

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
21ST CENTURY COMMUNITY LEARNING CENTER GRANT

Please indicate whether you are (check all that apply):

New Applicant ☐ Current Grantee (Reapplying) ☐ Current Grantee Adding Site(s) X

Name of Eligible School(s)	Host School Population	Grades Served	Youth Attendees			Funds Requested
			Per Day	Per Year	Regular*	
Emerson Elementary School	217	PreK-6	45	75	65	\$121,500.00
Total:			45	75	65	\$121,500.00

District Co-Applicant* (required): Emerson Elementary School

Community/Faith Based Co-Applicant(s)* (required): Big Brothers Big Sisters of Western NH

Fiscal Agent: Monadnock Regional School District DUNS: 184211605

Grant Contact Person: **Darlene Ayotte**


Address: **585 Old Homestead Highway**

Town, State & Zip Code: **Swanzey, NH 03446**

Telephone: **603-357-4797 Ext.6535**

Email Address: **dayotte@mrsd.org**

The undersigned authorized executive officer submits this proposal on behalf of the applicant agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the state and federal laws and regulations. In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following signatures are required.

Superintendent's Signature:  Date 3-19-13

Name (typed): **Dr. Leo Corriveau**

Principal(s) Signature(s):  Date 3-19-13

Name (typed): **Melissa Suarez**

Chief Executive Officer(s) Signature(s):  Date 3-15-13

Name (typed): **Karen Brook**

Program Assurances



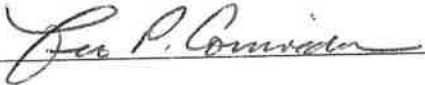
Virginia M. Barry, Ph.D.
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STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
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Citizens Services Line 1-800-339-9900

21st Century Community Learning Center Assurances
School District Served: Monadnock Regional School District
Fiscal Agent DUNS #: 184211605

1. The program will take place in a safe and easily accessible facility.
2. The program was developed, and will be carried out in active collaboration with the schools the students attend, including private schools as well as the identified co-applicant(s).
3. The program will primarily target students and their families who attend high poverty schools of 30% or more free and reduced lunch eligibility, or if it is a middle or high school then the feeder schools are primarily eligible.
4. The funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this program and in no case supplant Federal, State, local, or non-Federal funds.
5. The community was given notice of intent to submit an application and the application and any waiver request was available for public review after submission of the application.
6. The program will submit timely performance reports that describe project activities, accomplishments, and outcomes.
7. The program will keep accurate and timely records on a state approved web-based data collection system.
8. The program will participate in evaluation studies conducted by the New Hampshire State Department of Education.
9. Program Directors will attend required meetings as designated by the New Hampshire State Department of Education.
10. The program will send a representative team, always including the program director, to one state conference as scheduled by the New Hampshire State Department of Education.
11. The program will participate in a formal continuous improvement process during the course of the grant award.



Authorizing Name and Signature
(Fiscal Agent with Signature on File at NHDOE)

3-19-13

Date

Monadnock Regional School District – ACES 93: Emerson Elementary School

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Application Abstract

The Monadnock Regional School District, SAU 93 (formally SAU 38) serves the towns of Swanzey, Richmond, Roxbury, Fitzwilliam, Gilsum, Sullivan and Troy, New Hampshire. SAU 93 recognized the need for safe, affordable and enriching before and after school programming for elementary children early on. It maintains its commitment by supporting a \$150,000 warrant article in 2012 to continue the programming which is now All Children Educated Safely (ACES 93) in addition to seeking 21CCLC grant funding for a new Swanzey program. Another \$75,000 warrant article passed for programming in 2013. Looking further into the needs of youth in the region, ACES 93 has discovered that access to the program for Fitzwilliam families is currently limited due to the transportation time between Dr. George S. Emerson School and Troy Elementary School.

Overwhelmingly parents want their children to be able to participate in the program because of the success of the program; however, the transportation currently provided between the two schools requires students to be on the bus forty-five minutes. This means they miss the homework assistance and snack portions of the program. Parents are looking for an affordable, appropriate, convenient program for their students. By adding an out-of-school time site at Dr. George S. Emerson School, the ACES 93 program will be better able to serve the families of Fitzwilliam.

With collaboration among the various school-based programs and support from the community, the ACES 93-Troy Program will be able to provide programming to a greater number of students, while broadening its scope of services to better meet the needs of all students. The program will be equipped to meet children and families where they are and to provide programming that creates a culture of learning within the community, helping to ensure that family's receive the support and services they need for their children to be happy, healthy, and successful.

Application Checklist: To be submitted with application.

Applicant Name: ACES 93 – Emerson Elementary School

The following sections must be attached to this checklist to be deemed a “Completed Application Package:”
(Please check each box as you attach the required document.)

