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Section I: Letter of Intent

The Northern Collaborative for Quality Education (NCQE) declares its intent to Submit a Charter School Application form for Pinnacle Charter School.

Proposed Charter School Name: Pinnacle Chartered Public School

Proposed Grade Levels: 9-12

Contact Person: Michelle Strasburger

Organization: Northern Collaborative for Quality Education

Email: michelle@thewellnessvalue.com

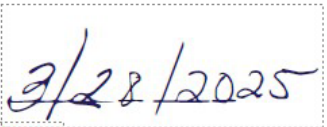
Phone: 603.490.3703

The application will be submitted to the NH Department of Education Charter School Office on March 1, 2025, at the address:

101 Pleasant Street
Concord, NH 03301-3860
Fax 603.271.1953

Pinnacle Chartered Public School respectfully submits this public charter school application for review and consideration. The application has been drafted pursuant to Ed 318.08(d)(2) and an electronic copy will be submitted to the NH Department of Education Charter School Office on March 1, 2025.

I hereby 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 the 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.

 Michelle Strasburger Chairperson, NCQE	_____	 Date
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Section II: Cover Sheet & Technical Requirements

Charter School Name	Pinnacle Chartered Public School
Sponsoring Organization	Northern Collaborative for Quality Education
Contact Person	Michelle Strasburger
Mailing Address	583 Reed Rd/Colebrook, NH 03576
Primary Telephone	603.490.3703
Alternate Telephone	617.257.4951
Email Address	michelle@thewellnessvalue.com
Projected School Opening	August or September, 2026
Proposed School Location	Greater Colebrook, NH area

Projected Student Enrollment

School Year	Grades	Enrollment
1. (2026-2027)	8-11 ¹	50
2. (2027-2028)	8-12	60
3. (2028-2029)	8-12	75
4. (2029-2030)	7-12	90
5/ (2030-2031)	7-12	100

Section III: Introduction

A, General description & Potential Locations

With this application, the Northern Collaborative for Quality Education (NCQE), a non-profit organization registered in the state of New Hampshire seeks to sponsor the establishment of a Chartered Public School serving Colebrook, NH and the surrounding communities. The school is named Pinnacle Chartered Public School to highlight its aspirational pursuit of educational excellence (the pinnacle of knowledge) and the benefits that accrue (the pinnacle of success) to those who achieve such excellence. Additionally, as an incubator of “out of the box” ideas to improve educational outcomes, Pinnacle will provide an option for high school students (and parents) seeking greater individual academic challenges and innovative opportunities in the Colebrook area.

¹ It is possible that a senior may want to enroll the first year. Pinnacle will accept a rising senior in year 1 if all slots for grades 8 to 11 in year 1 have not been filled and there is no waiting list.

NCQE is exploring multiple locations within the greater Colebrook area to house students, the faculty, and the administration, but it is important that any location under consideration is easily accessible for families commuting to the school. NCQE will work with local realtors to identify spaces that fit the needs of the school. There are several potential locations in consideration at the moment, and we are still open to other possibilities. The federal start-up grant, if available, will also help to ease this process. In accordance with RSA 194-B:8, II, any facility for the school will be brought up to code to comply with all federal and state health and safety laws, rules, and regulations, including but not limited to fire safety, HVAC, plumbing, electrical, and the requirements of ED 321.23(u) and (v).

To meet the needs of the initial enrollment of students, it is projected that the school will require a minimum space of approximately 10,000 sq. feet. Ideally, we will find a space that already has some division of classrooms and, if possible, can be renovated for expansion gradually, thereby reducing start-up costs. When we are at full capacity, we will need a minimum of six (6) classrooms, each ideally able to accommodate a minimum of 20 students. Beyond classroom space, we are looking for a building that has a large space that can be used for gym/cafeteria/events. We will need a separate room for science labs with sinks, gas hook-ups and locked spaces for materials. We would like to have a kitchen area and the need for an area with tile floors and sinks for projects. To meet the student support needs of a diverse group of high schoolers, an area for meeting spaces, tutoring, and counseling offices would be beneficial. We would also like adequate space for administration and teachers, such as offices and a break room. Each location considered should allow us to offer parking to some students and would allow for safe and easy bus traffic during school drop-off and pick-up.

B. Name, address, phone, fax numbers,& contact person email.

See Section II

C. Eligible person authorized to submit application

See Section I, Letter of Intent

D. Education Vision and Mission Statement

The mission of Pinnacle Chartered Public School is to meet the needs of students not fully served within a traditional rural high school educational environment and to employ a system that strongly encourages a love of learning and values curiosity, competency, inquiry, and flexibility. Part of our mission is to ensure that all students graduate and are motivated to pursue post-secondary learning options.

Pinnacle's vision is to foster a vibrant learning community where curiosity thrives, individuality is celebrated, and students become empowered, self-motivated learners. Rooted in the rich traditions and natural beauty of our region, we commit to nurturing academic excellence, creativity, and critical thinking, preparing each learner to positively impact our local communities and the interconnected world beyond.

E. Summary of School's Focus

Pinnacle will focus on the following three tenets of its mission:

1. Competency – Student achievement will be measured in degrees of proficiency toward eventual mastery of subject matter. Measuring student achievement will not include components of effort, behavior, attendance, preparation, or time-oriented deadlines. As a result, each course at Pinnacle Chartered Public School will outline clear competencies that drive instruction. Competency will be transparent, rigorous, and met in such a way as to instill in depth understanding. Competency, in turn, will be achieved in large measures by adherence to our second tenet.
2. Love of Learning – Pinnacle will emphasize and promote the idea that authentic learning is best realized when it is made relevant to the student’s interests and experiences and to the real world. Traditional approaches to learning emphasize getting the right answers. Pinnacle will emphasize asking the right questions as well as comprehensive engagement with each student to encourage critical thinking (not simply rote memorization), curiosity (the first step to a love of learning), collaboration (caring less about being right than getting it right), and risk taking (we learn by our mistakes).
3. Flexibility – Pinnacle will seek to understand and value the unique needs of each student and staff member. Although Pinnacle will use standardized policies, procedures, and practices, it will allow and accommodate exceptions to the norm and arrive at these exceptions through discussion and analysis with all stakeholders.

F. Target Population

For its first year of operation, the Pinnacle Chartered Public School will allow enrollment in grades 8 to 11. In years two and three, the Pinnacle Chartered Public School’s target population will most likely be students in grades 8 through 12. In its fourth and fifth years of operation, the target population may be increased to include serving students in the 7th grade as well as grades 8 to 12. The final decision to increase the number of grades served will be made by the Board of Trustees and may proceed faster or slower than projected depending on demand and the financial means of the school.

G. Measurable Goals and Objectives

To ensure Pinnacle Chartered Public School is fully operational by September 2026, the Board of Trustees and Executive Director will monitor progress against the following measurable goals and objectives:

Q3 (September-October 2025)

- Submit application, obtain charter approval.
- Establish Board of Trustees policies and committees.
- Launch community outreach campaign to inform families.
- Begin search for Executive Director

Q4 (October–December 2025)

- Secure facility site under lease or purchase agreement.
- Begin facility renovation and compliance inspections (fire, safety, ADA).
- Develop final job descriptions and recruitment plan.

- Publish student enrollment application and admissions policy.
- Hire Executive Director (if not already in place).
- Begin hiring of core faculty
- Order curriculum resources and technology infrastructure.

Q1 (January–March 2026)

- Conduct first lottery/enrollment cycle (target: 50 students enrolled by May).
- Hire remaining teachers and support staff.
- Purchase classroom furnishings, technology, and materials.
- Draft Student/Family and Employee Handbooks for board approval.
- Schedule professional development calendar.

Q2 (April–June 2026)

- Finalize curriculum scope and sequence for Year 1.
- Complete staff onboarding and orientation.
- Establish Student Information System (SIS).
- Secure insurance, transportation, and food service agreements.
- Conduct safety drills and submit Emergency Operations Plan.

Q3 (July–August 2026)

- Conduct two-week staff training and professional development.
- Host family orientation sessions.
- Furnish classrooms and common spaces.
- Conduct final inspections and occupancy approval.
- Opening Day – School fully operational with facility, staff, and enrolled students prepared for instruction.

Progress will be monitored through monthly Board reports, with each milestone tied to a measurable completion date. Delays or adjustments will be addressed with contingency actions, such as extending recruitment, adding additional staff interviews, or securing temporary facility arrangements. If the facility lease is not executed by Nov 30, 2025, Board authorizes a temporary facility plan with reduced capacity through Q1 2026. If enrollment is below 45 students by May 31, 2026, the Executive Director will execute the Financial Contingency Plan (Sec. VIII.D) and adjust staffing accordingly.

H. Projected Student Enrollment for First 5 Years

See Section II.

I. Students to be Served

Pinnacle Charter School plans to enroll up to 50 students in grades 8–11 in its first year, with possible limited participation expected in grade 12 as most seniors will likely remain at their current schools. Annual evaluations will guide potential expansion to grade 7. The school's primary focus is to prepare students for post-secondary education, including four-year college programs. If demand exceeds capacity, the Board of Trustees will decide on expansion based on resources. When oversubscribed, admissions will be decided by blind lottery.

J. Educational Need

Students in Coös County consistently perform below statewide averages in both English Language Arts (ELA) and Mathematics, with proficiency rates 10–20 percentage points lower than New Hampshire overall. These outcomes indicate that the current educational structures in our region are not meeting the needs of many students.

District	ELA proficiency %	Math proficiency %
Berlin	36.4	25
Gorham-Randolph-Shelburne	44.3	31.9
Colebrook	40	28
White Mountain Regional	41.2	29.5
Northumberland (Groveton)	33.3	20
Milan	46.3	36
Pittsburg	37	30
Stewartstown	33	25
Stratford	35	27
Statewide Average	51.3	43

Table 1.

Pinnacle Chartered Public School will directly address this gap by offering an alternative model that emphasizes competency-based learning, small class sizes, and individualized supports through a Multi-Tiered System of Supports (MTSS). These approaches are designed to reach students who may not thrive in traditional high schools. In particular, Pinnacle will serve and prioritize the following educationally disadvantaged groups:

- Students with disabilities (SPED/IEPs) – working in coordination with resident districts and providing on-site supports and accommodations.
- English Language Learners (ELLs) – providing tailored instructional support and integration strategies.
- Economically disadvantaged and at-risk students – ensuring equitable access to resources, tutoring, and enrichment.
- Homeless, migrant, and transient students – offering stability, mentoring, and flexible learning pathways.
- Students seeking greater academic challenge – providing Extended Learning Opportunities (ELOs), dual enrollment, and community partnerships.

The regional educational landscape currently includes Berlin High School, Colebrook Academy, Pittsburg School, Stewartstown Community School, Stratford Public School, White Mountains Regional High School, and Gorham-Randolph-Shelburne Cooperative School. These schools

serve large geographic areas, with limited resources to individualize instruction. Pinnacle will complement these options by providing a small, flexible, student-centered program with strong community integration.

By emphasizing personalized competency-based education, partnerships with local businesses, and support for disadvantaged learners, Pinnacle will provide opportunities not otherwise available in the region. Pinnacle Chartered Public School will provide an additional option for students who may benefit from the advantages that a charter school has over a traditional public school. These advantages include curriculum flexibility, smaller class sizes, innovative teaching methods, increased accountability (for students and staff), and a community focus that emphasizes collaboration with local businesses and stakeholders.

New Hampshire has one of the highest high school dropout rates in the country at close to 10% (2020). Colebrook High School has a similar dropout rate. Considering this rate along with the well less than 50% proficiency statistics in ELA and Math, it is clear that students in Colebrook and surrounding communities are being underserved by the existing education system. The impact of these educational deficiencies is both economic and social. Students that either drop out of high school or who are not motivated to seek post-secondary education suffer from a dearth of professional employment opportunities and also experience worse health outcomes than those with post-secondary education.

Individuals with higher educational qualifications earn more. For instance, in 2019, the median annual income for full-time workers aged 25 and over was \$81,744 for those with a professional degree, compared to \$41,288 for high school graduates. Higher education also correlates with lower unemployment rates. In 2022, the full-time, year-round employment rate for individuals aged 25 to 34 was higher among those with a bachelor's degree or higher compared to those with less education. Educational attainment is also linked to better health and longevity. Adults without a high school diploma can expect to die nine years sooner than college graduates. (INSTITUTE OF OHIO) BBC – specific comment

K. RSA 194-B:3, XII relative to a shortening of deadlines

NCQE wishes to complete the application review process as soon as possible. This will allow us to apply for and receive the grant funds needed to work towards opening in the Fall of 2026. 2026.

Section IV. Governance

A. Governing Board: roles, responsibilities, qualifications, etc.

The Northern Collaborative for Quality Education, the sponsoring non-profit for this application and for the establishment of Pinnacle Chartered Public School, is comprised of members with diverse experience and expertise as well as a deep commitment to improving education in northern New Hampshire (See Appendix A.)

The immediate work of the NCQE is to prepare the public charter school application for approval and to serve as a sponsor-organization in promoting the school. The public chartered school's

mission, program, and team will be designed to implement the legislative goals of the NH Public Charter Schools Act, including improving pupil learning abilities, creating new professional opportunities for teachers, and providing expanded public-school choice for parents and students. Additionally, the founding board will select the first Pinnacle Board of Trustees that will begin governance within three months after receiving charter authorization.

It is expected that one or more of the NCQE board members will transition to the Pinnacle Board of Trustees, including the current NCQE Board Chair. In compliance with RSA 194-B:5 II, the Board of Trustees shall include no fewer than 25 percent of its members, or 2 members, whichever is greater, who are parents or guardians of currently enrolled students.. NCQE will continue as a separate, independent nonprofit organization dedicated to fundraising and other promotional activities for the school.

The implementation of governance will be characterized by collaboration, effective leadership, and accountability. Pinnacle's Board of Trustees, once established, will be responsible for hiring the school's Executive Director. After the hiring of the Executive Director, initial recruitment and hiring of faculty will be the sole responsibility of the Executive Director.

The Executive Director will be responsible for the day-to-day operations of the school and direct supervision of the faculty. The Board of Trustees will consist of seven voting members and one non-voting member. The Board of Trustees will be responsible for overseeing all fiscal and legal matters and will be accountable for the school and its operations. Specifically, the Board of Trustees will be made up of at least two parent representatives; one teacher representative appointed by the Executive Director; the Executive Director as the one non-voting member; and four additional community members (that may or may not have school-age children).

We will attempt to ensure highly qualified Board Members with expertise and skills in various areas such as law, finance, management, education, marketing, information technology, and operations. Specifically, the board will have at least one member with a professional or educational background in finance and at least one member with experience in management leadership.

The Board of Trustees will meet at least once a month throughout the school year and at least once during the summer when school is not in session . Board meetings will be open public meetings (in accordance with RSA 91 A-2, except for those meetings or proceedings designated as nonpublic sessions as defined in RSA 91 A:3, II). Board members are expected to attend meetings regularly and may be subject to replacement if absences reach 50 percent or more of meetings in six months.

The Board will follow the New Hampshire Right to Know Law, RSA 91-A, for business conduct. For lawful meetings, a quorum is defined as a majority of Trustees physically present or participating through video or voice communication systems. Records and minutes of meetings will be kept in accordance with statutory guidelines. It is the responsibility of the Board to develop policies and put them in writing, so they serve as guidelines and goals for the successful and efficient functioning of the school. It will evaluate and update its policies annually and ensure compliance with RSA 194 B:5. If, in express conflict, compliance with NH state regulations will take precedence.

The Board's functions include:

- Overseeing that the school's program and operation are faithful to the terms of its charter, bylaws, policies, and mission statement.
- Adopting policies that further clarify and assist in maintaining the mission and educational program of Pinnacle Chartered Public School.
- Ensuring that the school's academic programs are successful. All academic programs are evaluated and reviewed annually by the Board. These evaluations are used to determine the effectiveness of the programs and provide direction for improvements.
- Ensuring that the school is financially solvent by planning and budgeting to meet the school's goals, approving an annual budget for the school as well as a long range strategic growth plan.
- Ensuring proper accounting and reporting policies.
- Hiring the Executive Director and conducting a performance evaluation on no less than an annual basis..
- Creating, serving on, and appointing people to necessary committees.
- Providing Board orientation to all members, which includes introduction to the school and curriculum, classroom visits, and copies of Board by-laws and Employee and Student-Parent Handbooks

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

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

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

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

It is important that board terms be staggered to benefit from the experience of veteran board members while also welcoming fresh perspectives that new members may offer.

First-year trustees will be appointed for one-, two-, or three-year terms to establish initial staggered terms and governance stability. The Board may appoint a trustee to fill a vacancy if vacated, but that Board member will only be allowed to serve until the original term expires but may be renewed by a majority vote of the Board of Trustees. Board members may serve a maximum of two full three-year consecutive terms if so voted by a Board majority. For conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91A. For purposes of lawful meetings, a quorum is defined as a majority of trustees physically

present or participating through video or voice conferencing systems. Records and meeting minutes will be kept in accordance with statutory guidelines and made available online.

The Board of Trustees will begin governance no later than three months after receiving charter authorization. The Board's first task will be to create a selection process for the Executive Director. The Executive Director will be a non-voting member of the Board.

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

1. Developing applications and marketing materials
2. Forming initial subcommittees
3. Securing liability insurance
4. Securing an appropriate site for the school
5. Developing job descriptions and the hiring process
6. Publicizing staff, administration, and faculty positions
7. Obtaining health, fire, and safety code approvals for facility
8. Purchasing supplies and materials for school setup in accordance with RSA 194-B:2, II,

Pinnacle Chartered Public School shall make available information about its curriculum and policies to all persons, and parents and pupils considering enrollment. Board of Advisers: It is strongly suggested that the governing Board of Trustees establish a Board of Advisers to serve as an advisory group of non-voting members.

C. Board of Trustees By-Laws

See Appendix B a preliminary template of the proposed by-laws.

D. Organizational Structure and Growth Plan

In addition to the descriptions provided above for the Trustees and Board, as the school grows, faculty and administrative staff will be added to support School needs. Our growth plan will initially be focused on strengthening the structure of Pinnacle Chartered Public School from within before considering external growth or expansion. The continued development and refinement of daily policies, procedures, and practices in our program are of particular importance. We will work to grow the strengths of our faculty through professional development. Supplemental programming, including during, before, and after school activities, will be developed to meet the demands of our student population. (See Appendix T. For preliminary organization chart).

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

NCQE, the sponsoring non-profit, will be responsible for all fund raising activities for the Pinnacle Chartered Public School. (See Appendix C. for NCQE fundraising plan).

F. Grievance/complaints Process or Policy

Pinnacle Chartered Public School is committed to providing professional and stable working conditions for its employees and an effective, creative and enjoyable educational environment for students and families. Part of this commitment is encouraging an open atmosphere in which any conflict, complaint, suggestion, or question receives a timely response within the school. Pinnacle Chartered Public School will ensure fair and honest treatment of all employees, students and families. The Pinnacle Board of Trustees will create the official policy to be used to handle all grievances and complaints. (See Appendix D for a preliminary outline of the policy).

SECTION V - EDUCATION PLAN

A. Curriculum and Instruction

Pinnacle Chartered Public School will provide a rigorous curriculum that is both standards-aligned and mission-driven. The goal is not only to ensure mastery of essential academic content but also to foster curiosity, inquiry, and flexibility, which are the hallmarks of Pinnacle's mission and vision. The curriculum is designed to be competency-driven, personalized, authentic, and transparent. Students will progress upon mastery of skills and knowledge rather than seat time. Instruction will be flexible to meet learners at their individual readiness levels. Learning will connect directly to real-world issues, civic engagement, and student interests. Competencies, performance indicators, and rubrics will be clearly communicated to students and families.

Curricular Frameworks in Year One:

- English Language Arts will use the Odell Education High School Literacy Program, complemented by modules from EL Education. Odell emphasizes evidence-based reading and writing, reflecting Pinnacle's mission to cultivate inquiry and curiosity.
- Mathematics instruction will be provided through Illustrative Mathematics, a program that develops persistence, collaboration, and real-world application of math. This supports Pinnacle's mission to foster flexibility and resilience.
- Science will follow the OpenSciEd High School program, aligned to the Next Generation Science Standards, which uses phenomenon-driven investigations to cultivate imagination, inquiry, and creativity.
- Social Studies and Civics courses will be locally developed to align with state standards while emphasizing civic responsibility, community engagement, and preparing students to positively impact their world.
- Electives and Arts will include fine arts, health and wellness, and technology courses that broaden student choice and expand creativity.

Our content will be developed by both staff and educational advisors familiar with the challenges of pedagogy so that we ensure the most current, accessible, and cost-effective means to engage students with the curriculum. Pinnacle will build and communicate competencies in the following curricular areas:

- English & Writing
- History
- Economics

- Geography
- Civics
- Mathematics
- Science
- Fine Arts
- Health & Wellness
- Technology

Because all students learn differently and at different rates of speed, students will not be penalized for approaching mastery of competencies in a non-linear manner. Pinnacle will build a system of accountability and support to foster students' demonstration of competencies that is driven in part by student interest. What is important is that all students achieve subject mastery, not how they proceed along the path toward it.

Due to the small and limited nature of the school at its initial conception, in terms of student enrollment, staffing, and resources, and because it desires what is best for students, Pinnacle will seek out partnerships with other academic institutions, local business, and other community organizations in order to offer our students access to real-world learning opportunities that enhance their competency goals. These partnerships will serve to increase the curricular options for students while also maintaining the rigor of our competencies. Specific to this aim, Pinnacle will actively pursue the development of Extended Learning Opportunities (ELOs) to engage students in competency mastery. ELOs will be project-based learning opportunities that facilitate student input into the development of the learning construct as well as the student's participation in a real-world context guided by professional and educational mentors. Students will engage in research, reflection, product development, and presentation in an interconnected manner. At the conclusion of the ELO, students will "step out of the learning" to present their thinking about the experience to an audience of various stakeholders. This design will draw upon student interests while maintaining a rigorous standard of achievement.

Instructional Approach

Teachers will blend explicit instruction with inquiry-based learning. Lessons will begin with modeling, continue with guided practice, and end with independent application. This approach is consistent with Rosenshine's Principles of Instruction. Inquiry-based strategies will be emphasized, including productive discourse in mathematics and three-dimensional science learning.

Competency-Aligned Learning\

Curriculum is organized into discrete competencies—tied directly to NH standards—with transparent performance indicators (e.g., "analyze author's structure to determine meaning" in ELA; "apply exponential models to real data" in math). Mastery is demonstrated through performance assessments, portfolios, and exhibitions rather than seat time.

Assessment & Support Systems

Assessment is multi-layered. Students complete NWEA MAP Growth tests thrice yearly to track growth, and teachers administer formative checks and curriculum-embedded performance

tasks. Data cycles every six weeks inform both supports (re-teaching, small-group intervention) and enrichment (accelerated pathways, ELOs).

Extended Learning Opportunities (ELOs)

Aligned with NH policy, ELOs allow students to propose interest-driven projects tied to specific competencies. Working with staff and community mentors, Students will design and complete projects tied to specific competencies with guidance from educators and community mentors. ELOs will provide authentic, project-based experiences that allow students to earn credit through demonstrated mastery rather than time spent in class.

Character & Civic Competencies

Pinnacle's mission includes developing moral character, civic virtue, and imagination. These competencies are embedded in advisory programs, civic projects, and capstone experiences, ensuring students learn to think ethically, act responsibly, and imagine boldly.

Accountability & Implementation Timeline

Prior to opening, Pinnacle will finalize course maps, pacing guides, and competency rubrics for ELA, math, science, and social studies. Teachers will undergo intensive summer training focused on curriculum fidelity and instructional strategies. Year one includes baseline MAP testing by October, and ongoing six-week data cycles. Exhibition showcases in spring will demonstrate student mastery and inform continuous curriculum refinement.

Multi-Year Roadmap:

Year One will implement Odell, Illustrative Mathematics, and OpenSciEd, establish competency rubrics, conduct baseline MAP testing, and pilot Extended Learning Opportunities with local partners.

Year Two will expand elective offerings, refine competency rubrics, integrate advisory programming, evaluate effectiveness of curriculum, and broaden partnerships for Extended Learning Opportunities.

Year Three and beyond will deepen Extended Learning Opportunities across all subject areas, expand capstone requirements, and allow for development of cross-disciplinary courses created by teachers in collaboration with students and community partners.

Professional Development:

Prior to opening, all staff will attend a Summer Institute focused on curriculum fidelity, competency-based grading, and Extended Learning Opportunity design. Once operational, teachers will participate in monthly professional development days dedicated to data review, instructional refinement, and collaborative planning. Ongoing coaching and peer collaboration will be built into the school calendar. A mentoring program will pair new teachers with experienced competency-based educators to ensure successful implementation.

Curriculum Review and Adaptation:

The curriculum will be reviewed annually by the faculty and the Board of Trustees. This review will incorporate student performance data, faculty input, and community feedback. If evidence indicates that alternative or supplementary programs would better serve students, Pinnacle will adapt accordingly.

B. Current research for selecting curriculum.

See Appendix E. for a comprehensive overview of the research used for selecting curriculum materials.

C. Available Information about Curriculum & Policies

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

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

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

Pinnacle recognizes that meaningful academic growth looks different depending on where students begin their educational journey with us. For students entering below proficiency levels, we expect to see substantial gains after two years of instruction, with these students demonstrating an average of 15% growth annually on state assessment scores. However, for students who already arrive at or above proficiency levels, our focus shifts to maintaining their high performance while challenging them through advanced competency work and enrichment opportunities. We expect 90% of these already-proficient students to maintain or exceed their proficient status annually while pursuing deeper learning through accelerated pathways. Our overall proficiency targets reflect ambitious yet achievable goals for the school community.

