to re-enroll: Students are eligible to re-enroll if they didn't move out of district, graduate, promote out, or weren't expelled. In other words, all students that could have stayed with you from last year to this.

Re-enrollment rate = (# of Student Re-enrolling) / (# of Students Eligible to re-enroll)





8) Attendance Rate

Please provide the school's rate of attendance for the 24/25 school year. This is a measure of student engagement and school environment in our performance review form. If you provide no data, this indicator will be rated does not meet.

9) Enrollment Cap

Please provide the currently approved enrollment cap (enrollment maximum) in your charter. Please note, you may have noted estimate levels per grade. We are looking for the total maximum students for which you are approved.

10) Waitlist Information

Please note if you have a waitlist for enrollment for any grade level. If you do, provide additional information (NO STUDENT DATA) including numbers and, if applicable, grade levels.

11) Facility Owner

Check all boxes that apply to your situation. If you would like to explain your situation further, please include it in any additional information submitted as an attachment.

12) Facility Capacity

Please choose the option that closest matches your situation. If none do, you may choose the last option and provide a brief description of your situation.

Section 4 Guidance: Grant Questions

This section **MUST** be completed if you received a federal charter school grant for a start-up, expansion, or replication **AND** drew funds in the previous school year. These questions are designed to determine your compliance with grant program assurance. As noted to all with active sub-grants, this information is reported to USED and supports our efforts for no-cost extensions and future grant applications.

Please provide the answers to these questions, as they stand now and if you wish to submit additional information, please include it with the attachments in Section 6.

1) Title Funds

NHED established a goal with USED that sub-grantees would leverage the available title fund programs. Answer if you used funds from any title program in the 24/25 school year. If yes, check the box(es) for the appropriate title funds you used. If you didn't apply, please check no.

2) Plan to support struggling students

NHED established a target that all sub-grantees would establish and implement a plan to identify and support students that may be in need of additional assistance. If there is no written plan that covers the identification, evaluation, and provision of supports, assistance, or interventions check No.





3) Attendance at events with local districts

NHED established a target that 80% of charter schools will attend a training session, workshop or conference attended by local districts to encourage shared learning and building connections. Please think of sessions attended by any member of your team that were sponsored or held by any unit within the New Hampshire Department of Education.

4) Best Practice

If you submitted a best practice within this report or in a previous year, check yes. If not, please check no. Consider submitting with this report in order to comply with your grant program assurances. A best practice can be in operations, instruction, innovation, board governance and more. Find something your school has done well that should be shared.

Section 5 Guidance: Attachments

When you have completed your report and are ready to submit it along with the required attachments, consider clicking the provided link to open a preaddressed email to the submission box where you can add this signed report and all your attachments to send in. The attachments are described below:

- **Lottery process and procedures**

We are looking to ensure your practices align with your charter, RSA, Ed Rule and, if applicable, federal requirements. Please send your policy or provide a link to this information on your website.

- **Best Practice Submission**

NHED is requesting that all charter schools develop and share best practices with the wider community. If you have already shared in a previous report, please consider sharing a new practice. If you haven't yet shared, please provide a practice for consideration. A template has been developed to assist you. To complete this form, provide the following information:

Name of Practice: give your best practice a title that will help others understand what it relates to

Category: In our library, we file practices by type to help schools find what they need. If it fits in more than one category, feel free to check all that apply.

School Mission: Providing your mission statement provides context to the practice.

Purpose of the Practice: Provide a brief statement of why the practice was implemented. Were you solving a challenge, streamlining a process, responding to an identified need?

Summary of Practice: Provide enough detail to describe what was put in place and how it was successful. Include information on the main resources needed (time, money, staff, consultants, materials, etc.)

Partners: Did you work any other organizations, schools, groups or consultants to develop this practice?

Contact Person: If another school is interested in discussing this with you, who should





they contact?

Resources or Documents: Provide links, if any, to more information.

To view our current library of best practices, please visit: [Federal Charter School Program Grant | Department of Education](#)

- **Any additional information**

If you wanted to expand on any answers or provide additional reference information, please include it as an attachment, named in a way so we understand what you are providing.