- ☒ Application Cover Page
- ☒ 21st CCLC Program Assurances
- ☒ Application Checklist
- ☒ Application Abstract
- ☒ Table of Contents

Narrative Includes:

- ☒ a. Need for Project
- ☒ b. Program Design
- ☒ c. Adequacy of Resources
- ☒ d. Program Management Plan
- ☒ e. Project Evaluation
- ☒ f. Budget Narrative

Attachments Include:

- ☒ Budget Spreadsheet
- ☒ Budgets for partner contracts exceeding \$5,000, if applicable
- ☒ School Board Policy for High School Extended Learning Opportunities, if applicable
- ☒ One Year Timeline
- ☒ Schedule of Operations Form
- ☒ Job Descriptions and Credentials for Key Staff
- ☐ Letter of Support from Principal(s)
- ☐ Memorandums of Understanding
- ☒ Advisory Board Members Roles and Responsibilities
- ☐ Organizational Chart
- ☒ Documentation of Private School Communication, if applicable
- ☒ Evaluation Studies of Current Program, if applicable

Need for Project

Fitzwilliam is a country community located in the southwest part of New Hampshire, in Cheshire County.

While having some mid-sized manufacturing, most businesses are small. The population was 2,396 at the 2010 census. Approximately, 5.5% of the population is unemployed. The per capita income for the town was \$28,780 in 2010.¹ 10.2% of families live below the poverty level.

There are currently 217 students attending Emerson Elementary School. 39.1% of the students qualify for free or reduced lunch through the National School Lunch Program. Emerson Elementary School is a **School in Need of Improvement Year 2 in Mathematics and Reading.**

The levels of educational attainment in Fitzwilliam are low compared to the state as a whole. 12.1% of Fitzwilliam residents have not completed high school, which is higher than both the state and national average. 11.88% of Monadnock Regional High School, where Fitzwilliam students attend high school, students drop out.²

The ACES 93 program conducted surveys of Emerson Elementary School students, teachers and parents. 28% (45/161) of parents completed their survey. 75% of respondents expressed the need for before school, after school, or vacation programming. 28% (60/217) of students completed their survey. 58% of student respondents expressed an interest in attending before school, after school, or vacation programming. 100% (11/11) teachers completed their survey. 43% of teacher respondents stated that additional support in math and reading was the area students had the most need. Copies of the surveys and results can be found in the Appendices.

Program Design

The ACES 93 program has aligned its program goals with the School District's goals.

District Goal: To develop a culture of lifelong learning beyond the faculty and throughout the greater MRSD community.

Program Goal: The community will recognize and support the positive impact the out-of-school time program has on academic, health, social, and leadership outcomes for youth.

Contextual Factors:	Program Elements:
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|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">Limited understanding of out-of-school time | <ul style="list-style-type: none">Monthly publications for students, parents, |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|

¹ US Census Bureau, 2010

² NH DOE, 2010-2011 Data

<p>programming and its positive effects on the community's youth</p> <ul style="list-style-type: none"> Limited ability of staff, parents, community members to advocate for the program and express its positive outcomes Limited avenues for positive outcomes to be shared General school board and budget advisory committee, but not full, recognition and support of the positive impacts of the program 	<p>school board and budget advisory committee</p> <ul style="list-style-type: none"> Regular website posts focusing on impacts of program and providing a variety of means for the community to become involved Regular submissions to local newspapers highlighting the program Workshops for parents, staff and community members on advocacy Advisory Board work on developing a marketing strategy for the program, including developing avenues for sharing positive outcomes of program "Town Hall" meetings for targeted audiences (parents, teachers, school board, budget advisory committees, community businesses and members)
<p>Short Term Outcomes:</p> <ul style="list-style-type: none"> Develop and create a listserv with membership from the targeted audiences focusing on the impacts of out-of-school time programming and advocacy The program will submit monthly press releases to local newspapers highlighting the best practices of the program and its impact on the students and community. 3 workshops, one for parents and community members, one for program and school day staff, and one for school and local government officials, focusing on advocacy and out-of-school time programming will be held in collaboration with BoostNH and NHAN. Four "Town Hall" meetings will be held annually for targeted audiences focusing on the impacts of the program and the importance of the audience's support for the programs. 	<p>Long Term Outcomes:</p> <ul style="list-style-type: none"> A majority of the school board will recognize and support the program through a variety of means, such as voting to include the program in the school budget; serving on the Advisory Council; volunteering at the program; and, supporting the accreditation and professionalization of the program. Articles about the program will be regularly (8/12) printed in local newspapers. A 45% increase in the number of parents, teachers, school and local government officials, businesses, and community members who recognize and support the out-of-school time program through a variety of means, such as volunteering in the program; serving on the Advisory Council; supporting the accreditation and professionalization of the program.
<p>District Goal: To develop a culture of lifelong learning beyond the faculty and throughout the greater MRSD community.</p>	
<p>Program Goal: All PreK-6th grade students will have access to out-of-school time programs that support positive youth development.</p>	
<p>Contextual Factors:</p> <ul style="list-style-type: none"> Limited financial resources Limited awareness of program and its purpose Limited awareness of sliding scale fee and scholarships Limited marketing materials 	<p>Program Elements:</p> <ul style="list-style-type: none"> Provide sliding scale fee and scholarships Meet quarterly with Director of Student Services, Homeless Liaison, Title I Program Director, and representatives from community-based social service agencies to "target" students who would benefit from out of school time programming in order to increase participation of financially disadvantaged students.