By Year 3 of operation, we aim to achieve 75% of students scoring proficient or above on state assessments, progressing to 85% proficiency by Year 5. This trajectory acknowledges both the diverse academic starting points of our students and our commitment to significant academic growth for all learners.

Portfolio and competency completion serves as another critical measure of student success. Each academic year, 90% of students will complete a comprehensive competency-based portfolio of acceptable quality according to teacher assessment standards. Additionally, 85% of students will demonstrate mastery on 90% or more of their attempted competencies each

academic year. For students who have achieved proficiency, we expect 60% to pursue advanced or accelerated competencies that extend beyond traditional grade-level expectations, reflecting our commitment to challenging all learners appropriately.

Academic performance indicators extend beyond standardized assessments to encompass the full scope of student achievement. We expect 90% of high school students to complete all courses with a grade of C or higher by the end of each school year. Our graduation metrics reflect high expectations, with 95% of seniors completing graduation requirements and 90% completing a high-quality senior project satisfactory to teachers. By Year 5, we aim to achieve a 95% four-year graduation rate. Post-secondary readiness remains paramount, with 85% of graduates enrolling in post-secondary education, career training, or demonstrating career readiness within one year of graduation.

Our accountability system begins before students enter our doors, with pre-opening activities during the summer before Year 1 focused on finalizing competency rubrics, completing teacher training on assessment protocols, and establishing robust data collection systems. Once school begins, our monitoring operates on multiple interconnected timelines that ensure no student falls through the cracks while maintaining the flexibility that characterizes our educational approach.

Monthly monitoring focuses intensively on students who need additional support. Individual goal-setting conferences help students not meeting expectations create achievable pathways forward, while portfolio progress reviews and competency mastery tracking provide regular touchpoints for academic growth. Every six weeks, we conduct comprehensive data cycles that include NWEA MAP Growth assessments administered in fall, winter, and spring. These cycles drive competency progress analysis, intervention and enrichment planning, and ongoing communication with parents and guardians about student progress.

Semester checkpoints in December and June provide formal assessment periods when teachers issue comprehensive progress reports including grades, comments, and narrative evaluations. These checkpoints include thorough portfolio quality assessments, course completion analysis, and goal adjustment conferences that help students and families understand progress and plan for continued growth. Annual reviews each June encompass cumulative narrative evaluations, final grades, state assessment performance analysis, and school-wide benchmark achievement reviews. These comprehensive evaluations inform curriculum and instruction effectiveness reviews and provide data for required board reporting on all quantifiable targets.

When students struggle to meet expectations, our response system activates multiple support mechanisms. Students work with academic advisors to establish achievable monthly goals while receiving targeted small-group instruction informed by data cycle reviews. Peer tutoring and mentoring programs provide additional support, and Extended Learning Opportunity modifications ensure that alternative pathways remain available for competency demonstration. Family engagement conferences ensure that support extends beyond school hours and includes home-based strategies for student success.

For students requiring intensive monitoring, weekly competency check-ins and bi-weekly portfolio conferences provide frequent feedback and support. Modified assessment timelines accommodate different learning paces without compromising rigor, and alternative

demonstration pathways ensure that all students can show competency mastery in ways that align with their strengths and learning styles.

At the school level, accountability measures activate when annual benchmarks are not met. Our response includes:

- Curriculum review and adjustment protocols
- Intensified professional development programs
- External educational consultation
- Board-mandated improvement planning with specific timelines
- Enhanced community stakeholder engagement for support strategies

This comprehensive framework ensures continuous monitoring of student progress while maintaining accountability to our competency-based, individualized learning model. The system recognizes that students at different proficiency levels require different growth measures while maintaining high expectations for all learners, creating an environment where academic excellence is both expected and supported through systematic, responsive educational practices.

E. Performance Standards

At Pinnacle Chartered Public School, performance standards define the essential knowledge, skills, and dispositions that students must demonstrate to graduate ready for college, career, and civic life. These standards are grounded in the New Hampshire College and Career Ready Standards, the state-required graduation competencies, and Pinnacle's mission-driven focus on curiosity, critical thinking, creativity, and civic responsibility.

Definition of Performance Standards

Performance standards at Pinnacle are expressed as competencies: clearly defined statements of what students should know and be able to do. Each competency includes performance indicators and rubrics that describe proficiency.

Flexibility and Individualization

Students demonstrate mastery at their own pace. Progress may be non-linear — students may advance quickly in one area while requiring extended time and support in another. Annual student learning plans, created with advisors, set personalized benchmarks toward mastery.

Expectations for Mastery:

- All Pinnacle students must demonstrate mastery of required competencies before graduation.
- Steady, measurable progress is expected each year, monitored through portfolios, performance assessments, and standardized measures.
- Students will not be penalized for needing additional time; the emphasis is on *ultimate mastery*, not the speed of completion.

Domain	Performance Standard (Competency)	Indicators of Mastery	Assessment Methods
English Language Arts	Analyze complex texts and construct evidence-based arguments.	Student can cite and evaluate multiple sources to support claims in writing and discussion.	Research papers, essays, presentations, NHSAS results.
Mathematics	Apply mathematical reasoning and models to solve real-world problems.	Student can select and justify appropriate mathematical models (linear, exponential, geometric) to analyze authentic data sets.	Illustrative Math tasks, NWEA MAP Growth, performance tasks.
Science	Conduct scientific inquiry using the practices of science and engineering.	Student designs and carries out an investigation, collects and analyzes data, and draws evidence-based conclusions.	Lab reports, OpenSciEd investigations, science portfolio entries.
Social Studies/Civics	Evaluate historical and civic issues to make informed decisions.	Student can compare multiple perspectives on a civic issue and propose a reasoned course of action.	Socratic seminars, policy briefs, civic action projects.
Health & Wellness	Demonstrate habits that support physical, emotional, and social well-being.	Student can design and follow a personal wellness plan that incorporates nutrition, exercise, and stress management.	Reflections, fitness logs, health presentations.
Arts & Creativity	Create and present original works in the arts.	Student can demonstrate imagination, technique, and reflection in producing and critiquing artistic work.	Portfolios, exhibitions, performances.
Civic/Character Competencies	Demonstrate civic responsibility, collaboration, and ethical reasoning.	Student actively contributes to community service, reflects on ethical dilemmas, and works effectively in groups.	Capstone project, advisory reflections, community evaluations.
Technology & Innovation	Use technology responsibly and creatively to solve problems.	Student can design a digital product, evaluate its impact, and reflect on ethical use of technology.	Coding projects, digital portfolios, tech presentations.

Sample Performance Standards Table

Accountability:

- By graduation, all students must demonstrate mastery of these domains.
- By Year 3, Pinnacle expects 75% proficiency schoolwide, rising to 85% by Year 5.
- Teachers will conduct six-week progress monitoring cycles, and portfolios will be reviewed each semester.
- The Board of Trustees will review annual data to ensure schoolwide accountability.

F. Achievement Tests to measure academic goals and other achievements.

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

Pinnacle Chartered Public School will rely on research-based assessments to determine how students will progress through these study areas. In addition to research-based assessments, a variety of rubrics will be developed by the appropriate faculty to measure age-appropriate academic progress in subject mastery, critical thinking, presentation, team participation, quality of writing, research skills, and quality of overall project/presentation, leadership skills, and mathematics. Appropriate progress monitoring and benchmark assessments will be used to measure student academic progress. Ideally, testing will be administered in September to create a baseline, a mid-year benchmark assessment will be done in January/February, and end-of-year testing will be in May. Initially, Pinnacle Chartered Public School plans to test as needed to measure student progress against the curriculum. The data will reflect upon previous instruction and inform future instruction as needed for each student. Progress monitoring and intervention will be conducted with students who are below grade level through multi-tiered levels of support. Assessments will be completed on a schedule that allows ample opportunity to make any necessary changes needed to achieve student academic success and growth.

G. High School graduation requirements. *RSA194-B:3,II(i)*

See Appendix F Graduation Requirements.

H. Student Performance Data Management System

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

I. Daily/weekly Schedule Samples

Pinnacle Chartered Public School will maintain a school year of at least 990 hours of instructional time in each middle and high school. Lunchtime, homeroom periods, passing time, and breaks shall not be counted toward the required instructional time. (See Appendix G. For Sample Schedules.)

J. Supplemental Programming

Supplemental programming will be designed each year in response to the needs of enrolled students. This may include tutoring, mentoring, college and career counseling, after-school enrichment, and targeted interventions. Pinnacle will also partner with local organizations to provide additional services that support academic, social, and emotional growth. Annual family and student surveys will inform the design of supplemental services to ensure they are

responsive and relevant. Supplemental programming needs will be evaluated each year and implemented based on the unique needs of enrolled students. (See Appendix H. for additional information on possible supplemental programs)

SECTION VI - SCHOOL OPERATION PLANS

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

Pinnacle Chartered Public School is committed to equitable access for all students in New Hampshire. Admission shall be open to any resident student of the state, consistent with RSA 194-B:2, II. Enrollment policies will not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, religion, or academic ability.

Enrollment Timeline (Year 1 Example – to be repeated annually)

- Application Opens: November 1 (online and paper applications available; distributed via website, social media, community partners, and local schools).
- Application Deadline: March 1.
- Lottery Date: March 15 (if applications exceed capacity).
- Lottery Notification: Families will be notified in writing and via email within 5 business days of the lottery.
- Acceptance Deadline: Families must return signed intent-to-enroll forms by April 1.
- Waitlist Notifications: Rolling notification as seats become available.

The Board of Trustees will adopt an annual calendar with these dates and publish them no later than September 1 prior to each enrollment cycle.

Recruiting & Outreach Plan

Pinnacle will implement a broad and inclusive recruitment plan to ensure families from diverse backgrounds are informed about the school, with specific emphasis on reaching:

- Educationally disadvantaged students, including those eligible for free/reduced lunch.
- Students with disabilities, in coordination with local LEAs and community agencies.
- English Language Learners (ELLs) and their families, with materials available in multiple languages as needed.

Recruitment strategies will include:

- Posting application information on the school website and through social media.
- Distributing flyers and applications at libraries, community centers, food pantries, churches, local events, and social service agencies.
- Partnering with local organizations that serve disadvantaged populations.
- Hosting optional open houses and information nights in accessible locations (with translation services if needed).
- Providing application materials in multiple languages and accessible formats.

Information Sessions

Pinnacle will host voluntary informational sessions for prospective families to learn about the mission, curriculum, and expectations of the school. Attendance at these sessions is encouraged but not required for enrollment, to ensure no family faces barriers due to transportation, language, or scheduling challenges.

Lottery & Enrollment Process

- If the number of applicants does not exceed available seats, all applicants will be admitted.
- If applications exceed available seats, Pinnacle will conduct a public lottery in compliance with RSA 194-B:9 and CSP guidelines. (See Appendix I.)
- The lottery will be randomized and conducted by an independent third party or in public view to ensure transparency.
- Preference will be given, as allowed by law, to siblings of enrolled students and to the children of founders and staff (subject to federal CSP restrictions).
- A numbered waitlist will be created from the lottery overflow. Students on the waitlist will be admitted in order as seats become available. The waitlist will not carry over to the following year; families must reapply annually.
- Admitted families will receive an enrollment packet including school policies, expectations, and required forms.

Documentation & Accessibility

- Applications will not request prior academic records, test scores, or disciplinary history, except as required for placement or services after admission.
- The admissions policy and timeline will be posted on the school's website and in community spaces each year.
- Staff will be available to assist families in completing applications, including translation and support for parents with limited literacy.

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

Pinnacle Chartered Public School will operate on a 180-day school year aligned with RSA 194-B and Ed 318, ensuring no fewer than 990 hours of instructional time. While Pinnacle will generally align with the host district for major breaks and holidays, the school will maintain its own calendar approved annually by the Board of Trustees and published no later than July 1st of each year. (See Appendix J. For Sample School Calendar.)

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

Pinnacle Chartered Public School will employ staff who are qualified to deliver high-quality, competency-based instruction and student support services. In accordance with RSA 194-B and Ed 318, Pinnacle recognizes that chartered public schools in New Hampshire are not bound by the same teacher certification requirements as traditional public schools, but will ensure that all staff hired demonstrate the skills, knowledge, and commitment necessary to fulfill the school's mission.

Administrative & Instructional Staff

Executive Director – Serves as the chief administrator, responsible for day-to-day operations, supervision of staff, and implementation of the charter. Administrative credentials are preferred but not required; demonstrated leadership experience in education, business, or nonprofit management will be considered.

Teachers – Pinnacle values both state-credentialed educators and professionals with significant content expertise or industry experience. While state certification is preferred, it is not required for most instructional positions under New Hampshire charter law. Hiring decisions will prioritize demonstrated instructional ability, subject matter expertise, and alignment with Pinnacle’s mission.

Guidance Counselor – Must be a state-credentialed school counselor in accordance with New Hampshire licensing requirements. This is a required credentialed position.

Special Education Liaison – Must be a state-certified special education teacher to ensure compliance with RSA 194-B:11 and IDEA requirements. This is a required credentialed position. Additional special education or related services (e.g., speech, OT, PT) may be provided by contracted specialists or through the student’s LEA.

Student Support Staff

Paraprofessionals – Provide instructional and behavioral support to students under the supervision of teachers and the Special Education Liaison. A high school diploma is required; an associate degree or prior experience with youth is preferred.

Support Specialists – Depending on student needs and available funding, Pinnacle may employ or contract with additional staff (ELL instructors, reading/math interventionists, social workers). State certification is preferred but not required unless mandated by law for a particular service.

Operations & Facilities Staff

Maintenance Engineer / Custodian – Responsible for daily cleaning, safety compliance, and coordination with outside vendors for repairs. Prior experience in custodial or facilities management is required; certification or licensure is not required.

Summary of Qualifications

Pinnacle will comply with all credentialing requirements mandated by New Hampshire law (e.g., Special Education, Guidance Counselor). For other instructional positions, state certification is preferred but not required. Pinnacle will consider candidates with deep content knowledge, industry experience, or alternative credentials when they can demonstrate the capacity to deliver high-quality instruction. All staff, regardless of credential status, will receive ongoing professional development to ensure alignment with Pinnacle’s competency-based model.

D. Employee job description/responsibilities Ed 318.09(e)(6)

See Appendix K. for detailed job descriptions to be used during the start-up period and beyond. Modifications to these descriptions as well as additional job descriptions will be developed by the Executive Director as needed.

E. Number of teachers and the average teacher/student ratio for the first 5 years. ED 318.05(c)(7)

See Appendix L. for Teacher / Grade Ratio

F. How the school shall conduct employee and volunteer criminal background check in accordance with RSA 189:13-a. ED 318.07(3)

All new hires and volunteers must successfully complete a background check before joining Pinnacle. The Executive Director will give a conditional job offer to a chosen applicant to initiate the background check, but the final job offer depends on the results of a criminal background check. Pinnacle will request criminal background checks from the state police as required by RSA 189:13-a. No applicant can receive a final offer of employment until their criminal history records check is completed, received, and reviewed by the hiring authority. If Pinnacle follows these procedures, the organization is not liable for any claims regarding negligence in hiring or accepting volunteers with a criminal history.

G. Personnel compensation plan. RSA194-B:3,II(k): Ed 318.09(e)(6)

The Executive Director, Teachers, and Administrative Staff of Pinnacle Chartered Public School will receive a negotiated salary. Part-time employees can be paid an hourly or monthly rate, whichever is deemed appropriate by the Executive Director. All independent contractors, whether full-time or part-time, will be paid an agreed upon hourly contract rate. See Appendix M. for standards for Charter School compensation.

Pinnacle Chartered Public School will publish an annual calendar of holidays and vacations during which the school will officially be closed. The calendar will generally coincide with the public school districts in New Hampshire.

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

Sick leave is available to all full time employees per school policy: Full-time staff shall receive sick leave at the rate of five (5) days per school year. If specified in the employee's contract, part-time staff or staff working part of the school year shall receive sick leave on a prorated basis. Sick leave days must be used during the school year in which they are accrued.

Pinnacle Chartered Public School may provide health insurance and retirement benefits in accordance with school policy and as financial circumstances allow.

H. Administration Performance Evaluation

Pinnacle Chartered Public School will maintain a transparent, comprehensive process for evaluating the Executive Director (chief administrator). The Board of Trustees will be responsible for ensuring that the Executive Director is held accountable for student outcomes, school culture, staff management, fiscal stewardship, and community engagement.

Evaluation Oversight

- Evaluator: The Executive Director will be evaluated by the Board of Trustees. The Board Chair, or a committee designated by the Board, will coordinate the process.
- Frequency: A formal evaluation will occur annually by June 30, with a mid-year check-in in January. Additional reviews may be conducted at the Board's discretion.
- Documentation: Results will be presented in writing, shared with the Executive Director, and recorded in Board minutes.
-

Evaluation Domains

The evaluation will be based on clearly defined core competencies that reflect Pinnacle's mission and operational requirements:

1. Leadership & Governance – Establishes vision, fosters a positive school culture, ensures compliance with laws and policies, and effectively leads the school community.
2. Academic Achievement – Monitors and improves student performance; ensures curriculum fidelity; supports competency-based instruction; meets accountability goals.
3. Staff Management & Development – Hires, supervises, and retains effective staff; fosters professional growth; addresses performance concerns; promotes collaboration.
4. Community & Family Engagement – Builds strong partnerships with parents, community members, and local organizations; communicates effectively and transparently.
5. Financial Oversight & Operations – Ensures fiscal health, budget compliance, and operational effectiveness; maintains facilities and resources to support learning.

Data Sources

To evaluate these domains, the Board will use multiple measures, including but not limited to:

- Academic Data: State assessment results, NWEA MAP growth data, graduation and proficiency rates, and student portfolio completion.
- School Climate Data: Family and student surveys, staff feedback, attendance and discipline records.
- Operational & Financial Reports: Annual audits, budget adherence, enrollment numbers, fundraising outcomes.
- Staff Development & Retention: Records of professional development participation, teacher evaluation summaries, and staff turnover rates.
- Board Observations: Direct observation of leadership practices, community engagement activities, and Board meeting participation.

Use of Results

- The Board will provide a written evaluation report highlighting strengths, areas for growth, and specific goals for the next school year.

- Evaluation results will directly inform the Executive Director's professional development plan, including participation in leadership training, financial management workshops, or other targeted opportunities.
- Continued employment and contract renewal will be contingent upon satisfactory performance, as determined by the Board of Trustees.
- If deficiencies are identified, the Board may place the Executive Director on a performance improvement plan with defined timelines and benchmarks.

I. Teacher, Paraprofessional Performance Evaluation

Per New Hampshire, New Hampshire state law RSA 189:1-a(III), Pinnacle Chartered Public School "...shall adopt a teacher performance evaluation system with the involvements of teachers and principals..." Pinnacle Chartered Public School will have a teacher, aide, and paraprofessional evaluation system and committee of appropriate school staff. This evaluation system will comply with New Hampshire state law Ed 512.02, in which the Criteria for State Approval of Local Professional Development Master Plans requires districts to provide evidence of activities that foster collective responsibility for improved student performance. (Ed 512.02(c)(7)(c)).

Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and practice. Teachers will not receive satisfactory evaluation ratings if they are not effective in the classroom. Observations of new teachers or those with less than five years' experience will occur a minimum of five times throughout the school year. Two of these observations will be formal, and an evaluator will meet with the teacher before and after the observation. The other three will be informal, where an evaluator can observe at any time without formal notice. For experienced teachers, an evaluator will make at least one formal and one informal observation per year. An evaluator may observe a classroom throughout the year. Teachers will be evaluated on content knowledge and delivery, classroom leadership and management, ability to teach students, parent and community relationships, and professional culture and responsibilities. Paraprofessionals and aides will be evaluated by their classroom teachers with the administration's support. This evaluation will cover the classroom environment, procedures, responsibilities and routines, and professional culture (work ethics, professional relationships, and adaptability). Staff not meeting effectiveness will be subject to being placed on a support plan with their evaluator or dismissal for cause at the discretion of the Executive Director.

J. Professional Development

Pinnacle Chartered Public School will develop a Professional Development Plan in which its staff and teachers are supported in their professional growth and development. Under Ed 512.03(a)(3), the Individual Professional Development Plan, certified educators shall develop, in collaboration with the Executive Director or the Director's designee, an individual plan that includes one or more goals for improving student learning and be developed from:

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

Ed 512.03(a)(4) requires the Individual Professional Development Plan to outline the educator's growth in the professional standards as referenced in the local evaluation system. These requirements focus on student learning and ensure educators have the support they need through professional learning.

Initially, Pinnacle Chartered Public School may offer two (2) professional days to its staff. These professional development days may be funded through grant monies, including, but not limited to, Title IIA funding. These days will facilitate professional development, which guides and improves instruction to its students, enhances school policy and culture, and allows for collaboration and leadership opportunities for its staff. In addition, Pinnacle Chartered Public School intends to form a partnership with the New Hampshire Learning Initiative, which offers teachers, administrators, and school boards professional development. If eligible, Pinnacle Chartered Public School will participate in the state of New Hampshire's Next Steps Program, a system of support that provides professional development and transition tools to school districts and families as they focus on strategies to increase student competency and ensure successful school transitions.

All teachers will also be encouraged to pursue external professional development at a frequency determined by the Executive Director, to be outlined in a professional development master plan in consultation with the Board of Trustees. Employees may contact the Executive Director for information about professional development opportunities and benefits.

All employees will be given a copy of the Faculty and Staff Handbook, which describes the required process for requesting professional days. Teachers may meet this expectation through attending workshops, conferences, or courses related to their subject specialty. Pinnacle Chartered Public School will provide paid days off for such training and professional development. All full-time salaried employees, including administrative staff, receive two professional days yearly. This encourages teachers to pursue professional development whenever possible, as long as scheduling can be accommodated. All employees who participate will be asked, following their training, to share a brief synopsis of the key takeaways from their training with other team members. Professional Development will be reviewed annually to determine current and future needs for each subject, grade, or individual faculty member.

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

Pinnacle Chartered Public School views student governance in terms of how students are guided, supported, and held accountable for their behavior within the school community. Our approach to discipline is rooted in the belief that students learn best in an environment that is safe, respectful, and inclusive, and that mistakes provide opportunities for growth. Discipline is therefore not primarily punitive but educational, designed to help students understand the impact of their actions, repair harm where it occurs, and make better choices in the future.

The school's philosophy rests on three interconnected practices. First, Pinnacle will emphasize restorative approaches to discipline. When conflict or misconduct occurs, students will be encouraged to reflect on their choices, recognize how their actions affected others, and work

toward repairing relationships. Second, discipline will follow a progressive framework in which consequences are fair, consistent, and proportionate to the behavior, escalating only when repeated or serious incidents occur. Third, Pinnacle will employ proactive positive behavior supports, teaching and modeling expectations in classrooms, common spaces, and extracurricular settings so that students understand in advance what is required of them.

Student management will be guided by clearly stated expectations that are communicated to all families in the Student Handbook. Teachers and staff will address minor issues through redirection, mediation, or restorative conversations. More significant or repeated issues will be referred to the Executive Director or designee for formal disciplinary procedures. In all cases, Pinnacle will ensure that due process protections are in place, consistent with RSA 193:13 and Ed 317, so that students and families are fully informed of any disciplinary actions and have the opportunity to respond. Exclusionary practices such as suspension or expulsion will be used sparingly and only for serious offenses, with alternatives such as in-school suspension, restorative projects, or behavior contracts considered first.

While student government in the traditional sense is not the focus here, Pinnacle does believe students should have a voice in shaping school culture. This will take the form of advisory groups, restorative justice circles, and opportunities for feedback to administrators and the Board of Trustees. In this way, students learn the skills of self-governance and collective responsibility, reinforcing the idea that discipline is about building a healthy community rather than simply enforcing rules. To ensure accountability, the school will maintain records of disciplinary incidents, which will be reviewed by the Executive Director and reported in aggregate to the Board of Trustees. Data will be monitored for equity across subgroups to guard against disproportionate impacts. Policies will also be reviewed annually, with input from staff, families, and students, to confirm that practices remain consistent with Pinnacle's mission of fostering curiosity, responsibility, and respect.

L. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion. RSA194-B:3,II(p)

Pinnacle Chartered Public School believes that a safe and respectful school climate is essential to learning. Discipline at Pinnacle will be guided by principles of fairness, consistency, and education rather than punishment. The school will use proactive strategies such as restorative practices and positive behavior interventions to address most concerns. However, when more serious disciplinary action is required, Pinnacle will follow procedures that ensure due process for all students, consistent with state and federal law.

The Student Handbook, approved annually by the Board of Trustees, will outline the expectations for student behavior and the possible consequences for misconduct. Teachers and staff will first seek to resolve issues through informal means, but in cases where removal from class or more significant discipline is necessary, students and families will be given clear notice of the alleged infraction and an opportunity to respond.

In accordance with RSA 193:13 and Ed 317, Pinnacle will apply the following due process protections:

- For short-term suspensions (up to ten school days), the Executive Director or designee will provide oral or written notice of the charges to the student and an explanation of the evidence. The student will be given an opportunity to present their version of events before a decision is made. Parents or guardians will be notified in writing of the suspension and the reasons for it.
- For long-term suspensions (more than ten school days), the student and parents will receive written notice of the charges, evidence, and date of a formal hearing before the Board of Trustees or a designated hearing officer. At the hearing, the student has the right to present evidence, call witnesses, and be represented by counsel if desired. A written decision will be issued within a reasonable timeframe.
- For expulsions, Pinnacle will follow the requirements of RSA 193:13, IV, including notice to the parent or guardian, a formal hearing before the Board of Trustees, and a written decision that explains the grounds for expulsion and the conditions for possible readmission.

Students with disabilities will be afforded all rights and protections under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. When disciplinary action may constitute a change in placement for a student with an IEP or 504 Plan, Pinnacle will convene the appropriate team meeting with the LEA to determine whether the behavior was a manifestation of the disability and to ensure services continue in compliance with federal law.

All disciplinary actions will be documented, and records will be maintained in accordance with FERPA. The Board of Trustees will review aggregate discipline data annually to monitor equity and ensure that policies are applied fairly across the student body. Through these policies, Pinnacle seeks to balance accountability with compassion, protecting the rights of students while maintaining a school environment that is conducive to learning for all.

M. Student transportation plan, inside and outside of district. RSA194_B:3,II(I)

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

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

For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's resident district. No transportation will be provided by a sending school district or receiving charter school for students whose residence is other than where the school program is located. Pinnacle Charter School anticipates that students will come from many different communities around New Hampshire. Pinnacle Charter School will assist, to every reasonable extent possible, parents and students who wish to coordinate personal

transportation. In future transportation related plans, Pinnacle Chartered Public School will consider purchasing smaller sized buses to facilitate transportation needs related to students attending special events (e.g. sports, STEM competitions, etc.).

N. Student and Family Handbooks

Pinnacle Chartered Public School will develop and maintain both a Student & Family Handbook and a Faculty & Staff Handbook prior to opening. These handbooks will serve as practical guides to school policies, expectations, and procedures, and will ensure that all members of the school community understand their rights and responsibilities.

The Student & Family Handbook will include, at minimum:

- Mission and vision statements
- Academic expectations, including competency-based grading and promotion
- Code of conduct and disciplinary procedures (aligned with Section VI.K and VI.L)
- Due process rights for students
- Attendance and participation requirements
- Special education and Section 504 rights and procedures
- Non-discrimination policies
- Health, safety, and emergency procedures
- Technology and acceptable use policy
- Extracurricular, enrichment, and Extended Learning Opportunity (ELO) guidelines
- Parent/family engagement expectations
- Grievance and complaint procedures

See Appendix R. for a preliminary draft of the Student and Family Handbook

The Faculty & Staff Handbook will address:

- Employment policies and expectations
- Professional conduct and ethics
- Evaluation and professional development processes
- Procedures for reporting suspected abuse or neglect
- Staff responsibilities for student supervision and safety
- Communication and recordkeeping expectations

See Appendix S. for a preliminary draft of the Faculty & Staff Handbook.

Both handbooks will be reviewed and approved annually by the Board of Trustees. Drafts will be shared with families and staff at least one month prior to the start of each school year, and updated versions will be distributed in both digital and printed formats. Parents/guardians and staff will sign acknowledgement forms confirming receipt and understanding of handbook contents.

O. Student Information System

Pinnacle Chartered Public School will provide a single place for educators, parents, and students to access and manage their work in and out of school. A comparative overview of available systems is provided in the table below.

SIS System	Integration & Reporting	Adoption by NH Charters	Strengths	Considerations
Alma + iNHDEX	Excellent (State supported)	High	Smooth State Compliance, centralized reporting	Purchase cost, tied to district level deployment
PowerSchool	Good with robust features	Moderate	Configurable, robust feature set, 3 rd party integration	School must track users/licenses to avoid overpaying for features or seats not used
Focus	Good State reporting	Low	All-in-one SIS with analytics	Less used.
OpenSIS	Custom (API based)	Low, but potential	Low cost, customizable	Requires IT support
TeacherEase	Manual export	Smaller Charters	Low cost, Standards based grading, CBE friendly	Limited NHED integration. Does not scale well

SECTION VII - MEETING STUDENT NEEDS

A. Special Education: Coordinating with LEA responsible for special education programs or services. *RSA194_B:3,II(n)*

As an open enrollment chartered public school, Pinnacle Chartered Public School will accept applications from any New Hampshire resident student. Following RSA 194-B:8, Pinnacle Chartered Public School will not discriminate against any child with a disability as defined in RSA 186-C. Pinnacle Chartered Public School will cooperate with district decisions and coordinate to ensure the provision of services as identified on the Individual Education Plans (IEPs). Under New Hampshire's charter school statute, RSA 194-B: 11, III (a), "the funding and educational decision-making process for children with disabilities attending a chartered public school shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district."

Pinnacle Chartered Public School will comply fully with the Individuals with Disabilities Education Act (IDEA) and New Hampshire state law. The school will coordinate with the Local Education Agency (LEA) responsible for special education services to ensure that all eligible students receive a Free and Appropriate Public Education (FAPE). Pinnacle will provide

inclusive programming to the greatest extent possible, with services delivered in the least restrictive environment. Individualized Education Plans (IEPs) will be implemented with fidelity, and Pinnacle staff will collaborate closely with parents, the LEA, and contracted service providers to deliver required supports. Annual training will be provided to teachers on their responsibilities in serving students with disabilities.

Pinnacle Chartered Public School recognizes the critical and leading role of the LEA in successfully implementing and administering IEPs (Individual Education Plans). Upon approval of our charter, Pinnacle Chartered Public School will contact possible sending districts to introduce the school and start conversations on how the district prefers to provide services. Specifically, a Pinnacle Chartered Public School representative will notify and collaborate with the LEA when an enrolled student's parents indicate he/she has an IEP. Parents provide this information after the lottery and enrollment are confirmed. Once confirmed, Pinnacle Chartered Public School will contact the LEA to request a meeting. At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education following the child's IEP.

Pinnacle will execute Memoranda of Understanding (MOUs) with resident LEAs detailing Child Find procedures, evaluation timelines, IEP service delivery (including related services), placement decisions, cost-sharing/billing, and dispute resolution. Draft MOU language will be finalized by June 1 prior to opening and reviewed annually.

The child's special education and related services shall be provided using any or all of the methods listed below, starting with the least restrictive environment. Pinnacle Chartered Public School will cooperate with the district decisions and coordinate to ensure the provision of services as identified on the IEPs for the following:

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

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

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

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

- Educationally Disadvantaged
- English Language Learners (ELL)
- Neglected or Delinquent
- Homeless Students
- Migrant and Refugee populations

C. Additional Academic support and credit recovery : strategies for improving student achievement and closing achievement gaps

At Pinnacle Chartered Public School, our mission is to ensure that every student reaches their full academic potential, regardless of background or learning style. We recognize that students may arrive with diverse needs and varying levels of academic preparation. To address these challenges and close achievement gaps, Pinnacle will implement a robust system of additional academic support and credit recovery built on personalization, data-driven instruction, and proactive intervention. We will utilize a Multi-Tiered System of Supports (MTSS) framework to identify students in need of additional help. Tier I includes high-quality, differentiated instruction for all students. Tier II offers targeted small-group interventions during the school day, and Tier III provides intensive, individualized support, including one-on-one tutoring, skill remediation, and customized learning plans.

Students requiring additional time to master content will have access to before- and after-school tutoring, weekend workshops, and summer learning academies. These programs will be staffed by certified teachers and trained academic mentors focused on literacy, numeracy, and executive functioning skills. For students who fall behind, we will offer a structured credit recovery program that includes both in-person and digital coursework aligned with New Hampshire's academic standards. These opportunities will be competency-based, allowing students to demonstrate mastery and recover credits efficiently. For advanced students or those who catch up quickly, accelerated learning paths and dual enrollment options with local colleges will be available.

All interventions will be guided by continuous formative assessments, benchmark testing, and teacher observations. A student achievement dashboard will allow faculty and families to monitor progress and adjust strategies in real time. Weekly team meetings will be used to review data and coordinate support for at-risk students. We recognize that academic challenges often intersect with social-emotional needs. As part of our support framework, students will have access to school counselors, behavioral interventionists, and a restorative discipline approach to create a safe and supportive learning environment.

Families will be key partners in the support process. Pinnacle will offer regular academic conferences, parent workshops, and communication tools to ensure that families are informed and empowered to support learning at home. By implementing these interconnected strategies,

Pinnacle Chartered Public School will provide all students with the tools they need to succeed academically, recover lost ground when necessary, and develop confidence as lifelong learners.

Additional Academic Supports

Pinnacle recognizes that students may require supplemental academic support to meet rigorous expectations. The school will establish a multi-tiered system of support (MTSS) that includes small group instruction, after-school tutoring, and access to online intervention tools. For students who fall behind in credit accumulation, Pinnacle will provide structured credit recovery opportunities. These will include competency-based modules, Extended Learning Opportunities (ELOs), and summer programming designed to help students re-engage and meet graduation requirements. Progress will be monitored every six weeks, and support plans will be adjusted accordingly.

D. Federal Title Programs

Pinnacle Chartered Public School intends to participate in federal education programs authorized under the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), in order to enhance educational opportunities for all students, with a particular focus on those who are economically disadvantaged, educationally at risk, English learners, or students with disabilities.

Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies

Pinnacle will use Title I funds to provide additional support for students who are not yet meeting grade-level expectations. Services may include small-group or one-on-one tutoring, supplemental literacy and math programs, and extended learning opportunities. The Executive Director will appoint a Title I Coordinator to oversee implementation and compliance.

Title II, Part A – Supporting Effective Instruction

Title II funds will be used to improve teacher and leader quality through targeted professional development. Focus areas will include competency-based instruction, differentiated strategies for diverse learners, classroom management, and training in inclusion practices. Funds may also support mentoring and coaching for new teachers.

Title III – Language Instruction for English Learners and Immigrant Students

If allocated Title III funds, Pinnacle will provide supplemental English language instruction, including push-in and pull-out supports, teacher training in sheltered instruction, and family engagement initiatives for multilingual households.

Title IV, Part A – Student Support and Academic Enrichment

Pinnacle will use Title IV funds to expand enrichment opportunities and whole-child supports. This may include integration of educational technology, social-emotional learning, health and wellness initiatives, and expanded access to arts and STEM enrichment.

Assurances and Oversight

Pinnacle will comply with all federal requirements associated with receipt of Title funds, including fiscal recordkeeping, reporting, program evaluation, and provision of equitable

services to eligible private school students, where applicable. The Board of Trustees will review and approve annual Title program plans and budgets, and results will be reported to the New Hampshire Department of Education as required.

SECTION VIII - FINANCIAL MANAGEMENT

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

Pinnacle Chartered Public School will follow NH public school accounting guidelines and put in place internal accounting controls necessary to safeguard its assets and prevent and detect financial statement misstatements. The school will maintain accurate financial records for nonprofit corporations following the Governmental Accounting Standards Board (GASB). An annual financial report will be provided by an independent certified public accountant.

The Board of Trustees will appoint a Treasurer to provide the oversight necessary for monitoring the school's financial status. The Treasurer shall report the school's financial status to the Board of Trustees at least monthly. The Board of Trustees shall also adopt policies for the school's financial management, including policies on conflicts of interest for board members, administration, and faculty. All financial and quarterly financial statements will be posted publicly. The board will approve accounting policies, internal controls, and procedures to be followed by all employees, contractors, and board members to ensure the proper tracking and use of Pinnacle Chartered Public School funds.

A general account will be set up to administer funds, and the Treasurer and named members of the Board of Trustees will have check-writing authority. A fidelity bond will cover everyone with check-writing authority following the guidelines of the New Hampshire Department of Revenue Administration. Except for emergency purchases approved by the school's authorized personnel (up to a maximum to be established by the Board of Trustees), all expenditures and contracts will be handled through an approved system of internal control and procedures for the status of account balances.

Pinnacle Chartered Public School will comply with all required reporting requirements specified in the NH charter school section, RSA 194-B:10. Section 194-B:10 requires that all public charter schools issue an annual report, perform annual financial audits and program audits, and participate during the annual school budget process.

The school will also comply with all the requirements outlined in ED 318 regarding the contents of its annual report. As law requires, the annual report will be provided to the state board and any person who requests it. In addition, a summary version of the annual report and periodic reports will be made available to the parent or guardian of each student at the school and the general public.

The Board will select an external, independent auditor annually to complete the required annual audit and report. The audit will address accounting practices and review the school's internal controls. The audit will be conducted following applicable generally accepted accounting

principles. The annual audit is anticipated to be completed within six months of the close of the fiscal year. If necessary, the Board of Trustees will review and respond to the audit report and include the audit results in its annual report.

B. Annual budget, sources of funding, five-year budget. *Ed 318.09(e)(11)*

The Pinnacle Chartered Public School will utilize all available state funding, including per-pupil adequacy aid from the local districts of the attending students. It will also apply for a federal charter school startup grant, if available, which will be used in accordance with U.S. Department of Education guidelines pertaining to proper charter school startup expenditures. See Appendix N. for the proposed 5-year annual budget plan for the school outlining the use of budget, startup grant, and donated funds. The Executive Director will develop a balanced yearly budget. The Pinnacle Chartered Public School Board of Trustees will review and approve each budget prior to each fiscal year. Annual budgets will be submitted to the appropriate State Offices and any other entities as required by law.

Pinnacle Chartered Public School may receive funding following NH State and Federal law. These funds may include, but are not limited to, general purpose block grants, categorical block and non-block grants; charter school funding from the New Hampshire Department of Education, the federal government or other sources; and any other available or mutually agreeable funding sources for programs.

C. Budget narrative and justification. *Ed 318.09(e)(11)*

Pinnacle Chartered Public School has developed a comprehensive five-year budget that reflects realistic assumptions about revenues and expenses, consistent with operating a small, rural New Hampshire charter high school. The budget demonstrates that Pinnacle will be financially viable, while remaining aligned with the school's mission of delivering a high-quality competency-based education.

The primary source of revenue will be state adequacy aid, calculated at \$9,180 per pupil per year (2025–26 rate), adjusted annually according to the state allocation formula. Enrollment projections begin with 50 students in Year 1 and increase to 100 by Year 5, yielding approximately \$459,000 in Year 1 and \$918,000 by Year 5 in adequacy aid alone.

In addition to adequacy aid, Pinnacle will access:

- Lease Aid: Support for facilities costs available to New Hampshire charter schools under RSA 194-B:11, IV.
- Federal Title Funds (I, II, III, IV): Supplemental support for disadvantaged students, professional development, English learners, and enrichment (see Section VII.D).
- Special Education Reimbursements: Partial reimbursement for special education services coordinated with resident districts.
- Federal Start-Up Grant: If awarded, this will support planning, curriculum, technology, and facilities during the opening years.
- Fundraising and Grants: Managed by NCQE, with a conservative projection of 5–10% of the operating budget. This represents supplementary support for programming and enrichment, not a core funding stream.

Expenses are structured to balance program quality with fiscal responsibility. Major categories include:

- Salaries – Instructional and Administrative Staff: Includes Executive Director, teachers, a certified Special Education Liaison, guidance counselor, paraprofessionals, and support staff. Salaries are benchmarked to northern NH charter averages and adjusted for sustainability.
- Fringe Benefits and Payroll Taxes: Budgeted at approximately 22% of salaries to cover FICA, retirement, health insurance, and other employer obligations.
- Facilities (Lease/Mortgage): Estimated at \$75,000 in Year 1, scaling upward for either a long-term lease or a building purchase. This reflects current market conditions and realistic building costs in northern New Hampshire.
- Maintenance and Utilities: Routine cleaning, safety compliance, electricity, heating, and water.
- Curriculum and Instructional Materials: Purchases of Odell Education, Illustrative Mathematics, OpenSciEd, and supplemental resources.
- Technology: Student devices, networking infrastructure, SIS licensing, and annual refresh costs.
- Professional Development: Ongoing training for teachers in competency-based learning, restorative practices, and inclusion strategies.
- Transportation: Costs for student transportation per RSA 194-B, including contracting or stipends.
- Insurance: Liability, property, and workers' compensation coverage.
- Administrative Expenses: Supplies, postage, printing, and communications.
- Contingency/Reserve: A line item each year to cover unexpected enrollment shifts or emergency expenses.

The budget avoids over-reliance on fundraising by limiting projected donations to a modest share of revenues, ensuring the school is sustainable primarily on adequacy aid and categorical state/federal funds. The Board of Trustees will approve the budget annually, review monthly financial reports, and ensure compliance with RSA 194-B. An independent certified public accountant will conduct annual audits. This robust model demonstrates that Pinnacle can meet its financial obligations, fairly compensate staff, maintain adequate facilities, and deliver its mission-driven educational program while protecting the school's long-term sustainability.

If enrollment at October count falls below target by up to 10%, Pinnacle will: freeze non-essential purchases; defer one elective hire; and trim discretionary program lines (travel, stipends, materials) by 10–15%. For a 10–20% shortfall, the Board authorizes converting one FTE to a part-time (.6–.8) role and postponing select contracted services to Semester 2. If the federal start-up grant is delayed or not awarded, Pinnacle will re-scope furniture/technology purchases, prioritize core curriculum, and draw on NCQE fundraising (Appendix C) while pursuing bridge support from philanthropic partners. The Treasurer will present a written contingency execution report within 15 days of any trigger.

SECTION IX - SCHOOL CULTURE

A. School Environment: culturally inclusive

A new school develops its culture and traditions over time. Still, there are certain foundational themes that should be in place before the school opens that provide the basic scaffolding. Respect is one such fundamental theme. Acceptance is another. A third fundamental cultural theme will be fostering a love of learning in all activities. Pinnacle Charter School will help students learn to take full responsibility for their choices and actions - and to make sound decisions. A fourth cultural theme will be facilitating continuous feedback and open communications between all stakeholders including students, teachers, parents, and staff. This ensures that we continue to learn from each other and provides a mechanism for improvement in all areas of school life. It also is the best way to make sure issues do not go unnoticed and unresolved.

B. Establishment and maintenance of School Culture

The culture of Pinnacle Chartered Public School will be grounded in respect, responsibility, and curiosity, creating an environment where students feel both supported and challenged to grow. Culture is not simply a set of posted values but something practiced daily by students, staff, and families. To this end, Pinnacle will intentionally structure processes and activities that embed cultural expectations into the life of the school. A central part of this work will be the development of the Code of Conduct. During the opening month of each school year, students and staff will work collaboratively, through advisory groups and schoolwide meetings, to draft and refine the Code. This process will ensure that expectations are not imposed top-down but emerge from community consensus, giving students ownership of the standards they will live by. The final Code will be ratified by a student-staff committee and approved by the Executive Director, then included in the Student & Family Handbook. This participatory process will be repeated annually, giving each cohort of students the opportunity to contribute.

Pinnacle also recognizes that building a positive culture requires culturally inclusive classrooms. Staff will receive professional development in areas such as culturally responsive pedagogy, restorative practices, and differentiation for diverse learners. Teachers will be supported by the Special Education Liaison and ELL specialists to ensure every student's voice is valued. Instructional materials will reflect diverse perspectives, and classroom discussions will intentionally engage multiple cultural viewpoints. To ensure that values are more than words, Pinnacle will engage in ongoing practices that reinforce culture. These include:

- Weekly advisory circles, where students reflect on progress, discuss challenges, and strengthen peer relationships.
- Restorative circles to resolve conflict, restore relationships, and reinforce community norms.
- Community service projects that link classroom learning to civic responsibility and allow students to practice leadership.
- Celebrations of learning such as exhibitions, portfolio nights, and public presentations, where students share their work with peers, families, and community members.
- Schoolwide events such as cultural fairs, wellness days, and student-led assemblies that highlight both academic and social growth.

Through these efforts, Pinnacle will create a school culture that is inclusive, student-centered, and deeply connected to the local community. The combination of a collaboratively built Code of Conduct, staff training in inclusivity, and intentional community-building activities will ensure that Pinnacle's values are lived daily by everyone in the school.

SECTION X - STAKEHOLDER ENGAGEMENT

A. Family and Community Engagement

Pinnacle Charter School affirms that families and the wider community are integral partners in student success. Engagement will be purposeful, structured, and ongoing, with a focus on creating authentic opportunities for collaboration.

Parent Participation – Families will be invited to participate in Parent Advisory Councils, volunteer programs, and focus groups that inform decision-making. Parents will also be encouraged to serve as guest speakers, mentors, and co-leaders of school events. These opportunities reinforce Pinnacle's commitment to a culturally inclusive environment as outlined in Section IX: School Culture.

Community Partnerships – The school will formalize relationships with civic groups, nonprofits, and cultural organizations to enrich programming. Anticipated partners include the U.S. Forestry Service, Nature Conservancy, 4H Club, healthcare providers, and local businesses offering internships and career pathways.

Student-Centered Initiatives – Service-learning projects, community showcases, and exhibitions of student work will bring families and community members into the school on a regular basis, supporting the creation of a positive and engaged school culture.

B. Communication Plan

Communication will be transparent, multi-modal, and consistent, ensuring families and stakeholders remain informed and engaged. This plan is directly aligned with the broader Communication Plan detailed in Section XIII, ensuring coherence across school operations.

Weekly Updates: Distributed electronically and in print, highlighting academic progress, upcoming events, and opportunities for involvement.

Parent Portal: A secure online system for grades, attendance, and teacher feedback.

School Website and social media: Regular updates and highlights of student and school achievements.

Family Conferences: Twice-yearly conferences (with options for virtual participation) to review student progress and goals.

Emergency Communications: Automated text, email, and phone systems for urgent updates, in alignment with the Emergency Operations Plan in Section XII.

C. Feedback and Continuous Improvement

The school will prioritize listening to stakeholders and incorporating their feedback into planning and operations.

Annual Stakeholder Surveys – Families, students, staff, and community partners will complete surveys measuring satisfaction, engagement, and suggestions for improvement.

Annual Engagement Report – A published summary of survey findings, actions taken, and measurable outcomes will be made available to families and posted on the school website (see Section XIII).

Advisory Committees – Business & Community Advisory Committee and Parent Advisory Council will meet quarterly to provide structured, actionable recommendations.

Board Review – Engagement data and stakeholder feedback will be reviewed annually by the Board of Trustees to inform schoolwide goals.

D. Collaboration with Local SAUs and Schools

Pinnacle seeks to enhance the broader educational ecosystem by fostering strong relationships with neighboring districts and schools. Collaboration will include:

- Joint professional development workshops on competency-based learning, restorative practices, and MTSS strategies.
- Shared Extended Learning Opportunities (ELOs), extracurriculars, and dual-enrollment opportunities with higher education partners.
- Dissemination of best practices through white papers, roundtable forums, and statewide charter school networks, reinforcing the mission outlined in Section III: Educational Vision.

E. Sustainability of Engagement

To ensure long-term success, engagement practices will be embedded into the school's structure and culture:

- Formalized Agreements (MOUs) with community partners to support continuity of programming.
- Leadership Succession Planning to safeguard against turnover disrupting relationships.
- Ongoing Evaluation to ensure partnerships remain aligned with student needs, community priorities, and Pinnacle's mission.

SECTION XI - FACILITIES

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

We are proactively collaborating with a local realtor to identify the best possible property for our charter school as soon as we receive state approval. We have established a partnership with

Paul Priolo from Remax Northern Edge Realty in Colebrook, NH, who is already assisting us in our search. Our search includes a building space that is centrally located in the greater Colebrook area that can serve the community and can accommodate the space demands outlined below, totaling approximately 14,400 square feet. In addition, we are looking to find space that has appropriate parking outside for teachers, parents, students and a turnout area for buses. Bus requirements will be small. The local school system only brings in three buses so we expect, especially since a number of students will be driving themselves, that the bus demand will be minimal.

B. Description of school requirements

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

C. Classroom, Offices, Athletics, Outdoor Needs Plan

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

Required Space	Square Footage	Total Space Needed
Six to eight classrooms	800 square feet per	6400 square feet
Executive Director's Office	400 square feet	400 square feet
Share Administration offices	800 square feet	800 square feet
Facility break room	800 square feet	800 square feet
School infirmary	200 square feet	200 square feet
Therapy and special education	800 square feet	800 square feet
Gymnasium	5000 square feet	5000 square feet
Parking and bus turnout area	Outside space, Bus Turnout At least 30 parking spaces	Outside space
	Total	14,400

Optional but desirable:

- Greenhouse and garden space
- Out-buildings for storage and animal husbandry
- Outdoor athletic field

Since we're only adding two grades over time, we're looking to find space that meets these needs initially and we are optimistic that there are a couple of buildings locally that can meet

these needs and can be brought up to standards to receive an approval from the Department of Education within 60 days of opening.

D. Plans for facilities lease or purchase

When Pinnacle Chartered Public School is granted a charter, we will take appropriate action to finalize the lease or purchase of a location suitable for the school's needs based on available locations and financial viability. Currently, we have identified two outstanding properties that could serve as an ideal home for our charter school:

1. The historic Colebrook Academy: Recently purchased by Dan Degasse, this former school building has been vacant for several years. Mr. Dagesse previously offered a \$2M donation to the town for a new high school build, demonstrating his commitment to supporting local education. We are now engaged in discussions with Mr. Degasse about leasing or potentially receiving a portion of the Academy building for our use. He has expressed enthusiasm for our mission, and we are optimistic that he may offer favorable terms, financial support, or even contribute to renovation efforts. As soon as we have State approval, we believe this could be a promising path forward for our school community.
2. 115 Main Street, Colebrook: This centrally-located building in downtown Colebrook offers ample space—over 6,200 square feet—to support not just our initial needs but also provide room for future growth and innovative programming. The facility's proximity to local businesses would give our students unique access to co-op partnerships and internship opportunities, fostering real-world learning experiences and deeper community connections. (See Appendix O. PROPERTIES BEING CONSIDERED FOR SCHOOL FACILITY).

SECTION XII - SCHOOL SAFETY MANAGEMENT PLAN

A. Emergency Operations Plan

The Pinnacle Chartered Public School emergency management plan aims to facilitate the identification of and the appropriate responses to safety incidents by outlining the responsibilities and duties of the school and its employees. Developing, maintaining, and exercising the plan empowers employees to act quickly and knowledgeably in an incident. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan assures parents and other community members that Pinnacle Chartered Public School has established guidelines and procedures to respond to incidents/hazards effectively. Pinnacle Chartered Public School will complete this emergency management plan and submit it to the appropriate authorities (New Hampshire Homeland and Emergency Management) before school opening. The EOP will align with NIMS/ICS and include: (1) threat-assessment team membership and protocols; (2) drill cadence (fire, evacuation, reverse evacuation, lockdown, shelter-in-place—monthly in semester 1; at least quarterly thereafter); (3) reunification procedures and a secondary site; (4) MOU templates with local police, fire, EMS, and Coös County Emergency Management for training and communications; and (5) annual EOP training for all staff.

The plan will be reviewed at least on an annual basis.

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

Pinnacle Chartered Public School shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to:

- Fire safety
- Heating, ventilating, and air conditioning (HVAC)
- Plumbing
- Electrical
- Food Service
- ADA (Americans with Disabilities Act)

SECTION XIII - COMMUNICATION PLAN

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

To ensure that all residents have an equal opportunity to apply to Pinnacle Chartered Public School, an extensive and widely broadcast marketing effort will be initiated through the NCQE and the NH Alliance Charter School Action Network. Information will be widely broadcast through newspapers, websites, libraries and other public places and social media to ensure that families are aware of Pinnacle Chartered Public School as a choice available to them. During the initial months of planning, information will be disseminated through bulletins, advisories, social media, and posting on informational websites. Materials for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and foundations. Upon approval of the charter, the NCQE will develop informational brochures describing the school, its mission, its approach to education, and the expectations and opportunities the program hopes to provide. Pinnacle Chartered Public School will continue this information campaign throughout the next 5 years after opening. Parents of enrolled students will be provided with additional school information through public announcements posted on the school website.

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

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

Pinnacle Chartered Public School is committed to becoming a catalyst for educational innovation in New Hampshire. Part of our core mission includes not only improving academic outcomes for our own students but also sharing successful strategies with the broader educational ecosystem—including other charter schools, local education agencies (LEAs), and community organizations—especially those in rural and under-resourced regions. Pinnacle’s approach to developing and sharing best practices will proceed along three parallel paths: documentation and analysis, outreach and collaboration, and dissemination through multiple channels. Pinnacle will maintain a continuous improvement framework rooted in both quantitative and qualitative data. Every instructional innovation, curricular enhancement, and support intervention will be systematically evaluated for its impact on student outcomes, engagement, and well-being. These evaluations will inform the development of:

- Case studies and pilot program reports
 - Practitioner toolkits aligned with competencies and flexible instructional methods
 - Templates for Extended Learning Opportunities (ELOs)
 - Frameworks for student sortition-based governance and alternative assessment models
- These documents will be revised annually based on outcomes, teacher feedback, and student voice, and will be made available in a public repository on the school’s website.

Pinnacle will build relationships with nearby public schools, charter schools, and SAUs (School Administrative Units) through formal and informal partnerships. These efforts may include (but not limited to):

- Hosting roundtable forums with educators and administrators to share practices, discuss challenges, and co-create regional strategies for improving rural education
- Offering school visit days for teachers and administrators from across the state to observe Pinnacle’s learning model in action
- Inviting local public schools to participate in shared Extended Learning Opportunities (ELOs), dual enrollment programs, and joint training in social-emotional learning, assessment, and student-directed inquiry

We are especially focused on areas where rural schools face systemic underperformance and underfunding and believe that cross-institutional collaboration can raise the bar for all students. Pinnacle will work to ensure broad dissemination of its findings and materials. Key strategies may include:

- Publishing white papers, policy briefs, and how-to guides on Pinnacle’s websites
- Submitting presentations to statewide conferences such as the New Hampshire Charter Schools Conference and the Rural Schools Association Symposium
- Partnering with teacher training programs and education nonprofits to integrate Pinnacle’s methodologies into professional development workshops
- Creating webinars and online modules open to the public, focusing on our most promising innovations (e.g., competency-based grading, student-directed governance, community-based projects)

We will also share insights via social media, blogs, podcasts, and recorded interviews with staff and students to humanize and publicize what works in rural charter education.

C. A plan for timely and regular communication.

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

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

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

SECTION XIV - ASSURANCES, PROVISIONS, AND POLICIES

A. A global hold-harmless clause

In accordance with RSA 194-B: 3, II(x), Pinnacle Chartered Public School, its successors, and assigns, agrees at all times to indemnify and hold harmless the host school district and 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. The school shall have no obligation to hold harmless the Indemnified Parties for any claims, damages, losses, or expenses resulting from the Indemnified Parties’ own acts or omissions.

B. Severability.

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

C. Statement of nondiscrimination according to relevant laws.

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

D. Provision for providing evidence of adequate insurance coverage.

Pursuant to RSA 194-B:1, Pinnacle Chartered Public School will be afforded the same protections as all other public schools under RSA 507(b), which provides for limited general liability for the charter school and its agents. The Board of Trustees will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the school, workman's compensation, board errors and omissions, and faculty coverage. The insurance program will be in place as the first Board of Trustees begins its duties and will be maintained through the life of the school. Copies of the insurance documents will be housed with the trustees contracted legal services.

E. Identity of consultants to be used for various services,

During the period of startup and development, Pinnacle Chartered Public School may require tasks addressed and conducted by specialists in certain fields. Pinnacle Chartered Public School anticipates the likelihood of contracting with an individual or a company that provides services such as computer IT setup, school guidance & counseling, special education, and school health. As enrollment grows, Pinnacle Chartered Public School believes that some of these positions may become permanent employees. While we cannot identify any particular contract at the time of this application, all candidates will be required to show sufficient evidence of past experience and expertise in the specified role, including, but not limited to formal education in the specified field, work history and references.

F. Guidelines for contracting of services with the LEA in sharing transportation, athletic, maintenance and other services and facilities.

Pinnacle Chartered Public School students will have access to bussing only if they reside in the district where the charter school is located. The charter school will comply with charter law provisions that govern student transportation under Section 194-B:2, which states: "Attendance at a charter school for the purposes of transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school district in which the open enrollment or charter school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for in RSA 189:6 and RSA 189:8 and that transportation is provided to pupils attending other public schools within that district. However, any added costs for such transportation services shall be borne by the charter school."

Students attending Pinnacle Chartered Public School who reside in the host school district shall ride the transportation provided by that host district, with the charter school providing for added route costs, if so billed. "For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's resident district. No transportation will be provided by a sending school district or receiving charter school for students whose residence is other than where the school program is located." As a state authorized charter school, Pinnacle Chartered Public School anticipates that students may come from many different communities around New Hampshire. Pinnacle will assist, to the extent possible, logistical assistance to parents and students who wish to connect and coordinate personal shared transportation, e.g. arrange carpools. Pinnacle Chartered Public School may purchase passenger vehicles to

assist families of greatest need for transportation, if the budget allows, Pinnacle Chartered Public School will allocate 5% of the office managers time to coordinating carpooling for families in need.

G. Policies the school will develop prior to opening.

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

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

H. Provision for dissolution of the charter school

In the event that Pinnacle Chartered Public School is dissolved or ceases operation, the school will follow a structured plan to ensure that student records, assets, and obligations are managed in accordance with New Hampshire law. Families will receive written notice of closure with sufficient time to secure new placements. When a student transfers to another public or nonpublic school, Pinnacle will forward the student's education records in a timely manner to the receiving school, consistent with RSA 193-D:7 and Ed 1119.01. For students who graduate, withdraw for home education, or whose whereabouts are unknown, Pinnacle will forward the student's records to the New Hampshire Department of Education, per RSA 193-C:11 and DOE protocols. The Executive Director (or designate) will oversee record transfers, ensuring they are complete, secure, and timely.

The Board of Trustees will oversee the settlement of all outstanding financial obligations, including payment of debts, employee compensation, and fulfillment of contracts. Any remaining assets, following the satisfaction of all liabilities, will be disposed of in accordance with RSA 194-B:11, IX. This may include the return of state or federal funds to their source or the transfer of educational materials and equipment to another New Hampshire public school or charter school. The Executive Director will coordinate closure activities with the New Hampshire Department of Education to ensure transparency and compliance at all stages.

I. Conversion of a public school to a chartered conversion school

N/A (Non-Applicable).

J. A plan for student education if the charter school ceases operation.

In the event of Pinnacle Charter School's dissolution or closure, the school will ensure that families are informed of all educational options available under New Hampshire law. Written notice will be provided to parents/guardians with sufficient time to plan for the subsequent school year. Options will include, but are not limited to:

- Enrollment in the resident district public school(s);

- Enrollment in another New Hampshire charter school;
- Participation in the Virtual Learning Academy Charter School (VLACS);
- Enrollment in a nonpublic/private school approved by the NHDOE; and
- Pursuit of a home education program under RSA 193-A.

The Executive Director (or designee) will coordinate with the NHDOE and local school districts to provide transition support, ensure timely transfer of student records (per Section XIV.H), and maintain compliance with all state and federal requirements.

K. If a chartered public school provides the only available public education services.

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

L. Proposed accountability plan.

The Accountability Plan (See Appendix U.) lays out the specific student achievement goals that a school agrees to meet and the specific measures that define what constitutes meeting these goals. These plans establish a common set of goals and outcome measures that represent the expectations the Institute and Trustees hold for student learning and achievement. Progress in meeting the Accountability Plan is used in evaluating whether a school receives approval to continue operating. As public schools, charter schools are held accountable to the same outcomes as other public schools in New Hampshire State, namely performance on state exams. The Accountability Plan sets goals and outcome measures for the school's performance in English language arts, mathematics, science, and social studies as well as for the school's standing with respect to the state's accountability system. Schools may also choose to include in their Accountability Plan optional academic, as well as organizational or other non-academic goals and measures.

The initial Accountability Plan is finalized before a school's first day of operation and covers the initial "Accountability Period," the first five years of its charter term. At the end of the Accountability Period, schools develop a new Accountability Plan as part of their application for renewal. Pinnacle Chartered Public School will have in place an accountability plan before the school opens. The plan will include at least the following:

Student Achievement Goals: Pinnacle will monitor student performance using the NH Statewide Assessment System (NH SAS), aiming for continuous improvement in proficiency rates in English language arts, mathematics, science, and social studies. Growth will also be measured using nationally normed assessments such as NWEA MAP, with the goal of demonstrating at least one year's academic growth annually for each student.

Organizational Goals: Pinnacle will track key indicators of school health, including daily attendance (target of at least 95%), student re-enrollment rates, family engagement survey results, and staff retention.

Financial Sustainability: The financial viability and health of the school will be assessed through balanced budgets, clean annual audits, fundraising success, grant awards, and maintenance of appropriate reserves.

Reporting: Accountability results will be reported annually to the Board of Trustees, shared with families in the annual report, and submitted to the New Hampshire Department of Education as required. Data will be used not only for compliance but also as the foundation for continuous improvement planning, strategic decision-making, and charter renewal applications.

M. Code of conduct for New Hampshire educators. RSA 194-B, II

In accordance with RSA 194-B, II(ee), Pinnacle Chartered Public School will adopt and implement the Code of Conduct for New Hampshire educators Employee Performance, Conduct and Disciplinary Action (Ed 510). The Board of Trustees and the Executive Director will jointly oversee implementation and enforcement.

SECTION XV - LETTERS OF SUPPORT

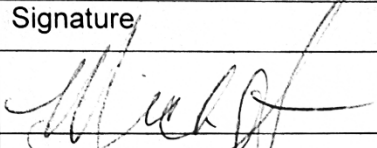
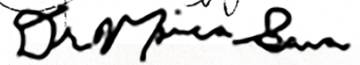
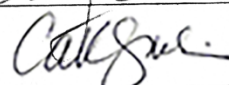
See Appendix Q. – Letters of Support.

SECTION XVI - CHARTER SCHOOL OPENING

Pinnacle Chartered Public School is planning to have the school fully staffed by August 1, 2026 with the first day of school late August 2026 or early September 2026. See Appendix V. for additional information.

SECTION XVII - SIGNED & CERTIFIED APPLICATION

The following Board members of the Northern Collaborative for Quality Education (NCQE) respectfully submit this signed and certified application to the New Hampshire Department of Education Charter School Office.

Name	Date	Signature
Michelle Strasburger	9/30/2025	
Dr. Monica Save	9/30/2025	
Bonnie Balsamo	9/30/2025	
Kelly Cunningham	9/30/2025	
Catherine Kruger Sullivan	9/30/2025	

Appendix A. - NCQE Board Members

Michelle Strasburger

Michelle Strasburger is the current Chairperson of the NCQE Board. She has more than two decades of progressive human resources leadership and a mission-driven mindset to her role. She previously founded The HR Rebels, a global coalition of HR professionals advocating for HR's strategic voice, and established The Wellness Value, a consulting venture focused on creating healthier, happier workplaces. Michelle currently advises Writing.io as a lead mentor for AI-driven learning and development, guiding enterprise-level talent strategies through AI adoption. Michelle lives in Colebrook, NH with her husband Attorney Jon Strasburger, and their two children who are currently enrolled in the Colebrook Public School system.

Bonnie Balsamo

Bonnie L. Balsamo, LICSW is a Licensed Independent Clinical Social Worker practicing in the Colebrook / Columbia region of New Hampshire. She is affiliated with North Country Healthcare and Weeks Medical Center, providing behavioral health and psychiatry services at the NCH Patient Care Center in Colebrook in partnership with Weeks Medical Center, and also at the Groveton Clinic. Her credentials include licensure as an independent clinical social worker, a certificate in substance use disorder counseling, training in the Grief Recovery Method, facilitation based in moral recognition group therapy, and EMDR (Eye Movement Desensitization and Reprocessing) training. In her role she works with a broad range of mental health and behavioral health needs, including psychiatry-adjacent services, substance use issues, grief recovery, and trauma. Bonnie Balsamo joined the staff in 2022. Her work contributes to enhancing access to behavioral health services in this rural region, offering critical support to patients facing mental health, grief, trauma, and substance use challenges.

Catherine Kruger Sullivan

Catherine “Catie” Krueger Sullivan is a communications professional based in Colebrook, NH. She currently serves as the Strategic Marketing Communications Director for Nugent Jewelry, a wholesale jewelry company located in Colebrook. Catherine operates a platform called Noteworthy, through which she offers writing and storytelling services—specializing in keynote speeches, ghostwriting, branding narratives, and content that aligns with mission-driven organizations. Her work reflects a blend of strategic vision and creative expression, emphasizing clear messaging, authentic storytelling, and helping brands articulate their values and mission. She is also active in the local community, participating in regional events and institutions.

Monica Sava

Dr. Monica Sava, Ph.D. is an accomplished senior data scientist, mathematics educator, and academic leader with over 30 years of experience in teaching, curriculum development, and educational innovation. She holds a Ph.D. and M.A. in Measurement, Statistics, and Evaluation from the University of Maryland and a B.S. in Mathematics from Fordham University. Dr. Sava's work focuses on making math and data science accessible and engaging, while preparing students to thrive in a technology-driven world.

She has held senior roles in higher education, including Acting Program Director of the Doctor of Business Administration program at the University of Maryland Global Campus, where she led research initiatives, mentored doctoral students, and integrated emerging technologies like generative AI into academic programs. She has taught mathematics, statistics, and research methods at all levels, from high school to doctoral. She has been recognized with the University of Maryland Presidential Award for extraordinary educational leadership.

Currently, Dr. Sava continues to lead curriculum design, faculty mentoring, and applied research across institutions. She joined the NCQE Board in June 2025, bringing a deep commitment to educational excellence, innovation in STEM education, and empowering students through data-informed learning.

Kelly Cunningham

Kelly Cunningham is a founding NCQE board member. He is a software engineer, writer, and artist, and lives in Columbia, NH. Kelly has held senior level positions with various software companies throughout his professional career, including stints as Vice President of Engineering at Fast Search and Transfer (acquired by Microsoft, the software developed under Kelly's direction later forming the core of Microsoft's Bing search engine) and as CTO at TotalView Technologies, a software company that makes code debuggers for the High Performance Computing (HPC) industry.

Appendix B, - PINNACLE CHARTERED PUBLIC SCHOOL BOARD OF TRUSTEES BYLAWS

PREAMBLE

The following Bylaws shall be subject to, and governed by, the Non-Profit Corporation Act of New Hampshire and the Articles of Incorporation of Pinnacle Chartered Public School Board of Trustees. In the event of a direct conflict between the herein contained provisions of these Bylaws and the mandatory provisions of the Non-Profit Corporation Act of New Hampshire, said Non-Profit Corporation Act shall be the prevailing controlling law. In the event of a direct conflict between the provisions of these Bylaws and the Articles of Incorporation of Corporation/Organization, it shall then be these Bylaws which shall be controlling.

ARTICLE 1 - NAME

The legal name of the Non-Profit Corporation/Organization shall be known as Pinnacle Chartered Public School Board of Trustees and shall herein be referred to as the "Corporation/Organization."

ARTICLE 2 - PURPOSE

The purpose for which the Non-Profit Corporation/Organization is formed is set forth in the attached Articles of Incorporation.

The Corporation/Organization is established within the meaning of IRS Publication 557 Section 501(c) (3) Organization of the Internal Revenue Code of 1986, as amended (the "Code") or the corresponding section of any future federal tax code. The Corporation/Organization shall be operated exclusively for/to the purposes of teaching to pre-college students the technical fundamentals and advanced concepts of software development as well as the practices associated with defining, building, testing, and deploying such software in real-world business settings.

In addition, this Corporation/Organization has been formed for the purpose of performing all things incidental to, or appropriate in, the foregoing specific and primary purposes. However, the Corporation/Organization shall not, except to an insubstantial degree, engage in any activity or the exercise of any powers which are not in furtherance of its primary non-profit purposes.

The Corporation/Organization shall hold and may exercise all such powers as may be conferred upon any nonprofit organization by the laws of the State of New Hampshire and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation/Organization. At no time and in no event shall the Corporation/Organization participate in any activities which have not been permitted to be carried out by a Corporation/Organization exempt under Section 501(c) of the Internal Revenue Code of 1986 (the "Code"), such as certain political and legislative activities.

ARTICLE 3 - OFFICES

The principal office of the Corporation/Organization shall be located at 383 Carleton Hill Rd, Colebrook, New Hampshire 03576.

The Corporation/Organization may have other such offices as the Board of Trustees may determine or deem necessary, or as the affairs of the Corporation/Organization may find a need for from time to time, provided that any permanent change of address for the principal office is properly reported as required by law.

ARTICLE 4 - DEDICATION OF ASSETS

The properties and assets of the Corporation/Organization are irrevocably dedicated to and for non-profit purposes only. No part of the net earnings, properties, or assets of this Corporation/Organization, on dissolution or otherwise, shall inure to the benefit of any person or any member, director, or officer of this Corporation/Organization. On liquidation or dissolution, all remaining properties and assets of the Corporation/Organization shall be distributed and paid over to an organization dedicated to non-profit purposes which has established its tax-exempt status pursuant to Section 501(c) of the Code.

ARTICLE 5 - BOARD OF TRUSTEES

General Powers and Responsibilities

The Corporation/Organization shall be governed by a Board of Trustees (the "Board"), which shall have all the rights, powers, privileges and limitations of liability of directors of a non-profit corporation organized under the Non-Profit Corporation Act of New Hampshire. The Board shall establish policies and directives governing business and programs of the Corporation/Organization and shall delegate to the Executive Director and Corporation/Organization staff, subject to the provisions of these Bylaws, authority and responsibility to see that the policies and directives are appropriately followed.

The Board of Trustees shall establish and maintain processes to ensure meaningful input from parents, students, staff, and community stakeholders in its decision-making. Such processes may include, but are not limited to, public comment opportunities at Board meetings, annual stakeholder surveys, advisory councils, or forums. The Board shall consider this input when making policy, budgetary, or strategic decisions, while retaining its independent fiduciary responsibility for governance.

Number and Qualifications

The Board shall have up to 7 members, but no fewer than five (5) Board members and an additional non-voting member slot reserved for the school's Executive Director. The number of Board members may be increased by the affirmative vote of a two-thirds majority of the then-serving voting members of the Board of Trustees. A Board member need not be a resident of the State of New Hampshire. In compliance with RSA 194-B:5 II, the Board of Trustees shall include

no fewer than 25 percent of its members, or 2 members, whichever is greater, who are parents or guardians of currently enrolled students.

Board Compensation

The Board shall receive no compensation other than for reasonable expenses. However, provided the compensation structure complies with Sections relating to "Contracts Involving Board Members and/or Officers" as stipulated under these Bylaws, nothing in these Bylaws shall be construed to preclude any Board member from serving the Corporation/Organization in any other capacity and receiving compensation for services rendered.

Board Elections

The Governance Committee, if created, shall present nomination for new and renewing Board members at the board meeting immediately preceding the beginning of the next fiscal year. Recommendations from the Governance Committee shall be made known to the Board in writing before nominations are made and voted on. New and renewing Board members shall be approved by simple majority of those Board members at a Board meeting at which a quorum is physically present. If no Governance Committee is created, then this duty shall fall upon another committee created for that purpose or upon the Board of Trustees.

Term of Board

All appointments to the Board shall be for a term of 2 year(s). No person shall serve more than 10 consecutive terms unless a majority of the Board, during the course of a Board meeting at which a quorum is physically present, votes to appoint a Board member to 2 additional year(s). No person shall serve more than 30 consecutive years. After serving the maximum total number of consecutive years on the Board, a member may be eligible for reconsideration as a Board member after 2 years have passed since the conclusion of such Board member's service.

Vacancies

A vacancy on the Board of Trustees may exist at the occurrence of the following conditions:

- a) The death, resignation, or removal of any director.
- b) The declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, convicted of a felony, found by final order or judgment of any court to have breached a duty pursuant to the Corporation Code and/or Act of the law dealing with the standards of conduct for a director, or has missed 3 consecutive meetings of the Board of Trustees, or a total of 4 meetings of the Board during any one calendar year;
- c) An increase in the authorized number of directors; or
- d) The failure of the directors, at any annual or other meeting of directors at which director(s) are to be elected, to elect the full authorized number of directors.

The Board of Trustees, by way of affirmative vote of a majority of the directors then currently in office, may remove any director without cause at any regular or special meeting, provided that

the director to be removed has been notified in writing in the manner set forth in Article 5 “Meetings that such action would be considered at the meeting.

Except as provided in this paragraph, any director may resign effective upon giving written notice to the chair of the Board, the Executive Director of Corporation/Organization, the secretary of Corporation/Organization, or the Board of Trustees, unless the notice specifies a later time for the effectiveness of the resignation. If the resignation is effective at a future time, a successor may be designated to take office when the resignation becomes effective. Unless the Attorney General of New Hampshire is first notified, no director may resign when the Corporation/Organization would then be left without a duly elected director in charge of its affairs.

Any vacancy on the Board may be filled by simple majority of the directors then in office, whether or not the number of directors then in office is less than a quorum, or by vote of a sole remaining director. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires.

A Board member elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Resignation

Each Board member shall have the right to resign at any time upon written notice thereof to the Chair of the Board, Secretary of the Board, or the Executive Director. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall not be necessary to make it effective.

Removal

A Board member may be removed, with or without cause, at any duly constituted meeting of the Board, by the affirmative vote of a two-thirds majority of then-serving Board members.

Meetings

The Board's regular meetings may be held at such time and place as shall be determined by the Board. The Chair of the Board or any 3 regular Board members may call a special meeting of the Board with 5 days' written notice provided to each member of the Board. The notice shall be served upon each Board member via hand delivery, regular mail, email, or fax. The person(s) authorized to call such special meetings of the Board may also establish the place where the meeting is to be conducted, so long as it is a reasonable place to hold any special meetings of the Board. Meetings may be attended remotely via Zoom or any such approved internet-based meeting platform unless a simple majority of the Board mandates in-person attendance.

Minutes

The Secretary shall be responsible for the recording of all minutes of each and every meeting of the Board in which business shall be transacted in such order as the Board may determine from time to time. However, in the event that the Secretary is unavailable, the Chair of the Board shall appoint an individual to act as Secretary at the meeting. The Secretary, or the individual appointed

to act as Secretary, shall prepare the minutes of the meetings, which shall be delivered to the Corporation/Organization to be placed in the minute books. A copy of the minutes shall be delivered to each Board member via either regular mail, hand delivered, emailed, or faxed within 5 business days after the close of each Board meeting.

Action by Written Consent

Any action required by law to be taken at a meeting of the Board, or any action that may be taken at a meeting of the Board, may be taken without a meeting if consent in writing setting forth the action so taken shall be signed by all Board members. The number of directors in office must constitute a quorum for an action taken by written consent. Such consent shall be placed in the minute book of the Corporation/Organization and shall have the same force and effect as a vote of the Board taken at an actual meeting. The Board members' written consent may be executed in multiple counterparts or copies, each of which shall be deemed an original for all purposes. In addition, facsimile signatures and electronic signatures or other electronic "consent click" acknowledgments shall be effective as original signatures.

Quorum

At each meeting of the Board of Trustees or Board Committees, the physical presence of at least half the members of the Board shall constitute a quorum for the transaction of business. If at any time the Board consists of an even number of members and a vote results in a tie, then the vote of the Chair of the Board shall be the deciding vote. The act of the majority of the Board members serving on the Board or Board Committees and present at a meeting in which there is a quorum shall be the act of the Board or Board Committees, unless otherwise provided by the Articles of Incorporation, these Bylaws, or a law specifically requiring otherwise. If a quorum is not present at a meeting, the Board members present may adjourn the meeting without further notice until a quorum shall be physically present. A Board member shall not be considered physically present at any meeting of the Board or Board Committees if during the meeting he or she is present via telephone or web conferencing. As long as half the board members are physically present at a meeting and thereby constitute a quorum, other members not physically present may attend the meeting and vote by telephone or web conferencing.

Voting

Each Board member shall only have one vote.

Proxy

Members of the Board shall be allowed to vote by written proxy.

Board Member Attendance

An elected Board Member who is absent from 3 consecutive regular meetings of the Board during a fiscal year shall be encouraged to reevaluate with the Chair of the Board his/her commitment to the Corporation/Organization. The Board may deem a Board member who has missed 3 consecutive meetings without such a reevaluation with the Chair, to have resigned from the Board.

ARTICLE 6 - OFFICERS

Officers and Duties

The Board shall elect officers of the Corporation/Organization as defined in Articles of Incorporation or by Board resolution but in no case less than 1 officer to prepare minutes of the directors' and members' meetings and authenticate the records of the Corporation/Organization. The same person may hold any number of offices. In addition to the duties in accordance with this Article, officers shall conduct all other duties typically pertaining to their offices and other such duties which may be required by law, Articles of Incorporation, or by these bylaws, subject to control of the Board of Trustees, and they shall perform any other such additional duties which the Board of Trustees may assign to them at their discretion.

The officers will be selected by the Board at its annual meeting, and shall serve the needs of the Board, subject to all the rights, if any, of any officer who may be under a contract of employment. Therefore, without any bias or predisposition to the rights of any officer that may be under any contract of employment, any officer may be removed with cause by the Board. All officers have the right to resign at any time by providing notice in writing to the Chair of the Board, Executive Director, and/or Secretary of the Corporation/Organization, without bias or predisposition to all rights, if any, of the Corporation/Organization under any contract to which said officer is a part thereof. All resignations shall become effective upon the date on which the written notice of resignation is received or at any time later as may be specified within the resignation; and unless otherwise indicated within the written notice, a stated acceptance of the resignation shall not be required to make the resignation effective.

Any and all vacancies in any office because of death, resignation, disqualification, removal, or for any other cause, shall be filled in accordance with the herein prescribed Bylaws for regular appointments to such office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Board of Trustees.

Chair of the Board (Chief Executive Officer)

It shall be the responsibility of the Chair of the Board, when present, to preside over all meetings of the Board of Trustees and Executive Committee. The Chair of the Board is authorized to execute, in the name of the Corporation/Organization, any and all contracts or other documents which may be authorized, either generally or specifically, by the Board to be executed by the Corporation/Organization, except when required by law that the Executive Director's signature must be provided.

Executive Director

It shall be the responsibility of the Executive Director, in general, to supervise and conduct all activities and operations of the Corporation/Organization, subject to the control, advice and consent of the Board of Trustees. The Executive Director shall keep the Board of Trustees completely informed, shall freely consult with them in relation to all activities of the Corporation/Organization, and shall see that all orders and/or resolutions of the Board are carried out to the effect intended. The Board of Trustees may place the Executive Director under a

contract of employment where appropriate. The Executive Director shall be empowered to act, speak for, or otherwise represent the Corporation/Organization between meetings of the Board. The Executive Director shall be responsible for the hiring and firing of all personnel and shall be responsible for keeping the Board informed at all times of staff performance and for implementing any personnel policies which may be adopted and implemented by the Board. The Executive Director, at all times, is authorized to contract, receive, deposit, disburse and account for all funds of the Corporation/Organization, to execute in the name of the Corporation/Organization all contracts and other documents authorized either generally or specifically by the Board to be executed by the Corporation/Organization, and to negotiate any and all material business transactions of the Corporation/Organization.

Secretary

The Secretary, or his/her designee, shall be the custodian of all records and documents of the Corporation/Organization, which are required to be kept at the principal office of the Corporation/Organization, and shall act as secretary at all meetings of the Board of Trustees, and shall keep the minutes of all such meetings on file in hard copy or electronic format. S/he shall attend to the giving and serving of all notices of the Corporation/Organization and shall see that the seal of the Corporation/Organization, if any, is affixed to all documents, the execution of which on behalf of the Corporation/Organization under its seal is duly authorized in accordance with the provisions of these bylaws.

ARTICLE 7 - COMMITTEES

Committees of Directors

The Board of Trustees may, from time to time, and by resolution adopted by a majority of the directors then in office provided that a quorum is physically present, designate one or more committees to exercise all or a portion of the authority of the Board, to the extent of the powers specifically delegated in the resolution of the Board or in these Bylaws. Each such committee shall consist of at least two (2) directors and may also include persons who are not on the Board but whom the directors believe to be reliable and competent to serve at the specific committee. However, committees exercising any authority of the Board of Trustees may not have any non-director members. The Board may designate one or more alternative members of any committee who may replace any absent member at any meeting of the committee. The appointment of members or alternate members of a committee requires the vote of a majority of the directors then in office, provided that a quorum is physically present. The Board of Trustees may also designate one or more advisory committees that do not have the authority of the Board. However, no committee, regardless of Board resolution, may:

- a) Approve of any action that, pursuant to applicable Law, would also require the affirmative vote of the members of the Board if this were a membership vote.
- b) Fill vacancies on, or remove the members of, the Board of Trustees or any committee that has the authority of the Board.
- c) Fix compensation of the directors serving on the Board or on any committee.
- d) Amend or repeal the Articles of Incorporation or Bylaws or adopt new bylaws.

- e) Amend or repeal any resolution of the Board of Trustees that by its express terms is not so amendable or repealable.
- f) Appoint any other committees of the Board of Trustees or their members.
- g) Approve a plan of merger, consolidation, voluntary dissolution, bankruptcy, or reorganization; or a plan for the sale, lease, or exchange of all or considerably all of the property and assets of the Corporation/Organization otherwise than in the usual and regular course of its business; or revoke any such plan.
- h) Approve any self-dealing transaction, except as provided pursuant to Law.

Unless otherwise authorized by the Board of Trustees, no committee shall bind the Corporation/Organization in a contract or agreement or expend Corporation/Organization funds.

Meetings and Actions of Committees

Meetings and actions of all committees shall be governed by, and held and taken in accordance with, the provisions of Article 7 - Committees of these Bylaws, concerning meetings and actions of the directors with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the Board of Trustees and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board of Trustees or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board of Trustees. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept for each meeting of any committee and shall be filed with the Corporation/Organization records. The Board of Trustees may adopt rules not consistent with the provisions of these Bylaws for the governance of any committee.

If a director relies on information prepared by a committee of the Board on which the director does not serve, the committee must be composed exclusively of any or any combination of (a) directors, (b) directors or employees of the Corporation/Organization whom the director believes to be reliable and competent in the matters presented, or (c) counsel, independent accountants, or other persons as to matters which the director believes to be within that person's professional or expert competence.

Executive Committee

Pursuant to Article 7 - Committees, the Board may appoint an Executive Committee composed of a minimum of two (2) directors, to serve on the Executive Committee of the Board. The Executive Committee, unless limited in a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation/Organization between meetings of the Board, provided, however, that the Executive Committee shall not have the authority of the Board in reference to those matters enumerated in Article 7 - Committee of Directors. The Secretary of the Corporation/Organization shall send to each director a summary report of the business conducted in any meeting of the Executive Committee.

Audit Committee

The Board, at its sole discretion, may create an Audit Committee, which may review any other committee's operations, and may be composed of one or more persons including persons other than directors of the Corporation/Organization. The Audit Committee shall make recommendations to the Board of Trustees regarding the hiring and termination of an auditor, who shall be an independent certified public accountant, and may be authorized by the Board to negotiate the auditor's salary. The Audit Committee shall consult with the auditor to assure its members that the financial affairs of the Corporation/Organization are in order, and after review shall determine whether to accept the audit. It shall also be the responsibility of the Audit Committee to ensure that the auditor's firm adheres to the standards for auditor independence, as set forth in the latest version of the Government Auditing Standards, which have been published by the Comptroller General of the United States, or any standards established and published by the Attorney General of New Hampshire. The membership of the Audit Committee, if created, shall not include the following persons:

- a) The Chair of the Board of Trustees;
- b) The Treasurer of the Corporation/Organization;
- c) Any employee of the Corporation/Organization; or
- d) Any person with a material financial interest in any entity doing business with the Corporation/Organization.

Finance Committee

The Finance Committee, if created, shall be responsible for making sure the Company/Organization's financial reports are accurate. It shall also oversee the budget and perform other duties like establishing reserve funds, lines of credit and investments. In the event that the Board should create a Finance Committee, the members of said Finance Committee must comprise less than one-half (1/2) of the membership of the Audit Committee, and the Chair of the Finance Committee shall not serve on the Audit Committee.

ARTICLE 8 - STANDARD OF CARE

General

A director shall perform all the duties of a director, including, but not limited to, duties as a member of any committee of the Board on which the director may serve, in such a manner as the director deems to be in the best interest of the Corporation/Organization and with such care, including reasonable inquiry, as an ordinary, prudent, and reasonable person in a similar situation may exercise under similar circumstances.

In the performance of the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

- a) One or more officers or employees of the Corporation/Organization whom the director deems to be reliable and competent in the matters presented;

- b) Counsel, independent accountants, or other persons, as to the matters which the director deems to be within such person's professional or expert competence; or
- c) A committee of the Board upon which the director does not serve, as to matters within its designated authority, which committee the director deems to merit confidence,

As long as in any such case the director acts in good faith, after reasonable inquiry when the need may be indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except as herein provided in Article 8 - Standard of Care, any person who performs the duties of a director in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limitation of the following, any actions or omissions which exceed or defeat a public or charitable purpose to which the Corporation/Organization, or assets held by it, are dedicated.

Loans

The Corporation/Organization shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the New Hampshire Attorney General; provided, however, that the Corporation/Organization may advance money to a director or officer of the Corporation/Organization or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Conflict of Interest

The purpose of the Conflict of Interest policy is to protect the Corporation/Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of one of its officers or directors, or that might otherwise result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable corporations/organizations and is not intended as an exclusive statement of responsibilities.

Restriction on Interested Directors

Not more than 50% (percent) of the persons serving on the Board of Trustees at any time may be interested persons. An interested person is (1) any person currently being compensated by the Corporation/Organization for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director; and (2) any brother, sister, parent, ancestor, descendent, spouse, brother-in-law, sister-in-law, son-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the interested person.

Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors who are considering the proposed transaction or arrangement.

Establishing a Conflict of Interest

After the disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board meeting while the potential conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

Addressing a Conflict of Interest

In the event that the Board should establish that a proposed transaction or arrangement establishes a conflict of interest, the Board shall then proceed with the following actions:

- a) Any interested person may render a request or report at the Board meeting, but upon completion of said request or report the individual shall be excused while the Board discusses the information and/or material presented and then votes on the transaction or arrangement proposed involving the possible conflict of interest.
- b) The Chair of the Board shall, if deemed necessary and appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the Board shall determine whether the Corporation/Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the best interest of the Corporation/Organization, for its own benefit, and whether it is fair and reasonable. It shall make its decision as to whether to enter into the transaction arrangement in conformity with this determination.

Violations of Conflict-of-Interest Policy

Should the Board have reasonable cause to believe an interested person has failed to disclose actual or possible conflicts of interest, the Board shall then inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose.

If, after hearing the interested person's explanation, and after making further investigation as may be warranted in consideration of the circumstances, the Board determines the interested person intentionally failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

No individual may simultaneously serve as a Trustee of Pinnacle Chartered Public School and as a board member of the Northern Collaborative for Quality Education (NCQE). This prohibition ensures independence of governance and avoids any potential conflict of interest between the school and its supporting organization.

Procedures and Records

All minutes of the Board Meetings, when applicable, shall contain the following information:

- a) The names of all the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.
- b) The names of the persons who were present for discussions and any votes relating to the transaction or arrangement, the content of the discussions, including any alternatives to the proposed transaction or arrangement, and a record of any vote taken in connection with the proceedings.

Acknowledgement of Conflict-of-Interest Policy

Each director, principal officer, and member of a committee with Board delegated powers shall be required to sign a statement which affirms that such person:

- a) Has received a copy of the conflict-of-interest policy;
- b) Has read and understands the policy;
- c) Has agreed to comply with the policy; and
- d) Understands that the Corporation/Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Violation of Loyalty - Self-Dealing Contracts

A self-dealing contract is any contract or transaction (i) between this Corporation/Organization and one or more of its Directors, or between this Corporation/Organization and any corporation, firm, or association in which one or more of the Directors has a material financial interest ("Interested Director"), or (ii) between this Corporation/Organization and a corporation, firm, or association of which one or more of its directors are Directors of this Corporation/Organization. Said self-dealing shall not be void or voidable because such Director(s) of corporation, firm, or association are parties or because said Director(s) are present at the meeting of the Board of Trustees or committee which authorizes, approves or ratifies the self-dealing contract, if:

- a) All material facts are fully disclosed to or otherwise known by the members of the Board and the self-dealing contract is approved by the Interested Director in good faith (without including the vote of any membership owned by said Interested Director(s));

- b) All material facts are fully disclosed to or otherwise known by the Board of Trustees or committee, and the Board of Trustees or committee authorizes, approves, or ratifies the self-dealing contract in good faith without counting the vote of the Interested Director(s) and the contract is just and reasonable as to the Corporation/Organization at the time it is authorized, approved, or ratified; or
- c) As to contracts not approved as provided in above sections (a) and/or (b), the person asserting the validity of the self-dealing contract sustains the burden of proving that the contract was just and reasonable as to the Corporation/Organization at the time it was authorized, approved, or ratified.

Interested Director(s) may be counted in determining the physical presence of a quorum at a meeting of the Board of Trustees or a committee thereof, which authorizes, approves, or ratifies a contract or transaction as provided for and contained in this section.

Indemnification

To the fullest extent permitted by law, the Corporation/Organization shall indemnify its "agents," as described by law, including its directors, officers, employees and volunteers, and including persons formerly occupying any such position, and their heirs, executors and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," and including any action by or in the right of the Corporation/Organization, by reason of the fact that the person is or was a person as described in the Non-Profit Corporation Act. Such right of indemnification shall not be deemed exclusive of any other right to which such persons may be entitled apart from this Article.

To the fullest extent permitted by law, and, except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification in defending any "proceeding" shall be advanced by the Corporation/Organization of an undertaking by or on behalf of that person to repay such amount unless it is ultimately determined that the person is entitled to be indemnified by the Corporation/Organization for those expenses.

The Corporation/Organization shall have the power to purchase and maintain insurance on behalf of any agent of the Corporation/Organization, to the fullest extent permitted by law, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, or to give other indemnification to the extent permitted by law.

ARTICLE 9 - EXECUTION OF CORPORATE INSTRUMENTS

Execution of Corporate Instruments

The Board of Trustees may, at its discretion, determine the method and designate the signatory officer or officers, or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the Corporation/Organization.

Unless otherwise specifically determined by the Board of Trustees or otherwise required by law, formal contracts of the Corporation/Organization, promissory notes, deeds of trust, mortgages, other evidences of indebtedness of the Corporation/Organization, other corporate/organization instruments or documents, memberships in other corporations/organizations, and certificates of shares of stock owned by the Corporation/Organization shall be executed, signed, and/or endorsed by the Executive Director.

All checks and drafts drawn on banks or other depositories on funds to the credit of the Corporation/Organization, or in special accounts of the Corporation/Organization, shall be signed by such person or persons as the Board of Trustees shall authorize to do so.

Loans and Contracts

No loans or advances shall be contracted on behalf of the Corporation/Organization and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Trustees. Without the express and specific authorization of the Board, no officer or other agent of the Corporation/Organization may enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation/Organization.

ARTICLE 10 - RECORDS AND REPORTS

Maintenance and Inspection of Articles and Bylaws

The Corporation/Organization shall keep at its principal office the original or a copy of its Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours.

Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns

The Corporation/Organization shall keep at its principal office a copy of its federal tax exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

Maintenance and Inspection of Other Corporate Records

The Corporation/Organization shall keep adequate and correct books and records of accounts and written minutes of the proceedings of the Board and committees of the Board. All such records shall be kept at a place or places as designated by the Board and committees of the Board, or in the absence of such designation, at the principal office of the Corporation/Organization. The minutes shall be kept in written or typed form, and other books and records shall be kept either in written or typed form or in any form capable of being converted into written, typed, or printed form. Upon leaving office, each officer, employee, or agent of the Corporation/Organization shall turn over to his or her successor or the Chair of the Board or Executive Director, in good order, such corporate/organization monies, books, records, minutes, lists, documents, contracts or other property of the Corporation/Organization as have been in the custody of such officer, employee, or agent during his or her term of office.

Every director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation/Organization and each of its subsidiary corporations/organizations. The inspection may be made in person or by an agent or attorney, and shall include the right to copy and make extracts of documents.

Preparation of Annual Financial Statements

The Corporation/Organization shall prepare annual financial statements using generally accepted accounting principles. Such statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards. The Corporation/Organization shall make these financial statements available to the New Hampshire Attorney General and members of the public for inspection no later than 90 days after the close of the fiscal year to which the statements relate.

Reports

The Board shall ensure an annual report is sent to all directors within 90 days after the end of the fiscal year of the Corporation/Organization, which shall contain the following information:

- a) The assets and liabilities, including trust funds, of this corporation at the end of the fiscal year.
- b) The principal changes in assets and liabilities, including trust funds, during the fiscal year.
- c) The expenses or disbursements of the Corporation/Organization for both general and restricted purposes during the fiscal year.
- d) The information required by the Non-Profit Corporation Act concerning certain self-dealing transactions involving more than \$50,000.00 or indemnifications involving more than \$10,000.00 which took place during the fiscal year.

The report shall be accompanied by any pertinent report from an independent accountant or, if there is no such report, the certificate of an authorized officer of the Corporation/Organization that such statements were prepared without audit from the books and records of the Corporation/Organization.

ARTICLE 11 - FISCAL YEAR

The fiscal year for this Corporation/Organization shall end on June 30.

ARTICLE 12 - AMENDMENTS & REVISIONS

These Bylaws may be adopted, amended, or repealed by a two-thirds majority of the directors then in office. Such action is authorized only at a duly called and held meeting of the Board of Trustees for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefore, is given in accordance with these Bylaws. If any provision of these Bylaws requires the vote of a larger portion of the Board than is otherwise required by law, that provision may not be altered, amended or repealed by that greater vote.

ARTICLE 13 - CORPORATE/ORGANIZATION SEAL

The Board of Trustees may adopt, use, and alter a corporate/organization seal. The seal shall be kept at the principal office of the Corporation/Organization. Failure to affix the seal to any corporate/organization instrument, however, shall not affect the validity of that instrument.

ARTICLE 14 - CONSTRUCTION AND DEFINITIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Non-Profit Corporation Act as amended from time to time shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural, and the plural number includes the singular, and the term "person" includes a Corporation/Organization as well as a natural person. If any competent court of law shall deem any portion of these Bylaws invalid or inoperative, then so far as is reasonable and possible (i) the remainder of these Bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid or inoperative.

Appendix C. - Fundraising Plan

Introduction

The North Country Quality Education (NCQE) nonprofit will assume full responsibility for all fundraising activities on behalf of Pinnacle Charter School. Once the charter is approved, NCQE's focus will shift from sponsorship to fundraising. Pinnacle's Executive Director (or a designated representative) will serve as the liaison to ensure alignment between Pinnacle's needs, its Board, and NCQE's fundraising efforts.

This arrangement ensures that Pinnacle's staff remains focused on academics and operations, while NCQE leverages its expertise, staff, and networks to generate the financial support necessary for long-term sustainability.

Annual Targets

Fundraising goals align with the five-year budget line item "Fundraising and Grants." Year 1 goal is \$100,000, with ~5% annual growth thereafter. Allocation of Year 1 target:

- Pre-opening fundraising & cultivation events: \$35,000
- Parent & community events (with NCQE support): \$20,000
- NCQE-led major events: \$25,000
- Government & philanthropic grants: \$15,000
- Membership/recurring giving program: \$5,000 (ramp-up year)

By Year 5, these initiatives will collectively yield approximately \$120,000 annually.

Leadership & Accountability

- NCQE Director of Development – leads overall fundraising strategy, donor relations, and major gift cultivation.
- NCQE Grant Writer/Manager – identifies, develops, and submits grant proposals.
- NCQE Event & Outreach Coordinator – organizes signature events and supports parent-led fundraisers.
- Pinnacle Executive Director (liaison) – ensures alignment between NCQE and Pinnacle's Board of Trustees; provides oversight reports to the Board's Development Committee.

All fundraising staff and roles are NCQE employees; Pinnacle adds no headcount for development.

Fundraising Initiatives

1. Pre-Opening Fundraising

Prior to the school's opening, NCQE will host:

- Silent Auction Dinner (target \$20,000 net)
- Cultivation Open House for prospective donors and community partners (target \$10,000 net)
- Community tabling/appeals (target \$5,000 net)

2. Parent & Community Events

NCQE will coordinate with Pinnacle's Parent Committee to maximize revenue from local fundraisers such as craft sales, bake sales, wreath/mum sales, and "Savers" drives. Target: \$20,000 net Year 1, scaled with volunteer capacity.

3. NCQE-Led Major Events

NCQE will manage higher-yield activities:

- Annual Silent Auction (post-opening)
- Golf or cornhole tournament
- Matching fund or 50/50 raffle
- Sponsored dinners and donor appreciation events

Target: \$25,000 net Year 1 with steady growth thereafter.

4. Grants – Government and Philanthropic

NCQE will write and submit competitive proposals to support Pinnacle's programs, technology, facilities, and enrichment. Target: 8–10 submissions, 3–4 awards, totaling \$75,000–\$125,000 requested annually, with at least \$15,000 applied to the operating budget in Year 1.

Sample grant sources:

- NH Charter Schools Program (CSP) – NH DOE (planning/startup and implementation)
- USDA Rural Development – Community Facilities (facility equipment, safety, ADA upgrades)
- Neil & Louise Tillotson Fund (NH Charitable Foundation) (Coös County education/economic vitality)
- NHCF Community Grants Program (statewide education priorities)
- Mascoma Bank Foundation / Mascoma Community Development (community education initiatives)
- Regional and family foundations committed to rural education, STEM, and youth programs
-

Grant purposes will include curriculum development, technology access, student enrichment, transportation hardship supports, and community partnerships.

5. Membership & Recurring Giving

NCQE will establish a "Friends of Pinnacle" membership program to build long-term sustainability. Beginning with a \$5,000 target in Year 1, the program will scale toward Appendix C's long-term vision of 1,000 members contributing \$10/month = \$120,000 annually.

Reporting & Oversight

NCQE will deliver quarterly fundraising reports to the Pinnacle Board's Development Committee, tracking:

- Funds raised vs. target
- Donor retention and new donor acquisition

- Number of grant submissions and awards
- Event ROI
- Membership growth

This cadence ensures transparency and accountability without adding administrative burden to Pinnacle's school staff.

Long-Term Sustainability

By combining events, grants, and recurring membership, Pinnacle Charter School will maintain a diversified fundraising base. NCQE's role as dedicated fundraising manager allows Pinnacle to focus on education while ensuring 5–10% of the school's operating budget is consistently supported through external fundraising.

School Naming Rights

Pinnacle Chartered Public School will seek to establish an endowment that will help remove the uncertainty in any given year of achieving its fundraising goals. As part of that effort, the school will be willing to offer the right to rename the school for a substantial donation to that endowment.

Appendix D. - Policy for Addressing Grievances & Complaints

Pinnacle Chartered Public School is committed to maintaining a safe, respectful, and supportive learning and working environment. All members of the school community — students, parents/guardians, employees, and volunteers — have the right to raise concerns or complaints and to have them addressed in a timely, fair, and transparent manner.

I. Definitions

- *Grievance/Complaint*: A written or verbal expression of dissatisfaction or concern regarding a policy, practice, decision, or condition at the school.
- *Executive Director*: The chief administrator of Pinnacle, responsible for day-to-day operations.
- *Board of Trustees*: The governing body of the school; final authority on unresolved grievances.

II. Guiding Principles

Grievances will be handled promptly, respectfully, and without retaliation. Every effort should be made to resolve concerns informally at the lowest level possible. Confidentiality will be maintained, in accordance with applicable law. The process will comply with RSA 194-B and Ed 318 requirements for charter schools.

III. Procedure

Step 1: Informal Resolution

Students, parents, or staff are encouraged to raise concerns directly with the staff member or administrator most closely involved. If the concern is resolved, no further action is necessary.

Step 2: Formal Written Complaint to Executive Director

If the issue is not resolved informally, the complainant may submit a written grievance to the Executive Director within 10 business days of the incident or decision. The written grievance should include: (1) description of the concern, (2) steps taken to resolve it informally, and (3) desired resolution. The Executive Director will investigate and provide a written response within 10 business days.

Step 3: Appeal to the Board of Trustees

If the complainant is dissatisfied with the Executive Director's response, they may appeal in writing to the Board of Trustees within 10 business days of the decision. The Board Chair (or designee) will place the matter on the agenda for the next regularly scheduled Board meeting or call a special meeting if needed. The Board will review all documentation, may hear directly from the complainant and the Executive Director, and will issue a written decision within 15 business days. The Board's decision is final within the school's grievance process.

IV. Special Circumstances

Complaints involving alleged violations of law, discrimination, harassment, or safety concerns may bypass Step 1 and go directly to the Executive Director or Board of Trustees. Matters that are legally required to be reported to outside agencies (e.g., child abuse, criminal activity) will be referred immediately to the appropriate authorities in compliance with state law.

V. Recordkeeping

The Executive Director will maintain a log of all formal grievances, including dates, nature of complaints, and resolutions. The Board of Trustees will review the log annually to identify patterns and ensure accountability.

VI. Non-retaliation

No student, parent, employee, or volunteer shall suffer retaliation for filing a grievance or participating in an investigation.

Appendix E. - Current research used for selecting curriculum

Competency-Based Education is recognized nationally as a pathway to equity and deeper learning. The United States Department of Education identifies CBE as a model that increases engagement, personalizes learning, and closes achievement gaps. New Hampshire has been a national leader in CBE since 2005, when the state embedded mastery-based learning into its education regulations. This alignment ensures Pinnacle's model reflects both state priorities and best practices. The selected curricular programs have demonstrated positive results. Odell Education has been shown to raise literacy performance in multiple states. Illustrative Mathematics has produced statistically significant gains in student achievement. OpenSciEd has been rated highly by national reviews for coherence and alignment to standards. Together, these programs provide a research-based foundation for Pinnacle's launch and reflect the school's mission to encourage curiosity, persistence, and creativity.

Our charter school has carefully selected four research-based curricula that align with New Hampshire's requirement that charter schools offer curriculum that "meets or exceeds state standards in the subject areas offered." Each selection represents current best practices supported by rigorous educational research and independent evaluations.

1. Rosenshine's Principles of Instruction

Research Foundation: Rosenshine's Principles of Instruction are grounded in extensive research synthesis, drawing from decades of cognitive science research, classroom observation studies, and experimental research on effective teaching practices. These principles synthesize findings from multiple research domains including cognitive load theory, expertise research, and classroom effectiveness studies.

Current Evidence: The principles have maintained strong credibility in educational research circles and are frequently cited in contemporary teacher preparation programs and school improvement initiatives. The principles are particularly well-supported by research on explicit instruction and systematic approaches to teaching.

Application: We will implement these principles across all subject areas, emphasizing systematic lesson structure, guided practice, and gradual release of responsibility to ensure all students receive explicit, research-based instruction that supports mastery learning.

2. OpenSciEd

Research Foundation: OpenSciEd is built on the Next Generation Science Storylines approach developed at Northwestern University, incorporating extensive collaborative research and development efforts in instructional materials. The curriculum underwent rigorous field testing in real classrooms across the country, allowing developers to see how materials worked in practice and make necessary adjustments for diverse student populations.

Current Evidence: Recent independent research demonstrates positive outcomes. A 2023 study by Vick and Blanton found that students who experienced the OpenSciEd curriculum had higher

mean academic scores than those using comparable curricula. The curriculum has earned the "all-green" rating from EdReports, indicating alignment with rigorous academic standards.

Implementation Considerations: Recent 2024 research by Digital Promise surveying over 150 teachers across 34 states identified the critical role of high-quality professional learning in successful implementation. Teachers emphasized needing support beyond understanding curriculum content, including instructional practices, assessment, and cultural shifts required in OpenSciEd classrooms.

Odell Education High School Literacy Program

Research Foundation: The Odell Education High School Literacy Program is nationally validated and acclaimed, with a student-centered approach that equips students with literacy essential for success in college, career, and civic life. The curriculum emphasizes text-dependent questions, collaborative learning, and authentic assessment practices rooted in literacy research.

Current Evidence: The program has earned "all green" ratings from EdReports, meeting expectations in all gateways including Text Quality & Complexity, Building Knowledge, and Usability. The curriculum is currently used by over 1.3 million teachers and students nationwide, indicating widespread adoption and trust among educators.

Effectiveness Data: The program features carefully designed text-dependent questions that scaffold higher-order thinking and analysis, with vocabulary, grammar, and syntax instruction anchored in authentic texts students are studying. Each year culminates in student-driven research projects where students form teams to investigate topics of their choosing to present to the larger learning community.

4. Illustrative Mathematics

Research Foundation: Illustrative Mathematics has created research-backed, standards-aligned K–12 mathematics curricula since 2011, with comprehensive suite of math curricula designed to encourage inclusive, engaging mathematical discussions. IM's curricula are expert-authored and rooted in well-respected pedagogy, meeting all expectations for focus, coherence, rigor, mathematical practices, and usability according to EdReports.

Current Evidence: Multiple recent studies demonstrate effectiveness. A 2023 study involving over 3,000 students across 16 elementary schools found that Imagine IM users significantly outperformed non-users on mathematics assessments, with effect sizes ranging from +0.13 to +0.42. Teacher surveys showed 86.7% recommending the curriculum to others, noting it improved student motivation and encouraged high-level mathematical discussions.

Implementation Success: The 2023-24 implementation study in Philadelphia's district-wide K-12 adoption involved focus groups with over 80 teachers and leaders, providing insights into barriers and facilitators for successful implementation. IM K–8 Math v.360 has earned all-green ratings from EdReports—the highest possible scores across all three gateways.

Alignment with Charter School Requirements

All selected curricula align with New Hampshire charter school requirements by:

- Meeting or exceeding state standards in respective subject areas
- Providing evidence-based instructional approaches supported by peer-reviewed research
- Offering comprehensive professional development and implementation support
- Demonstrating measurable student outcomes through independent evaluations
- Supporting diverse learners through built-in accommodations and scaffolds

These curriculum choices reflect our commitment to providing rigorous, research-based education that prepares students for college, career, and civic engagement while meeting New Hampshire's charter school accountability standards.

Appendix F. - Graduation Requirements

Pinnacle Charter School will ensure that all students graduate with the knowledge, skills, and character necessary to pursue meaningful post-secondary opportunities. Graduation from Pinnacle will reflect not only academic mastery but also personal growth, critical thinking, and readiness for citizenship and employment in the 21st century.

Pinnacle Charter School will meet or exceed all graduation requirements as outlined in the New Hampshire Code of Administrative Rules Ed 306.27 and RSA 193-E, while aligning with the school's mission to foster competency, a love of learning, and educational flexibility.

Core Graduation Requirements

To graduate, a student must:

1. Demonstrate Mastery of Required Competencies in the following subjects, consistent with state mandates as outlined in the table below.

Content Area	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	3.5 credits, to include ½ credit in writing
Mathematics	3 credits, including algebraic concepts and at least ½ credit in statistics or data analysis
Physical sciences	1 credit
Biological sciences	1 credit
US History	½ credit
NH history	½ credit
Logic and Rhetoric	½ credit
Civics	½ credit
History, government and constitution of US and NH	1 credit
Economics	½ credit
Financial literacy	½ credit
World history, global	1 credit

studies, or geography	
Health and wellness education	½ credit
Physical education	1 credit

Required Credits for High School Graduation as of 2026

2. Achieve a Minimum of 26 Credits, including those listed above, with flexibility to exceed this number through Extended Learning Opportunities (ELOs), dual enrollment, internships, and individualized projects.
3. Complete a Capstone or Senior Project, demonstrating the ability to research, plan, implement, and present on a topic of interest. This project will be student-directed and reviewed by a faculty panel.
4. Develop and Maintain an Individual Learning Plan (ILP) from first year onward, setting annual academic, personal, and post-secondary goals in collaboration with advisors and family.
5. Demonstrate Evidence of College or Career Readiness, such as:
 - Completion of a college application or career certification plan
 - Participation in job shadowing, internships, or service learning
 - SAT, ACT, ASVAB, or other readiness assessments

Pinnacle Charter School will award credit based on demonstrated mastery of competencies, not seat time. Each competency area will contain clearly defined performance indicators aligned with Pinnacle's curriculum and New Hampshire's academic standards. Students may progress through coursework at varying paces based on their demonstration of mastery.

Non-Traditional Credit Opportunities

Pinnacle students will be encouraged to explore:

- Extended Learning Opportunities (ELOs)
- Work-based learning experiences.
- College courses (dual enrollment)
- Online or blended courses
- Independent study with faculty supervision

These pathways will be rigorously documented and evaluated to ensure alignment with state competencies and school expectations.

Graduation Planning and Review

Beginning in ninth (9th) grade, students will review progress annually with an academic advisor. Advisors will support the student in ensuring that all graduation requirements are met and that the student is prepared for life beyond high school.

Pinnacle Charter School will maintain clear transcripts and records for each student. All graduates will receive a diploma issued by Pinnacle Charter School, signifying full completion of the school's competency-based graduation framework and the requirements set forth by the New Hampshire Department of Education.

Graduation Planning Template

Below is a template that allows students and faculty of Pinnacle Chartered High School to plan and track their graduation requirements throughout their high school years.

Student Name: _____

Advisor Name: _____

Graduation Year: _____

Date Plan Initiated: _____

Updated On: _____

Academic Competencies

Subject Area	Required Credits	Credits Earned	In Progress	Mastery Demonstrated	Notes
Arts education	½ credit				
Digital literacy	½ credit				
English	3.5 credits				
Mathematics	3 credits,				
Physical sciences	1 credit				
Biological sciences	1 credit				
US History	½ credit				

NH history	½ credit				
Logic and Rhetoric	½ credit				
Civics	½ credit				
History, government and constitution of US and NH	1 credit				
Economics	½ credit				
Financial literacy	½ credit				
World history, global studies, or geography	1 credit				
Health and wellness education	½ credit				
Physical education	1 credit				
Arts education	½ credit				

Elective / Additional Competencies

Area / Focus	Required Credits	Credits Earned	Notes
Elective 1	1.0		
Elective 2	1.0		
Elective 3	1.0		

Additional Learning (if exceeding 20.0 credits)	—		
Subtotal Electives	3.0		

Capstone Project / Senior Experience

Requirement	Completed (✓)	Title / Topic	Advisor Comments
Capstone Project			
Presentation / Defense			
Reflection Submitted			

College & Career Readiness

Milestone or Evidence	Completed (✓)	Date Completed	Notes
Resume or Portfolio Developed			
College or Career Plan (application, etc.)			
Work-Based Learning / Internship / ELO			
Postsecondary Entrance Exam Taken (SAT/ACT)			
Financial Aid Workshop / FAFSA (if applicable)			

Advisor / Student Comments & Annual Review

Year	Advisor Summary of Progress	Student Feedback	Notes (optional)
9th			
10th			
11th			
12th			

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Appendix G. - Sample Schedules

Fridays will be reserved for elective classes and other learning options such as working with local businesses and other stakeholders pursuant to a student's interests.

Time	Usage
8:15-8:30	Homeroom
8:30-9:15	Subject 1 Class
9:15-10:00	Subject 2 Class
10:00-10:45	Study Hall, Remedial Help, etc.
10:45-11:30	Subject 3 Class
11:30-12:15	Sports, Health & Wellness, Clubs
12:15-12:45	Lunch
12:45-1:30	Subject 4 Class
1:30-2:15	Subject 5 Class

SAMPLE SCHEDULE MONDAY – THURSDAY

Fridays at Pinnacle will operate on a **flexible block schedule** designed to maximize time for project-based learning, extended labs, and community-based partnerships. Not every student will attend every session; instead, students will follow **individualized Friday plans** developed with advisors to ensure balance between academic support, enrichment, and community opportunities.

Time	Activity (Examples – run in parallel)
8:15–8:30	Homeroom / Advisory Check-in – review goals for the day
8:30–11:30 (Extended Morning Block)	Students engage in one of the following: Science/Project-Based Learning Lab (extended investigations, engineering challenges, capstone prep)

Time	Activity (Examples – run in parallel)
	- Community-Based Organization (CBO) Partnership (work-based learning, service projects, arts collaborations, technical training) - Academic Support (targeted math/literacy intervention, credit recovery, tutoring)
11:30–12:00	Lunch
12:00–2:30 (Extended Afternoon Block)	Students continue in their selected program path, which may include: - Continuation of CBO/ELO placements (on- or off-campus, depending on the partnership) - Creative Arts/Technology Electives (music, art, coding, media) - Advisory or SEL Workshops (social-emotional learning, leadership, wellness)
2:30–3:00	Whole-School Reflection & Community Circle – students share highlights, set goals for following week

SAMPLE SCHEDULE FOR FRIDAYS

Key Features of Friday Model:

- Extended Blocks: Morning and afternoon blocks (2–3 hours each) allow for meaningful engagement with CBOs, labs, or projects without being constrained to short periods.
- Parallel Programming: Science labs, academic interventions, and CBO partnerships run simultaneously. Students' schedules are individualized, so a student struggling in math may spend the morning in targeted intervention, while another participates in a workforce partnership.
- Student Choice & Individualization: Friday programming is tailored — some students may spend an entire day with a CBO, others may blend academic seminars with project-based learning.
- Inclusion & Special Needs: Students with IEPs or 504 plans will have access to support staff and flexible scheduling so that specialized instruction or services can be delivered during Friday blocks without sacrificing access to enrichment.

Appendix H. - Possible Supplemental Programs

Possible supplemental programs may include:

Academic Enrichment

- Foreign Language Programs (e.g., Spanish, French, American Sign Language, Latin)
- STEM Clubs (e.g., Robotics, Coding, Engineering Challenges)
- Academic Competitions (e.g., Math Team, Science Olympiad, Spelling Bee, Debate)
- College & Career Readiness Workshops
- SAT/ACT Prep Courses
- Creative Writing Club / Literary Magazine
- Model United Nations (MUN)
- National Honor Society (NHS)

Arts & Humanities

- Visual Arts Club (painting, drawing, sculpture)
- Drama / Theater Arts Program
- School Newspaper / Journalism Club
- Photography & Yearbook
- Music Ensembles (choir, band, acoustic jam sessions)
- Dance Program
- Film Studies Club

Leadership & Service

- Student Government (Sortition-based)
- Peer Mentorship Program
- Community Service Club / Volunteer Corps
- Youth Leadership Workshops
- Environmental / Sustainability Club (e.g., Green Team)

Physical Wellness & Sports

- Fitness and Wellness Club (yoga, strength training, mindfulness)
- Intramural Sports (e.g., basketball, soccer, volleyball, ultimate frisbee)
- Outdoor Adventure Club (hiking, camping, snowshoeing)
- Running Club / Cross-Country
- Biking Club
- Recreational E-sports / Gaming Club

Career & Technical Opportunities

- Entrepreneurship Club
- Student Technology Group (PSTG) – offering tech services to the community • Culinary Club / Nutrition Education
- Auto Mechanics or Trades Exploration Workshops
- Internship / Work-Study Coordination Program
- Financial Literacy & Personal Budgeting Club

Appendix I. - Lottery Process and Error Resolution

In the event that the number of applications to Pinnacle Charter School exceeds the available enrollment slots, a blind, equitable lottery will be conducted to determine admission. The following outlines the procedures and safeguards to ensure a fair and transparent process:

Lottery Procedures

1. **Application Deadline:** All applications must be received by the stated deadline to be included in the lottery. The deadline will be clearly published on the school's website and promotional materials.
2. **Eligibility:** Only applicants who are legal residents of New Hampshire and who have submitted complete applications, including attendance at a required information session, will be eligible for the lottery.
3. **Lottery Date and Method:**
 - The lottery will be conducted in public and will be overseen by a designated staff member and at least one impartial witness.
 - Each applicant will be assigned a random number, and a secure random selection process (digital or manual) will be used to fill available spaces.
 - Students will be admitted in the order drawn until all available seats are filled.
 - Remaining applicants will be placed on a waitlist in the order their names are drawn.
4. **Preferences:** In accordance with RSA 194-B, preferences in the lottery will be given in the following order:
 - Siblings of currently enrolled students.
 - Children of Pinnacle Charter School staff, founders, or board members, as allowed by law.
5. **Notification:** All families will be notified of their enrollment or waitlist status within five (5) business days of the lottery via email and postal mail.

Error Resolution Procedure

Pinnacle Charter School recognizes that administrative errors can occur and has established the following process to ensure timely and equitable resolution:

1. **Reporting Errors:** Any applicant who believes they were unfairly excluded from the lottery or miscategorized (e.g., omission, incorrect sibling status, misfiled grade level) must submit a written request for review within seven (7) calendar days of the lottery

results being published. This request may be sent via email or delivered in person to the school office.

2. Review Process:

- A Lottery Review Committee, consisting of at least two school administrators and one impartial board member, will convene to review the reported concern.
- The committee will verify application materials, registration records, and any supporting documentation provided.
- If an error is confirmed, appropriate corrective action will be taken promptly.

3. Corrective Action:

- If a student was mistakenly excluded from the lottery and should have been included, the student will be added to the waitlist at a position that reflects the timing of the error discovery.
- If an error affected a preference category, the student's position will be adjusted accordingly on the enrollment or waitlist.

4. Final Determination: The committee will issue a written determination to the family within five (5) business days of the request. The decision of the Lottery Review Committee will be final.

5. Ongoing Improvements: All confirmed errors will be documented, and procedures will be reviewed annually to improve accuracy and transparency in future lotteries.

Appendix J. - Sample School Calendar

Sample School Calendar (2026–27)

First Day of School: August 31, 2026

Fall Break: October 12 (Columbus/Indigenous Peoples Day)

Thanksgiving Recess: November 25–27

Winter Break: December 21, 2026 – January 1, 2027

Martin Luther King Jr. Day: January 18, 2027

February Recess: February 22–26, 2027

Spring Break: April 19–23, 2027

Memorial Day: May 31, 2027

Last Day of School: June 11, 2027 (with 5 additional days built in for weather-related closures)

Professional Development Days (no students): 5 days distributed throughout the year (e.g., August 26–28 for pre-service training; March 19; June 14).

Daily Schedule & Hours

Monday–Thursday: ~6 instructional hours/day.

Friday (flex schedule for ELOs, tutoring, enrichment): ~5.25 instructional hours/day.

Total weekly instructional time: ~29.25 hours.

Over 170 instructional days, this provides ~995 instructional hours, exceeding the 990-hour state requirement.

Compliance & Accessibility

Pinnacle's calendar will be approved annually by the Board and submitted to the NH Department of Education. The calendar will be publicly available on the school website and distributed to families by July 1st of each year. Adjustments for weather or emergencies will follow RSA 189:1 and DOE guidance to ensure minimum hour requirements are met.

Appendix K. - Job Descriptions

Title	Reports To
Executive Director	Board of Trustees
Teacher	Executive Director or Assigned Representative
Classroom Assistant	Classroom Teacher
Guidance Councilor	Executive Director or Assigned Representative
Special Education Representative	Executive Director or Assigned Representative
Part Time Nurse	Executive Director or Assigned Representative
Office Manager	Executive Director or Assigned Representative
Paraprofessional	Executive Director or Assigned Representative
Maintenance Engineer	Executive Director or Assigned Representative

Job Title: Executive Director

Location: Pinnacle Charter School, Colebrook, NH

Reports To: Board of Trustees

Position Overview: The Executive Director of Pinnacle Charter School is responsible for the overall daily operations of the school. This individual will ensure the educational mission is carried out, promote an inclusive and respectful school culture, and guarantee compliance with all state and federal requirements. The Executive Director will lead, supervise, and evaluate faculty and administrative staff, manage school finances, and facilitate strong community and district relationships.

Key Responsibilities:

- Foster an educational environment that enables both students and faculty to achieve their maximum potential.
- Establish and sustain a school culture centered around respect, leadership, personal responsibility, and mutual support.
- Build and maintain effective working relationships with local school districts to ensure seamless collaboration and student support.
- Assume comprehensive responsibility for the supervision and management of all staff and students.
- Recruit, interview, and hire additional administrative and teaching staff as necessary, subject to approval by the Board of Trustees.
- Ensure strict compliance with all applicable state and federal educational standards and regulations.
- Supervise and evaluate staff performance regularly to maintain high standards of teaching and administrative excellence.

- Oversee class scheduling processes to maximize educational effectiveness and student engagement.
- Direct and manage rigorous student assessment procedures to accurately measure and promote student achievement.
- Maintain and enforce rigorous health and safety practices in alignment with local public codes and regulations.
- Oversee the fiscal management of the school, providing detailed monthly financial reports to the Board of Trustees to ensure transparency and fiscal responsibility.

Qualifications:

- Meet all New Hampshire regulations for eligibility.
- Master's degree in education, Educational Leadership, Administration, Human Resources, or a related field required; Doctorate preferred.
- Proven experience in leadership and administration with a strong emphasis on team building.
- Comprehensive understanding of state and federal educational laws and regulations.
- Strong fiscal management and budgeting skills.
- Exceptional leadership, communication, and people skills.
- Ability to build effective relationships with diverse stakeholder groups, including students, parents, staff, board members, and community leaders.

Requirements:

- Successful completion of a comprehensive background check is required prior to employment.

Compensation: Competitive salary commensurate with experience, including comprehensive benefits package.

Job Title: Teacher

Location: Pinnacle Charter School, Colebrook, NH

Reports To: Executive Director

Position Overview: Teachers at Pinnacle Charter School are integral in fostering an educational environment that emphasizes individual student growth, curiosity, and mastery of subject matter. The ideal candidate will have proven expertise in their subject area, demonstrating the ability to effectively teach and engage students in learning activities that are tailored to diverse educational needs and learning styles.

Key Responsibilities:

- Develop and implement engaging lesson plans aligned with Pinnacle Charter School's curriculum and educational standards.
- Utilize a variety of instructional methods tailored to individual learning styles (visual, auditory, kinesthetic) to maximize student engagement and achievement.
- Evaluate student performance through appropriate assessments, providing timely and constructive feedback to students and parents.
- Foster a positive classroom environment based on respect, leadership, responsibility, and mutual support.
- Collaborate with colleagues and school administration in planning and implementing school-wide initiatives and programs.
- Maintain accurate records of student performance, attendance, and disciplinary actions.
- Regularly communicate with parents regarding student progress and collaborate to support student development.
- Participate actively in professional development opportunities and ongoing school-based training.
- Adhere strictly to all safety and public health guidelines and regulations.
- Participate in school community events and extracurricular activities as required.

Qualifications:

- Bachelor's degree in education or a related field; master's degree preferred.
- Demonstrated expertise and previous teaching experience in the subject area.
- Strong classroom management skills and the ability to create a nurturing and stimulating educational environment.
- Exceptional communication skills, both written and verbal.
- Ability to collaborate with colleagues, students, and families.
- Commitment to Pinnacle Charter School's educational philosophy and mission.

Requirements:

- Successful completion of a comprehensive background check is required prior to employment.

Compensation: Competitive salary commensurate with experience and education.

Job Title: Classroom Assistant / Teacher's Aide
Location: Pinnacle Charter School, Colebrook, NH
Reports To: Classroom Teacher

Position Overview: The Classroom Assistant/Teacher's Aide supports the classroom teacher by assisting with instructional activities, managing classroom behavior, and providing individual support to students as needed. This role is essential in creating a supportive and productive learning environment for all students. The position may be fulfilled by volunteers or compensated staff, based on school needs and available funding.

Key Responsibilities:

- Assist classroom teachers in preparing and implementing instructional materials and lesson plans.
- Provide individual or small-group support to students, under the direction of the classroom teacher.
- Support classroom management by reinforcing school and classroom expectations to promote positive student behavior.
- Supervise students in classroom settings and during non-instructional periods, such as lunch, recess, and transitions.
- Help maintain a clean, safe, and organized classroom environment conducive to learning.
- Collaborate with teachers and staff to address the educational, social, and emotional needs of students.
- Assist with administrative tasks, such as attendance, copying, organizing materials, and record-keeping.
- Communicate effectively and professionally with students, parents, and school staff.
- Participate in training sessions and professional development as required.
- Adhere strictly to all safety and public health guidelines and regulations.

Qualifications:

- High School Diploma or Equivalent required; additional coursework or degree in education preferred.
- Experience working with children or in educational settings is desirable.
- Strong communication and people skills.
- Patience, flexibility, and the ability to maintain a positive demeanor in diverse classroom situations.
- Commitment to the educational mission and philosophy of Pinnacle Charter School.

Requirements:

- Successful completion of a comprehensive background check is required prior to employment or volunteering.

Compensation: Compensation for paid roles will be commensurate with experience. Volunteer positions may be uncompensated but offer valuable professional experience and community engagement.

Job Title: Guidance Counselor

Location: Pinnacle Charter School, Colebrook, NH

Reports To: Executive Director

Position Overview: The Guidance Counselor at Pinnacle Charter School plays a critical role in supporting the academic, social, emotional, and career development of students. The counselor will work closely with students, parents, and staff to create a supportive environment that fosters personal and educational growth, helping students reach their full potential.

Key Responsibilities:

- Provide individual and group counseling to students to address academic, social, emotional, and career-related needs.
- Assist students in setting academic goals, developing individualized learning plans, and exploring post-secondary options.
- Conduct assessments and utilize data to support student achievement and identify areas where additional support is needed.
- Facilitate conflict resolution, mediation, and problem-solving among students.
- Coordinate with teachers and administrative staff to identify and address student concerns promptly and effectively.
- Serve as a liaison between the school, families, and community resources to support student well-being.
- Organize and facilitate student workshops, parent informational sessions, and staff training related to counseling and student development topics.
- Assist in the planning and implementation of school-wide initiatives and programs to promote a positive and inclusive school culture.
- Maintain detailed and confidential records of counseling sessions and interventions.
- Comply with all state and federal regulations concerning student confidentiality and welfare.

Qualifications:

- Master's degree in School Counseling, Guidance Counseling, or a related field required.
- Certification or licensure as a school counselor preferred.
- Previous counseling experience in an educational setting.
- Excellent interpersonal and communication skills, with an ability to relate effectively to students, families, and staff.
- Strong organizational, problem-solving, and decision-making abilities.
- Commitment to the mission and philosophy of Pinnacle Charter School.

Requirements:

- Successful completion of a comprehensive background check is required prior to employment.

Compensation: Competitive salary commensurate with education and experience, including comprehensive benefits.

Job Title: Special Education Representative (Liaison)

Location: Pinnacle Charter School, Colebrook, NH

Reports To: Executive Director

Position Overview: The Special Education Representative serves as the primary liaison between Pinnacle Charter School and sending school districts for all matters concerning special education. This role ensures compliance with applicable state and federal regulations and facilitates effective communication and collaboration to provide the necessary services and support for students with special needs.

Key Responsibilities:

- Serve as the primary liaison between Pinnacle Charter School, sending school districts, and external agencies regarding special education services and student needs.
- Coordinate and attend Individualized Education Program (IEP) meetings, ensuring Pinnacle's active participation and collaboration with district representatives, students, and families.
- Oversee the effective implementation of IEPs within Pinnacle Charter School, collaborating closely with teachers, support staff, and service providers.
- Maintain accurate and confidential records of students' IEPs and related documentation, ensuring compliance with legal and regulatory requirements.
- Provide guidance and training to Pinnacle staff to effectively support special education students in inclusive classroom environments.
- Facilitate regular communication between parents, Pinnacle staff, and sending districts regarding student progress and concerns.
- Assist in coordinating services provided by district personnel or contracted service providers.
- Stay current on special education law, best practices, and compliance requirements to effectively advise school administration and staff.
- Collaborate with sending districts to ensure adequate testing, evaluations, and monitoring of student progress.
-

Qualifications:

- Bachelor's degree in special education, Education Administration, or related field required; master's degree preferred.
- Experience working with special education programs, preferably in a liaison or administrative capacity.
- Strong knowledge of federal and state special education laws, including IDEA and Section 504.
- Excellent interpersonal, communication, and organizational skills.
- Ability to collaborate effectively with educators, administrators, families, and district personnel.
- Commitment to Pinnacle Charter School's mission and inclusive educational philosophy.
- **Requirements:**
- Successful completion of a comprehensive background check is required prior to employment.

Compensation: Competitive salary commensurate with experience and qualifications.

Job Title: Part-Time School Nurse
Location: Pinnacle Charter School, Colebrook, NH
Reports To: Executive Director

Position Overview: The Part-Time School Nurse at Pinnacle Charter School provides essential health care services, health education, and wellness support to students and staff. This position requires adherence to RSA 200:29 certification standards, and the candidate must possess the required qualifications to ensure student health and safety compliance.

Key Responsibilities:

- Administer first aid, medications, and treatments according to school policy, student health plans, and medical orders.
- Maintain comprehensive health records for students in accordance with state regulations.
- Conduct health screenings, including vision and hearing, as required by state mandates.
- Develop and manage individualized student health care plans in collaboration with parents, teachers, and medical professionals.
- Provide health education to students, staff, and families, emphasizing wellness, disease prevention, and healthy lifestyle choices.
- Collaborate with school administration to ensure compliance with all public health guidelines, regulations, and emergency protocols.
- Function as a liaison between families, health care providers, and community resources to support student wellness.
- Monitor and manage communicable diseases within the school, implementing appropriate measures, as necessary.
- Provide input and guidance on school health policies and procedures.

Qualifications:

- Must meet certification requirements as outlined in RSA 200:29.
- Current Registered Nurse (RN) license in the State of New Hampshire.
- Experience in pediatric, community, or school nursing preferred.
- Current CPR and First Aid certifications.
- Strong interpersonal and communication skills.
- Demonstrated ability to maintain confidentiality and manage sensitive health information.

Requirements:

- Successful completion of a comprehensive background check is required prior to employment.

Compensation: Competitive hourly rate commensurate with experience and qualifications.

Job Title: Office Manager

Location: Pinnacle Charter School, Colebrook, NH

Reports To: Executive Director

Position Overview: The Office Manager at Pinnacle Charter School is responsible for ensuring the efficient operation of the school office and administrative functions. This position requires excellent organizational and people skills to support school staff, students, families, and the community.

Key Responsibilities:

- Manage daily office operations, including answering phones, greeting visitors, and responding to inquiries.
- Maintain accurate student records and administrative files, ensuring confidentiality and compliance with state and federal regulations.
- Assist with scheduling, maintaining school calendars, and coordinating appointments and meetings.
- Oversee purchasing of office supplies and managing inventory efficiently.
- Support the Executive Director with administrative tasks, including correspondence, scheduling, and report preparation.
- Coordinate communication between staff, students, parents, and community members, ensuring timely dissemination of information.
- Manage attendance tracking and assist with enrollment procedures.
- Ensure compliance with administrative and operational policies and procedures.
- Provide basic first aid and medical assistance to students as needed.

Qualifications:

- High school diploma required, associate's degree or higher preferred.
- Previous office management or administrative support experience, preferably within an educational environment.
- Proficiency in office software applications (Microsoft Office Suite, email, and scheduling software).
- Strong organizational, multitasking, and problem-solving skills.
- Excellent interpersonal and communication skills.
- Ability to manage sensitive information discreetly and confidentially.

Requirements:

- Successful completion of a comprehensive background check is required prior to employment.

Compensation: Competitive salary commensurate with experience and qualifications, including benefits.

Job Title: Paraprofessional

Location: Pinnacle Charter School, Colebrook, NH

Reports To: Executive Director and Classroom Teacher

Position Overview

The Paraprofessional at Pinnacle Charter School supports the instructional and social-emotional needs of students in partnership with classroom teachers and special education staff. This individual provides direct assistance to students individually or in small groups, helps implement instructional and behavioral strategies, and contributes to maintaining a safe, inclusive, and respectful learning environment. The Paraprofessional plays a vital role in supporting students with diverse learning needs, including those with Individualized Education Programs (IEPs) and Section 504 plans, to ensure equitable access to the school's competency-based educational program.

Key Responsibilities

- Provide instructional support to students under the supervision of the classroom teacher, including
- Support the implementation of accommodations and modifications for students with IEPs and Section 504 plans as directed by special education staff.
- Assist in the supervision of students in classrooms, hallways, common areas, and during transitions, lunch, recess, and field trips to ensure safety and engagement.
- Promote positive behavior through the use of restorative practices and proactive strategies, helping to maintain a respectful and inclusive school culture.
- Collect data and maintain accurate records of student progress, behavior, and interventions to support teachers and case managers.
- Provide assistance with classroom organization, preparation of instructional materials, and the use of technology.
- Communicate effectively and professionally with teachers, staff, and administrators about student needs and progress.
- Participate in professional development opportunities to strengthen skills in competency-based learning, inclusive practices, and student support strategies.

Qualifications

- High school diploma required; associate's or bachelor's degree in education, child development, or a related field preferred.
- Prior experience working with children or adolescents in an educational setting strongly preferred.
- Familiarity with competency-based education, restorative practices, or inclusive instructional strategies is an advantage.
- Strong interpersonal skills with the ability to build positive relationships with students, staff, and families.
- Demonstrated patience, flexibility, and commitment to supporting the success of all students.

Requirements

- Successful completion of a comprehensive background check is required prior to employment, in accordance with RSA 189:13-a.

- Ability to lift up to 25 pounds and provide physical support to students when necessary.
- Willingness to participate in ongoing training and professional development as directed by the school.

Compensation

Compensation is competitive and commensurate with experience. The position is full-time during the academic year and includes eligibility for benefits such as health insurance, retirement contributions, and paid leave, consistent with school policy.

Job Title: Maintenance Engineer

Location: Pinnacle Charter School, Colebrook, NH

Reports To: Executive Director

Position Overview

The Maintenance Engineer at Pinnacle Charter School is responsible for ensuring the school building and grounds are safe, functional, and well-maintained. This position plays a critical role in creating a learning environment that is clean, orderly, and compliant with all health and safety regulations. The Maintenance Engineer oversees daily maintenance operations, responds to immediate repair needs, and works proactively to maintain the school's facilities and equipment.

Key Responsibilities

- Perform routine maintenance of school facilities, including classrooms, offices, hallways, restrooms, and common areas, ensuring cleanliness and safety at all times.
- Inspect and maintain mechanical, electrical, plumbing, and HVAC systems, coordinating with outside contractors when specialized service is required.
- Complete minor carpentry, painting, and repair tasks to keep the building in good working order.
- Monitor and maintain fire safety equipment, emergency exits, and safety systems to ensure compliance with local and state codes.
- Respond promptly to maintenance requests from staff and administrators, prioritizing urgent needs that impact student and staff safety.
- Oversee the safe operation of custodial equipment and maintain an adequate supply of cleaning and maintenance materials.
- Ensure school grounds are kept safe and presentable, including snow removal, landscaping, and outdoor facility maintenance.
- Develop and maintain a preventative maintenance schedule to minimize equipment failure and costly repairs.
- Maintain accurate records of maintenance activities, inspections, and repairs for compliance and reporting purposes.
- Support the school's emergency preparedness by ensuring that all facilities-related systems are functional and by assisting in drills or emergency responses when needed.

Qualifications

- High school diploma or equivalent required; vocational training or technical certification in building maintenance, HVAC, plumbing, or electrical systems preferred.
- Previous experience in maintenance, facilities management, or building engineering strongly preferred.
- Knowledge of building codes, safety regulations, and OSHA standards.
- Ability to perform basic carpentry, electrical, plumbing, and mechanical tasks.
- Strong organizational skills, attention to detail, and the ability to prioritize multiple tasks.
- Effective communication skills and the ability to work collaboratively with administrators, staff, and outside contractors.

Requirements

- Successful completion of a comprehensive background check is required prior to employment, in accordance with RSA 189:13-a.
- Physical ability to lift up to 50 pounds, climb ladders, and perform tasks requiring bending, standing, and manual labor.
- Availability for occasional evening or weekend work for emergencies, special events, or snow removal.

Compensation

Compensation is competitive and commensurate with experience. The position is full-time and includes eligibility for benefits such as health insurance, retirement contributions, and paid leave, consistent with school policy.

Appendix L. - Teacher/Grade Ratio

Teacher/Grade Ratio: Pinnacle Chartered Public School is committed to supporting rigorous academic standards while maintaining a student-centered learning environment with small class sizes and personalized instruction. The school will eventually serve grades 7 through 12, beginning with a projected enrollment of fifty (50) students in Year 1 (in grades 8 to 11) and growing to 100 students (in grades 7 to 12) by Year 5. To support this growth, Pinnacle will implement a phased teacher hiring plan, maintaining a robust teacher-to-student ratio and ensure a sustainable Teacher/Grade allocation.

- **Year 1 (50 students):** 4.0 FTE teachers (serving grades 8–11)
- **Year 2:** 4.0 FTE teachers
- **Year 3:** 5.0 FTE teachers
- **Year 4:** 5.0 FTE teachers
- **Year 5 (100 students):** 6.0 FTE teachers

This aligns with the budget allocations for teacher salaries and ensures consistency between fiscal planning and academic staffing goals.

Based on the five-year budget projections, Pinnacle Charter School will uphold the following staffing targets:

School Year	Enrollment	Teachers (FTE)	Average Students per Teacher
Year 1	50	4	12.5
Year 2	60	4	15
Year 3	75	5	15
Year 4	90	5	18
Year 5	100	6	16.7

This model ensures a **minimum Teacher/Grade ratio of 0.80 in early years**, scaling to **1.20 by Year 5**, which meets or exceeds recommended practices in New Hampshire for small public schools and charter institutions. These ratios will enable interdisciplinary instruction, integration of Extended Learning Opportunities (ELOs), and advisory structures without compromising subject-level rigor.

Each full-time teacher will be certified in their subject area, and instructional delivery will blend core curriculum with flexible, project-based, and competency-based models to best serve diverse learning styles. Adjustments to staffing will be made annually based on enrollment changes, academic needs, and the school's commitment to maintaining small class sizes and personalized instruction.

APPENDIX M. - STANDARDS FOR CHARTER SCHOOL COMPENSATION

Charter school compensation for teachers and administrators varies significantly across states and individual schools, as these institutions often have more flexibility than traditional public schools. Below is an overview of compensation standards, with a focus on New Hampshire and national trends.

Teacher Compensation

New Hampshire:

- The average annual salary for charter schoolteachers in New Hampshire is approximately \$61,043, with most earning between \$51,021 and \$74,451. Salary.com
- Specific charter schools report varying average salaries. For example, Great Bay Charter School reports an average teacher salary of \$50,953, while Kreiva Academy reports \$41,760.
- Nationally, the average salary for charter schoolteachers is around \$57,503 per year.
- Charter schoolteachers often earn 10–15% less than their counterparts in traditional public schools.
- Some charter schools implement performance-based pay systems. For instance, City Charter High School offers salaries ranging from \$44,000 for apprentice teachers to \$84,000 for educational leaders, based on performance levels.

Administrator (Executive Director) Compensation

New Hampshire:

- Charter school administrators' salaries in New Hampshire vary. For example, the principal at The Founders Academy Charter School earns \$105,000, while the principal at LEAF Charter School earns \$52,500.

National Trends:

- Across the United States, charter school administrators earn an average salary of approximately \$67,500, with a range from \$37,996 to \$239,414, depending on factors like location and school size. [Comparably](#)

- In some charter networks, administrative salaries can be notably higher. For instance, at Charter Schools USA, administrative roles have estimated total pay ranging from \$59,000 to \$101,000 per year.

Compensation Policies and Standards

- Charter schools are required to establish compensation policies that align with federal and state regulations. For example, New Hampshire mandates charter schools maintain financial policies, including procurement and purchasing procedures, to ensure compliance and transparency.
- Some charter school networks publish detailed compensation manuals outlining salary structures and stipends.

Appendix N. - Five Year Annual Budget Plan

Assumptions:

- Year 1 Enrollment: 50 students
- Year 5 Enrollment: 100 students
- Incremental enrollment increase each year.
- Staffing and operational expansion proportional to student growth

Expense Item	Year 1 (\$)	Year 2 (\$)	Year 3 (\$)	Year 4 (\$)	Year 5 (\$)
Personnel Costs					
Executive Director Salary	80,000	85,000	90,000	95,000	100,000
Teachers (Average \$60,000 each)	300,000	360,000	420,000	480,000	540,000
Guidance Counselor (Part-time)	25,000	25,750	26,523	27,318	28,138
Special Education Representative	25,000	25,750	26,523	27,318	28,138
Part-Time Nurse	20,000	20,600	21,218	21,855	22,510
Office Manager	35,000	36,050	37,132	38,245	39,393
Teacher's Aide (Part-time/Volunteer)	15,000	15,450	15,914	16,391	16,883
Subtotal Personnel Costs	500,000	568,600	637,310	706,127	775,062

Operational Costs	Year 1 (\$)	Year 2 (\$)	Year 3 (\$)	Year 4 (\$)	Year 5 (\$)
Facilities (Lease/Maintenance)	100,000	100,000	100,000	100,000	100,000
Utilities and Insurance	20,000	20,600	21,218	21,855	22,510
Curriculum and Supplies	15,000	15,450	15,914	16,391	16,883
Technology and Equipment	10,000	10,300	10,609	10,927	11,255
Marketing and Outreach	8,000	8,240	8,487	8,742	9,004
Professional Development	5,000	5,150	5,305	5,464	5,628
Administrative Supplies	5,000	5,150	5,305	5,464	5,628
Subtotal Operational	163,000	164,890	166,838	168,843	170,908
Total Annual Expenses	663,000	733,490	804,148	874,970	945,970

Revenue Projections:

- State funding per student: \$9,180 annually.
- Yearly Fundraising and Grants: \$50,000 (increasing by \$10,000 annually)

Revenue Source	Year 1 (\$)	Year 2 (\$)	Year 3 (\$)	Year 4 (\$)	Year 5 (\$)
State Funding (Per Student)	459,000	550,800	688,500	826,000	918,000
Lease Aid	30,000	30,000	30,000	30,000	30,000
Title 1 (Disadvantaged)	30,000	30,000	30,000	30,000	30,000
Title II (Professional Dev)	5,000	5,000	5,000	5,000	5,000

Title III (English Learners)	N/A	N/A	N/A	N/A	N/A
Title IV (Enrichment/Safety)	5,000	5,000	5,000	5,000	5,000
Special Ed Reimbursement	30,000	30,000	\$30,000	30,000	30,000
Fundraising and Grants	50,000	60,000	70,000	80,000	90,000
CSP Start-Up Program	55,000	50,000	45,000	0	0
Total Annual Revenue	664,000	760,800	903,500	1,006,000	1,108,000

Annual Surplus / (Deficit)

	Year 1 (\$)	Year 2 (\$)	Year 3 (\$)	Year 4 (\$)	Year 5 (\$)
Surplus / (Deficit)	1000	27,310	99,352	131,030	162,030

,886

APPENDIX O. - PROPERTIES BEING CONSIDERED FOR SCHOOL FACILITY.



115 Main Street

Currently for Sale: IMAGINE THE POSSIBILITIES HAVING 1.4 ACRES OF PRIME LEVEL LAND IN THE CENTER OF TOWN! On Main Street, this well-maintained building with over 6200 sq ft of living space is filled with town history from the first Post Office to a hospital to an inn and tavern to the former Nugent Motor Company and still in the Nugent family. Currently the front commercial space is well appointed and houses "Creative Native", a store filled with crafts, collectables, art, jewelry and beautiful gift ideas. Besides this storefront are 4 other units for added income. 3 of the units have access to the pleasant, covered porches in the rear. One unit used for the owner's living quarters has direct entry to the garage. Maintenance & updates include a new storage shed, freshly painted exterior, standby generator and an extensive video surveillance camera system. With the amount of land included there is potential for unique commercial development. Possibly a motel, private restaurant, popular food chain or store, keeping the existing building for income and building a new residence in the back. The land is actually 2 parcels combined. There is so much here to work with to make your ideas a realization!

Property Details

List Price	\$950.000	List Date	03-18-2025
MLS ID	5032719	Status	ACTIVE
Property Type	Commercial	Business Type	Multi-Family
County	NH-Coos	Days on Market	Approx.. 6 months

Structure

Basement	Yes	Total Baths	0
Building Area Total	6267	Building Area Units	Square Feet
Cooling	None	Foundation	Fieldstone
Heating	Steam, Oil	Living Area	6267
Living Area Source	Public Records	Living Area Units	Square Feet
Parking Features	Driveway, Garage, On-Site, Paved	Roof	Shingle
Stories	2	Year Built	1890



Colebrook Academy Building

Appendix P. - Employee Code of Conduct (preliminary)

Effective Date: August 1, 2026 (projected)

Approved by: Pinnacle Chartered Public School Board of Trustees

1. Purpose

This Code of Conduct establishes the expectations for professional behavior by all employees of Pinnacle Charter School. Our goal is to maintain a safe, respectful, and inclusive educational environment that promotes academic excellence, student well-being, and public trust.

2. Scope

This Code applies to all employees, including but not limited to teachers, administrators, support staff, part-time employees, and contractors working under the school's authority.

3. Core Principles

All employees are expected to:

- Prioritize the welfare and success of students.
- Uphold integrity, fairness, and honesty in all actions.
- Comply with state and federal law, including NH DOE rules and Charter School policies.
- Model respectful and professional behavior at all times.
- Maintain confidentiality and protect student data in accordance with FERPA and state law.

4. Professional Expectations

4.1 Respectful Workplace Conduct

All employees are expected to:

- treat students, parents, colleagues, and community members with dignity and respect,
- refrain from harassment, discrimination, intimidation, or bullying.
- Promote a positive school culture.

4.2 Instructional Responsibility

Provide high-quality, equitable instruction consistent with the school's curriculum and charter goals.

Maintain professional certifications and participate in required training and evaluations.

4.3 Use of Technology and Communication

Use school technology and internet resources ethically and for educational purposes only.

Communicate professionally and appropriately with students, families, and colleagues.

Do not engage in personal or inappropriate communication with students through social media or messaging apps.

4.4 Confidentiality

Protect student records and personal information in accordance with FERPA.

Do not disclose confidential information unless legally authorized or required.

4.5 Substance-Free Workplace

Possession, use, or being under the influence of alcohol or illegal drugs while on school property or at school-sponsored events is prohibited.

4.6 Conflict of Interest

Avoid any activity or relationship that conflicts with the interests of the school.

Disclose potential conflicts promptly to administration.

5. Student Safety and Reporting

All employees are mandated reporters and must report suspected abuse or neglect in accordance with NH RSA 169-C and follow school policies regarding physical intervention, student discipline, and reporting of accidents or threats.

6. Dress and Presentation

Employees are expected to dress professionally and, in a manner appropriate for an educational setting, modeling respectful attire for students.

7. Compliance and Disciplinary Actions

Violations of this Code of Conduct may result in disciplinary action, up to and including termination, and may be reported to the New Hampshire Department of Education or other authorities as required.

8. Acknowledgment

All employees must review and sign this Code of Conduct annually as a condition of employment in the presence of a witness who will be a member of the Pinnacle Chartered Public School faculty or administration.

Signed

Employee: _____ Date: _____
Print: _____

Witness: _____ Date: _____
Print: _____

Appendix Q. - Letters of Support

While Pinnacle Charter School has received letters of support from parents, educators, and community members, NCQE recognizes the importance of broad, ongoing outreach to secure visible backing across the region. To that end, the following plan will guide our efforts to solicit additional support prior to opening:

1. Parent & Family Outreach

- Information Sessions: Host quarterly parent/family information nights (both in-person and virtual) to share updates and invite families to provide written support.
- Surveys & Follow-Up: Distribute interest surveys to prospective families, followed by one-on-one calls encouraging parents to formalize support through letters.
- Parent Committee Leadership: Engage the Pinnacle Parent Committee in coordinating testimonials and organizing letter-writing drives.

2. Business & Employer Outreach

- Local Employers: Target outreach to healthcare providers, manufacturing companies, and service sector employers who benefit from strong educational pipelines, asking them to endorse Pinnacle's mission.
- Sponsorship Opportunities: Frame letters as part of a long-term partnership, leading into event sponsorships or career-based student opportunities.

3. Community & Civic Engagement

- Town Officials & Civic Groups: Request letters of support from selectmen, town managers, and Rotary/Lions clubs across Colebrook and surrounding towns.
- Educational Partners: Approach local libraries, afterschool programs, and nonprofits working with youth to provide statements of collaboration.
- Higher Education Partners: Connect with White Mountains Community College and other regional institutions for letters highlighting potential dual enrollment and workforce pathways.

4. Outreach Channels & Timeline

- Press & Social Media: Announce the call for community support in local media and Pinnacle's social media, linking to a simple online form to submit letters.
- Direct Mail & Email: Distribute request letters to targeted lists of families and organizations in Fall 2025.
- Timeline: Letters will be gathered on a rolling basis, with a goal of 20–30 new letters collected by Spring 2026.

Executive Director (liaison) will ensure that letters represent a diverse set of stakeholders, including parents, business owners, educators, civic leaders, and nonprofit partners.



Office of the New Hampshire House of Representatives
107 North Main Street
Concord, NH 03301

To Whom it may concern,

I am writing this letter of support for the Northern Collaborative for Quality Education. This group is applying for grants and doing fund raising and I cannot think of a better cause. The proposed charter school will not only help local students but will improve the whole North Country.

The North Country is an extremely depressed area with low wages and very limited educational opportunities. Many families cannot afford to help financially or timewise with their children's educational needs and wants. This charter school will help students see what is possible beyond their current horizons and give them a step up to further their education.

Not only will it increase and expand education options, but I also believe it will be a financial relief to families by allowing students to get a head start on their post high school degrees by completing college courses before graduation and at home. This will save on college tuition as well as housing and meals.

The local public schools are financially burdened with the cost of special education for children in need leaving our brightest without challenge and true academic achievement. We need to service ALL of our students' needs and this charter school will do just that, serving a segment of the student population currently underserved.

Thank you for considering their grant application and I can assure you there is not a more deserving or life changing opportunity for our local youths.

Sincerely,

Mike Ouellet

Mike Ouellet
New Hampshire State Representative

Colebrook, NH
(603) 331-2159

Veronica J. Harris, M.ED.
37 Butternut Ln. Holderness, NH 03245

July 21, 2025
New Hampshire Department of Education
101 Pleasant Street Concord, NH 03301-3860

Dear Members of the New Hampshire Department of Education,

I am a retired Special/Elementary Teacher with degrees in Instructional Technology and Supervision. I am also the grandparent of children in the Colebrook, NH School District. Considering this and being fully aware of the educational challenges in this district, including below average proficiency rates in core academic content, and the lack of highly qualified educators, I submit this letter. I am writing to express my enthusiastic support for Pinnacle Chartered Public School, intended to serve the greater Colebrook, NH area. Pinnacle promises significant improvements through its innovative approach, including a flexible curriculum designed to meet diverse student needs. Its emphasis on fostering a love of learning, encouraging critical thinking, and promoting educational excellence aligns closely with my values.

I firmly believe that Pinnacle Charter School's unique educational model will provide our students with vital opportunities to excel academically, socially, and professionally. The school's commitment to community involvement and collaboration with local businesses will positively impact both our students and the entire Colebrook region. Enhanced school choice will directly benefit families, motivate student achievement, and invigorate local educational outcomes. I sincerely encourage your support in approving this critical educational initiative. Our students deserve opportunities that will prepare them effectively for future success, and the Pinnacle Charter School model exemplifies an essential step toward fulfilling that goal. Thank you for considering this initiative and my support.

Veronica J. Harris, M.ED.

Cheryl Dube
610 Bungy Rd
Colebrook, NH 03576
July 1, 2025

Dear Members of the New Hampshire Department of Education,

I am writing to express my support for the Pinnacle Charter Public school, intended to serve Colebrook and the surrounding towns in northern New Hampshire. As a long term resident and business owner I feel there is a need for this type of school in this area. Our students need an alternative to the public school system.

Pinnacle will offer a more innovative approach, including a more flexible curriculum to meet the needs of students. It will encourage students to excel and foster the love of learning. Due to the budgeting and the below average proficiency rates of the students in this area it is greatly necessary.

The school is committed to involve the community and local businesses, which will have a positive impact on this area and the students involved.

I encourage your support in supporting this charter school. It will be a great access to the students in this area to improve their education. Thank you for the opportunity to express my thoughts in this matter.

Sincerely,

Cheryl Dube

LETTER OF SUPPORT

July 30, 2025

To the New Hampshire Board of Education,

We, the undersigned, write to express our enthusiastic support for the establishment of Pinnacle Charter School serving students in the greater Colebrook, New Hampshire area.

As attendees of the NCQE fundraiser and as members of the local community, we recognize the urgent need for high-quality, innovative educational opportunities for students in our region. For too long, rural communities like ours have struggled with underperforming outcomes, limited resources, and a lack of options that meet the needs of all students. Pinnacle Charter School represents a bold and necessary step towards ensuring quality education in the North Country for all students. It is a step rooted in a mission to cultivate curiosity, competency, and a genuine love of learning.

We believe Pinnacle will not only provide students with the academic rigor and support they need and deserve but will also become a catalyst for renewal, attracting families, empowering educators, and preparing students for success in post-secondary educational opportunities, in their chosen careers, and in life.

LETTER OF SUPPORT (continue)

The vision for the school is thoughtful, community-centered, hopeful, and achievable. Its commitment to flexible, student-driven learning, small class sizes, and real-world engagement reflects the values we share and the future we want for our youth.

We respectfully urge the New Hampshire Board of Education to approve the charter for Pinnacle Charter School. Our signatures below signify our strong support and our readiness to stand behind this important endeavor, not only in word, but in action.

Sincerely, the undersigned:

Carol + Pamela
Gir M. Gaud

Dr. Monica Bana

Jonathan Bizz

Dr. Z. Gould

Dr. Kelly

Heidi Margius

Walter M. Ragentberg

Ch. H. Stahl

Appendix R. – Student and Family Handbook (DRAFT)

Welcome

Welcome to Pinnacle Chartered Public School. We are honored to have you as part of our founding community. This handbook has been created to explain the expectations, policies, and procedures that will guide our daily operations and ensure that all students and families understand their rights and responsibilities. It is more than a set of rules; it is a reflection of the values that shape our school culture—curiosity, competency, respect, and community. By reading and understanding this handbook, students and families will be better prepared to engage fully in the learning experience at Pinnacle and to work in partnership with our faculty and staff.

Mission and Vision

The mission of Pinnacle Chartered Public School is to prepare students for successful, fulfilling lives by supporting them in reaching mastery of essential knowledge, skills, and habits. We are committed to developing learners who are curious, resilient, and compassionate. Our mission emphasizes both academic achievement and the personal growth required to become responsible citizens.

Our vision is of a school where each student's learning path is recognized as unique. We seek to create an environment where learning is competency-based, where time is flexible, and where mastery—not seat time—defines progress. We envision graduates who are able to think critically, communicate effectively, and act responsibly in the service of their communities. Our guiding values of respect, responsibility, inclusion, curiosity, and growth are woven into every aspect of school life, from classroom instruction to extracurricular activities, from advisory groups to family engagement.

Academic Expectations

At Pinnacle, learning is organized around clearly defined competencies that describe the knowledge and skills students are expected to master. These competencies serve as performance standards against which progress is measured. Unlike traditional systems that rely on grades and credit hours, Pinnacle promotes students based on demonstrated mastery. This approach means that learning can proceed at an individualized pace: students who need more time are not penalized, and those who are ready to advance can move forward without unnecessary delay.

Assessment of student progress takes multiple forms. Teachers use portfolios, exhibitions, projects, presentations, and performance assessments in addition to more conventional tests. The emphasis is always on whether the student can demonstrate the competency in question.

Regular progress reports will be provided, and families will participate in student-led conferences during which students present evidence of their learning and reflect on their growth.

Graduation requirements at Pinnacle align with state standards, ensuring that students meet the same expectations as their peers across New Hampshire. However, our competency-based model provides flexibility in how and when students meet those standards. We also incorporate Pinnacle-specific competencies such as civic responsibility, creativity, and wellness to ensure that our graduates are prepared for the full spectrum of challenges and opportunities they will face.

Code of Conduct and Discipline

Pinnacle is committed to cultivating a positive school culture that is safe, respectful, and conducive to learning. Each year, the Code of Conduct will be developed collaboratively by students and staff during advisory sessions. This process ensures that expectations are not imposed from above but are understood, accepted, and owned by the community.

The Code of Conduct emphasizes restorative practices rather than punitive measures. When misbehavior occurs, the goal is not simply to punish but to help students understand the impact of their actions, take responsibility, and restore any harm done. Restorative circles, mediated conversations, and agreements to repair harm are central to our disciplinary philosophy.

That said, certain behaviors require formal responses. Pinnacle uses a progressive discipline model in which responses escalate only when less formal measures prove ineffective or when the seriousness of the behavior warrants immediate intervention. Minor infractions may be addressed through redirection or advisory-based discussions. More serious infractions—such as harassment, threats, or repeated disruption—will result in administrative intervention. Suspensions and expulsions are reserved for the most serious cases and follow the due process procedures described below.

Due Process Rights

All students are entitled to due process before disciplinary action is imposed. In cases of short-term suspension, defined as removal for up to ten school days, students and families will be given oral or written notice of the charges, an explanation of the evidence, and the opportunity to respond. In cases where a long-term suspension or expulsion is considered, written notice will be provided in advance and a formal hearing will be conducted before the Board of Trustees. Families will have the right to present evidence, call witnesses, and be represented if they wish.

For students with disabilities, additional protections apply. If disciplinary action would result in a change in placement, a manifestation determination review will be convened to assess whether

the behavior in question was a manifestation of the student's disability. In such cases, the student will continue to receive services in compliance with federal law, and the IEP team will consider modifications to the plan to address behavioral needs.

Attendance and Participation

Attendance is essential for learning. The school day runs from 8:15 a.m. to 3:00 p.m. and students are expected to be present and on time every day. Parents or guardians must notify the school office when a student is absent. Absences will be classified as excused for reasons such as illness, family emergency, or religious observance, and unexcused in all other cases.

Excessive unexcused absences compromise student progress and will trigger intervention. After three unexcused absences, families will be contacted. Continued unexcused absences may result in a meeting to develop an attendance improvement plan. Truancy will be addressed in accordance with New Hampshire law, which requires schools to work with families to ensure students attend regularly.

Participation extends beyond physical presence. Students are expected to engage actively in classwork, advisory activities, and community learning opportunities. Regular participation is a condition for demonstrating mastery of competencies.

Special Education and Section 504

Pinnacle provides a free appropriate public education to all students with disabilities, consistent with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Students who require specialized instruction will receive services under an Individualized Education Program (IEP) developed by a team that includes the family, educators, and specialists. Accommodations for students with disabilities who do not require specialized instruction will be provided under Section 504 plans.

Services may be delivered by Pinnacle staff or contracted specialists, depending on student need. Supports may include push-in services in the general classroom, pull-out services in small groups, or individualized therapy sessions. Related services such as speech, occupational therapy, or counseling will be provided as required. Families will receive procedural safeguard notices explaining their rights, including the right to participate in planning, to request evaluations, and to pursue dispute resolution if disagreements arise.

Non-Discrimination Policy

Pinnacle is committed to providing an environment free from discrimination, harassment, and bullying. The school does not discriminate on the basis of race, color, national origin, sex,

gender identity, sexual orientation, disability, religion, or any other status protected by law. Harassment and bullying are prohibited by state law (RSA 193-F) and by Pinnacle policy.

Reports of discrimination, harassment, or bullying may be made to any staff member, to the Executive Director, or directly to the Board of Trustees. Reports will be investigated promptly and fairly. Retaliation against individuals who make complaints is strictly prohibited. Corrective action will be taken as needed to restore a safe and respectful environment.

Health, Safety, and Emergency Procedures

The health and safety of students are paramount. Students must meet state immunization requirements in order to attend school, unless exempted for medical or religious reasons. Parents must provide written authorization for any medications to be administered at school. All medications must be stored securely in the nurse's office.

Pinnacle maintains emergency procedures for fire, severe weather, lockdown, and evacuation scenarios. Drills are conducted regularly so that students and staff are familiar with protocols. The school will work closely with local emergency responders to ensure preparedness.

All staff members are mandated reporters of suspected abuse or neglect, as required under RSA 169-C. Reports are made immediately to the appropriate authorities to ensure the protection of students. Pinnacle also maintains a wellness policy that encourages healthy eating, physical activity, and emotional well-being.

Technology and Acceptable Use

Technology is an integral part of the learning environment at Pinnacle. Students are issued devices for use during the school year. With this privilege comes the responsibility to use technology ethically, safely, and for educational purposes.

Students are prohibited from using technology to harass others, to access inappropriate content, or to damage equipment. Cyberbullying, unauthorized access to systems, or misuse of social media will result in disciplinary consequences. Families and students will be asked to review and sign a technology use agreement at the start of each year, affirming their commitment to responsible digital citizenship.

Extracurricular, Enrichment, and Extended Learning Opportunities

Learning at Pinnacle extends beyond the classroom. Students are encouraged to participate in extracurricular activities such as clubs, sports, arts, and service projects. These activities foster leadership, teamwork, and school spirit.

Enrichment programs are offered on Fridays, when the flexible schedule allows students to explore new interests. These may include extended science labs, visual and performing arts workshops, wellness activities, or partnerships with community organizations.

Extended Learning Opportunities (ELOs) provide students with the chance to earn credit through internships, mentorships, independent studies, and community projects. Each ELO must be approved by the school, aligned to competencies, and documented through a plan and final demonstration of learning.

Parent and Family Engagement

Families are essential partners in the success of students at Pinnacle. The school communicates regularly with families through newsletters, the parent portal, conferences, and community events. Families are invited to attend exhibitions of learning, volunteer in school activities, and participate in advisory committees.

Translation and accessibility supports are available for families who need them. Pinnacle values family feedback and provides opportunities for parents and guardians to share their perspectives through surveys, meetings, and forums. We believe that when families and schools work together, students achieve more.

Grievance and Complaint Procedures

Pinnacle is committed to addressing concerns fairly and transparently. If a student or family has a concern, the first step is to discuss it directly with the staff member involved. If the concern is not resolved, it should be brought to the Executive Director. As a final step, families may submit a written appeal to the Board of Trustees.

Grievances will be handled confidentially and without retaliation. Families also have the right to seek resolution through the New Hampshire Department of Education if concerns remain unresolved.

Appendix S. – Faculty and Staff Handbook (DRAFT)

Introduction

Welcome to Pinnacle Chartered Public School. As faculty and staff, you are the foundation of our mission and the most important influence on the success of our students. This handbook provides guidance on the expectations, responsibilities, and professional standards for all employees of Pinnacle. It is designed to ensure that each staff member understands the policies that govern employment, the ethical obligations of educators, and the procedures that protect the safety and well-being of students.

The policies in this handbook reflect Pinnacle’s commitment to fostering a professional culture that is collaborative, inclusive, and supportive of continuous growth. Faculty and staff are expected to not only comply with these policies but to embody the mission and values of the school in their daily work.

Employment Policies and Expectations

Employment at Pinnacle Chartered Public School is governed by annual contracts issued by the Board of Trustees and administered by the Executive Director. These contracts specify responsibilities, compensation, work calendar, and terms of employment. All employees must complete background checks in compliance with RSA 189:13-a before beginning work. This includes a criminal records check and fingerprinting, ensuring the safety of students and the integrity of the school environment.

Staff members are expected to adhere to their contractual obligations, which include regular attendance, punctuality, and participation in professional responsibilities such as meetings, planning sessions, and school events. Leaves of absence must be requested in advance whenever possible and approved by the Executive Director in accordance with school policy and state law.

Although charter schools in New Hampshire are not required to employ only traditionally certified teachers, Pinnacle values a balance of certification, content expertise, and professional experience. Certain positions, such as special education teachers and guidance counselors, require certification under state regulations. For other teaching roles, Pinnacle may consider candidates with demonstrated expertise, alternative credentials, or strong professional experience in the field. Regardless of certification, all staff are expected to meet the highest standards of professional practice and engage in ongoing professional growth.

Employees are also expected to comply with federal and state laws related to employment, including equal opportunity statutes and workplace safety regulations. Pinnacle does not tolerate discrimination or harassment in the workplace, and all staff members are entitled to a respectful, safe, and supportive work environment.

Professional Conduct and Ethics

Faculty and staff at Pinnacle are expected to conduct themselves with integrity, professionalism, and respect in all interactions with students, families, colleagues, and the community. Educators serve as role models, and their conduct—both inside and outside the classroom—reflects on the school and its mission.

Professional conduct includes maintaining appropriate boundaries with students, ensuring that all interactions remain supportive, respectful, and free from favoritism or impropriety. Staff must avoid any relationships or behaviors that could compromise professional judgment or create the appearance of conflict of interest.

Confidentiality is a critical ethical obligation. Student information, including academic performance, health records, disciplinary matters, and personal details, must be kept confidential and may only be shared with authorized personnel who have a legitimate educational interest. Compliance with the Family Educational Rights and Privacy Act (FERPA) is required at all times.

Staff must also comply with school policies regarding the use of technology and social media. Employees are expected to model responsible digital citizenship, use school technology for professional purposes, and refrain from posting or sharing content that could undermine their professional responsibilities or the reputation of the school.

Harassment, discrimination, or retaliation against students, families, or colleagues is strictly prohibited. Any staff member who engages in such conduct will be subject to disciplinary action, up to and including termination of employment.

Evaluation and Professional Development Processes

Pinnacle believes that professional growth is a continuous process. Faculty and staff are evaluated annually to ensure that instructional quality, professional collaboration, and contributions to school culture meet the expectations of the school.

The evaluation process includes multiple measures of performance. For instructional staff, this may include classroom observations, review of lesson plans and assessments, evidence of student progress toward competencies, and feedback from students and families. For non-instructional staff, evaluations focus on effectiveness in fulfilling assigned duties, contributions to the school community, and adherence to professional standards.

Each staff member will receive a mid-year check-in to review progress and provide formative feedback. The annual summative evaluation is conducted by the Executive Director or a designated administrator and is used to inform contract renewal decisions.

Professional development is integral to Pinnacle's mission. Staff are expected to participate in regular training sessions, workshops, and professional learning communities. Areas of emphasis include competency-based instruction, inclusive practices, restorative discipline, and culturally responsive pedagogy. Faculty are encouraged to pursue additional professional growth opportunities outside the school, and Pinnacle will support such efforts through professional development funds as available.

Procedures for Reporting Suspected Abuse or Neglect

All staff members at Pinnacle are mandated reporters under RSA 169-C. This means that any staff member who has reason to suspect that a child has been abused or neglected is legally required to report the suspicion immediately.

Reports must be made directly to the Division for Children, Youth, and Families (DCYF). Staff are not required to conduct their own investigation, nor should they attempt to verify the suspicion before reporting. Instead, the role of staff is to provide accurate information about what they observed or heard and to make the report in good faith.

After contacting DCYF, staff should notify the Executive Director that a report has been made, without disclosing unnecessary details. All reports are kept confidential, and staff who make reports in good faith are protected from retaliation or liability under state law. Failure to report suspected abuse or neglect is a violation of the law and school policy and may result in disciplinary action, up to and including termination of employment.

Staff Responsibilities for Student Supervision and Safety

The safety of students is a primary responsibility of all staff. Faculty and staff are expected to provide appropriate supervision at all times, whether in classrooms, hallways, common areas, or during extracurricular activities. Staff should arrive on time for supervisory duties, actively monitor students, and intervene promptly if unsafe behavior occurs.

During instructional time, teachers are responsible for ensuring that students are engaged in safe and productive learning activities. In science labs, physical education, and other settings with inherent risks, staff must follow established safety protocols and ensure that students understand and comply with safety expectations.

Staff must also be familiar with emergency procedures, including evacuation routes, lockdown protocols, and crisis response plans. Participation in drills is required, and staff are expected to model calm, decisive leadership during emergencies.

Staff are responsible for reporting safety concerns promptly to administration. This includes issues related to building facilities, student behavior, or potential threats. Every employee plays a role in maintaining a safe, secure, and welcoming environment for students.

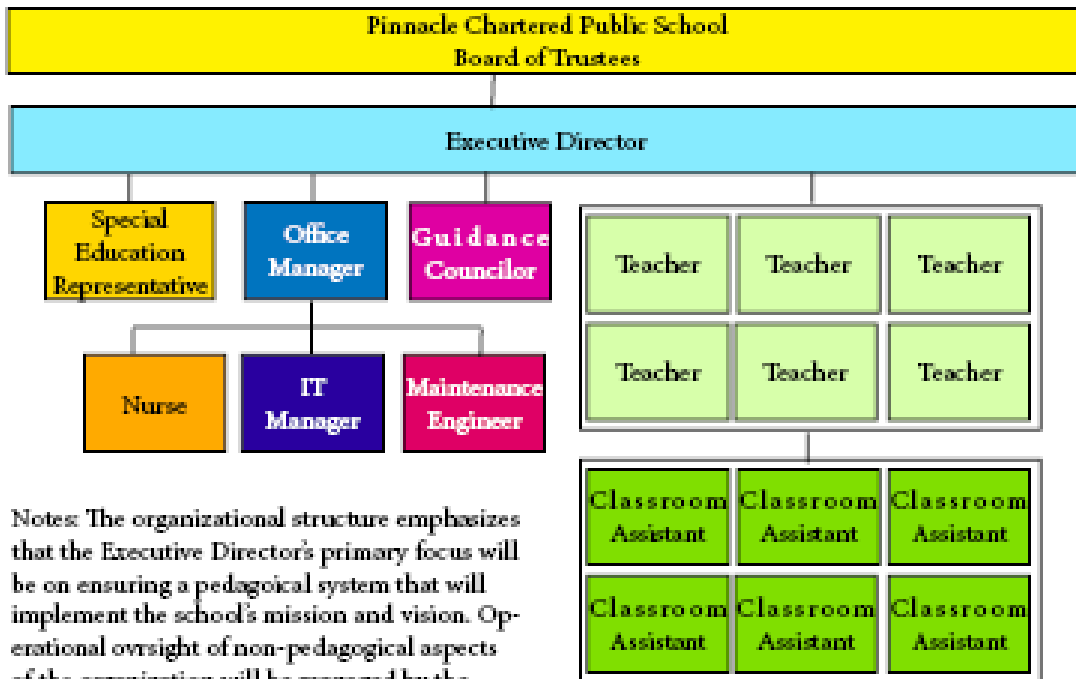
Communication and Recordkeeping Expectations

Clear and consistent communication is vital for the success of Pinnacle. Staff are expected to maintain professional communication with students, families, colleagues, and community partners. Emails, phone calls, and other communications should be respectful, timely, and aligned with the mission of the school. Families should be kept informed of student progress, concerns, and achievements through regular updates and conferences.

Accurate recordkeeping is also an essential responsibility. Staff must maintain up-to-date attendance records, gradebooks, lesson plans, and documentation of student performance. Records must be completed in a timely manner and stored securely in accordance with FERPA requirements. Documentation of disciplinary actions, parent communications, and special education accommodations must be thorough and submitted to the administration as required.

The school expects transparency and accountability in communication and recordkeeping. Faculty and staff must recognize that accurate records are not only critical for student success but also for ensuring compliance with state and federal regulations.

Appendix T. - Organization Chart



DRAFT

Appendix U. – Accountability Plan

1. Organizational Goals & Milestones

Goal	Milestone / Deliverable	Timeline	Monitoring & Accountability
Establish Governance Infrastructure	Full Board of Trustees seated with required committees (Academic, Finance, Development)	By Month –9 (nine months before opening)	Quarterly Board self-evaluation; committee charters reviewed annually
Hire Key Leadership Roles	Executive Director, Principal / Instructional Leader	By Month –6	Performance benchmarks established at hiring; 6- and 12-month reviews
Adopt Policies & Systems	Academic policy manual, HR handbook, financial controls, student code of conduct, data systems	By Month –3	Board policy review cycles; internal audit of policy implementation in Year 1
Establish Operational Systems	HR/payroll, student information system (SIS), finance/accounting, facility operations, IT infrastructure	By Month –3	Monthly status reports to Board; “go/no-go” checks pre-opening
Sustainability Planning & Fundraising	Launch NCQE fundraising systems, donor database, membership program	By Month 0 (opening)	Quarterly fundraising reports; % of annual goal achieved; donor retention metrics

2. Programmatic (Academic & Student Success) Goals & Milestones

Goal	Metric / Indicator	Year 1 Target	Year 3 Target	Timeline / Milestones	Monitoring & Accountability
Student Growth in Reading & Math	Median growth percentile in state assessments	≥ 50th percentile	≥ 60th percentile	Baseline data Year 1; mid-year formative assessments; annual state test	Quarterly data review by Leadership Team; Board receives trend reports
Proficiency Rates (NH CCR Standards)	% of students meeting proficiency in	(e.g.) 55% ELA, 50% Math, 45% Science	70%+ across subjects	Year 1: baseline; Years 2–3 ramp	Annual benchmark assessments;

Goal	Metric / Indicator	Year 1 Target	Year 3 Target	Timeline / Milestones	Monitoring & Accountability
	ELA, Math, Science				compare to state averages
Chronic Absenteeism	% of students missing $\geq 10\%$ of days	$\leq 10\%$	$\leq 7\%$	Monthly attendance tracking; interventions beginning in Month 3	Attendance dashboard; intervention reviews
Special Populations Support	Growth / outcomes for ELs, students with IEPs	EL: +1 level; IEP: IEP goal attainment $\geq 80\%$	EL: move majority to proficiency; IEP attainment $\geq 90\%$	Individual plans in place by opening; periodic progress reviews	IEP/EL team reports; Board receives disaggregated data
Parent & Community Engagement	% of families participating in events, volunteer hours, surveys	70% attendance in at least 1 event, 20% volunteer participation	90% event turnout, 50% volunteer rate	Family nights, open houses, volunteer orientations scheduled quarterly	Annual parent survey; board reviews engagement trends
Staff Development & Retention	% of staff retained; professional development hours per staff	Retain $\geq 90\%$; ≥ 30 PD hours	Retain $\geq 95\%$; ≥ 40 PD hours	PD calendar established before Year 1; mid-year training surveys	HR report to Board; exit interviews; PD completion tracking

3. Implementation Timeline (Phases)

- Month –12 to –9: Finalize charter approval, recruit Board, secure facilities, begin governance establishment.
- Month –9 to –6: Begin leadership searches, hire initial core team, adopt key policies, begin recruitment, start fundraising.
- Month –6 to –3: Final policy adoption, operational systems build-out (SIS, finance, HR, IT), initial staff hiring, community engagement.
- Month –3 to 0 (Opening): Staff onboarding, student/parent orientation, finalize curriculum & schedule, systems test, trial operations.
- Year 1 (Months 1–12): Full operations, implementation of academic programs, regular assessment cycles, parent engagement, monitoring and adjustments.

- Years 2–3: Refinement of instruction, expansion of enrichment/career pathways, scaling fundraising, reaching growth and proficiency goals.

4. Accountability & Monitoring Structure

- Leadership Team Review Meetings: Biweekly internal review of metric dashboards, progress vs. benchmarks, identifying mid-course corrections.
- Quarterly Reports to Board: Leadership presents narrative plus data dashboards (student growth, finances, operational metrics, engagement, special populations).
- Annual Performance Review Cycle: Board evaluates the Executive Director, Academic Leader, and Leadership Team against pre-defined goals.
- Mid- and End-of-Year External Audit or Review: Engage external evaluator (or peer charter partner) in Year 1 and Year 3 to validate progress, provide recommendations.
- Public Reporting / Transparency: Annual report shared with families and community, summarizing outcomes vs. goals, and plans for improvement.

5. Alignment with NH Authority & Renewal Expectations

This plan satisfies the requirement under RSA 194-B that applications include an accountability plan outlining expectations and evaluation methods. Applicants must submit a comprehensive accountability plan prior to opening.

Additionally, the NH DOE template for charter accountability emphasizes timeframes, periodic progress checks, and clear performance measures.

Appendix V.

Month / Period	Major Milestones & Activities	Lead / Responsible	Key Deliverables / Checks
July 2025	Charter approval received	NCQE / Applicant Team	Formal state contract executed, legal & finance closing
Aug 2025	Begin community outreach & marketing	NCQE Development & Outreach	Launch website, info sessions, mailers
Sep 2025	Enrollment window opens; begin site scouting	Admissions / NCQE	Application portal open; initial visit of candidate sites
Oct 2025	Facility search & lease negotiations; Board formation	NCQE / Board	Letters of intent, site feasibility assessments, Board committees established
Nov 2025	Finalize facility lease or purchase	NCQE / Legal / Facilities	Executed lease/purchase agreement; facility plans start
Dec 2025	Begin design / renovation planning & contracts	Facilities / Architect / Contractor	Schematic designs, permitting, bid packages
Jan 2026	Staffing planning & recruitment begins	NCQE HR / School Liaison	Job descriptions finalized; recruiting advertisements launched
Feb 2026	Enrollment lottery & commitment confirmations	Admissions / School Liaison	Lottery executed, letters of acceptance, waitlist formed
Mar 2026	Begin facility build-out / renovation work	Facilities / Contractor	Construction begins; progress monitoring
Apr 2026	Initial staff hiring; professional development planning	HR / Academic Lead	First offers made; PD calendar drafted
May 2026	Safety planning, security, compliance readiness	School Liaison / Facilities / Legal	Safety plans, emergency procedures, approvals (fire marshal, building)
Jun 2026	Systems implementation & testing	IT / Operations / SIS	Install MIS/SIS, finance software, network, furniture delivery

Month / Period	Major Milestones & Activities	Lead / Responsible	Key Deliverables / Checks
Jul 2026	Staff onboarding / training & curriculum rollout	Academic Lead / PD Coordinator	Staff orientation, curriculum planning, mock scheduling
Aug 2026	Student orientation, final readiness checks	Leadership / Teachers	Student meet & greet, final walkthroughs, dress rehearsal of operations
Sep 2026	School opens – first day of instruction	Entire Team	Opening day; early monitoring, student support, back-up plans in place

Additional Notes & Accountability

- Monthly check-ins: The Leadership Team (NCQE + school liaison) will hold monthly milestone reviews comparing actual progress vs. plan, documenting slippages and mitigation steps.
- Board oversight: Every quarter, the Board's Executive & Finance committees will receive status reports tied to the timeline, highlighting risk areas (e.g. delays in facility, enrollment shortfalls).
- Contingency triggers: If any milestone slips by more than 30 days (e.g. construction delays, staffing gaps, permitting holdups), a "go/no-go" review will be convened by NCQE and the Board to decide whether to delay opening or reallocate resources.
- Dependencies highlighted: Some tasks are contingent on others (e.g. hiring cannot fully proceed until facility is approved; curriculum sequencing depends on enrollment patterns). These dependencies will be tracked in a Gantt or project management tool.
- Transparency and public updates: Pinnacle will publish a high-level version of this timeline on its website for community transparency, noting major milestone completions or shifts.