	<ul style="list-style-type: none"> • Develop and complete a “barrier” to participation survey yearly in order to ensure all barriers are known and addressed. • Develop and implement a marketing campaign, designed to attract program participants from all socio-economic levels, which includes awareness activities for parents and school day staff • Establish a referral system for school day staff to recommend youth to the program, including a marketing packet for families
Short Term Outcomes: <ul style="list-style-type: none"> • Participation will increase by at least 15% each session. • 5 new students from economically disadvantaged homes will participate in each session • 5 new students will enroll in the program through the school day staff referral process each session. 	Long Term Outcomes: <ul style="list-style-type: none"> • 30% of the school population will access the out-of-school time program on a regular basis. • 75% of the program participants will attend program 45 days or more annually. • 45% of program participants will be from economically disadvantaged homes, accessing the program through the sliding fee scale or scholarships
District Goal: To improve the learning of all students in a culture of collective responsibility.	
Program Goal: The out-of-school time program will establish academic proficiency as a norm within its community.	
Contextual Factors: <ul style="list-style-type: none"> • Limited access to technology • Limited time for remediation of challenging concepts • Limited positive relationships with adults • Students are entering school with limited social/emotional skills 	Program Elements: <ul style="list-style-type: none"> • Daily homework clubs/tutoring at all sites • Community-building activities • Enrichment clubs designed to address targeted concepts and skills • Activity Plan which delineates concepts/skills to be addressed • Staff development focusing on Common Core standards which focus on verbal and written communication • Staff development in promoting positive behaviors • Identifying targeted concepts through school district assessments and teacher input
Short Term Outcomes: <ul style="list-style-type: none"> • 50% of the enrichment activities offered will embed competencies identified as challenges on school-district approved common assessment. • 25% of the students participating in clubs with embedded competencies will show 50% of greater improvement in one or more competencies by the end of the club. • 25% of regularly attending program 	Long Term Outcomes: <ul style="list-style-type: none"> • 45% of regularly attending program participants will demonstrate academic proficiency in language arts on school-district approved common assessments. • 45% of regularly attending program participants will demonstrate academic proficiency in mathematics on school-district approved common assessments.

<p>participants will participate in technology-based enrichment activities resulting in increased comfort with utilizing various forms of technology.</p> <ul style="list-style-type: none"> • 75% of the activities offered will incorporate listening and speaking standards from the Common Core. 	
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Parents want to see programming focused on experiencing the arts and spending quality time out-of-doors . School teachers want to see programming focused on academic support and remediation. Students are interested in the arts, sports and games, and technology.

Research has shown that successful out-of-school time programs incorporate activities and experiences, which promote academic, personal, social and recreational development. Furthermore, the programs that used evidence-based skill training approaches were consistently successful in producing multiple benefits for youth: feelings and attitudes, indicators of behavioral adjustment, and school performance.³ It has also been found that programs that balance academic support with engaging, fun and structured co-curricular activities, promoting youth development in a variety of real-world contexts, improve academic performance.⁴

The ACES 93 program, within Monadnock Regional School District, has successfully implemented several evidence-based programs, including *CATCH Kids*, *Picturing Writing*, *All-Stars*, *Project Venture*, and *Guiding Good Choices*. Program staff are trained and have experience implementing these curriculum. The program plans to incorporate *Early Sprouts* and *Superflex...A Superhero Social Thinking Curriculum* into its program over the next year.

Each of these curriculums offers a means to address the identified needs of the programs stakeholders. *CATCH Kids* and *Early Sprouts* provide physical activity and nutrition lessons for students and families. *All Stars* and *Project Venture* are designed to strengthen protective factors and reduce risk factors for students. *Guiding Good Choices* is designed to reduce youth risky behavior and increase parent-child communication. *Superflex....*is designed to provide fun and motivating ways to build social thinking skills. *Picturing Writing* is designed to incorporate art and writing to strengthen literacy skills.

³ Durlak & Weissberg, The Impact of Afterschool Programs That Promote Personal and Social Skills, 2007.

⁴ Harvard Family Research Project, Afterschool Programs in the 21st Century, 2008.

These curriculums will be complemented by 4-H programs offered with free curriculum resources and support from Cheshire County's UNH Cooperative Extension, taking advantage of the vast natural resources in the towns. Additional programming will be developed which focuses on hands-on science and technology. Other enrichment programs will be offered based on student-interest, which will be sought on a continual basis throughout the year.

Link to the School Day

The ACES 93 program links to the school day in a variety of ways. The school day staff provide homework assistance at the end of the day in their classrooms for students not enrolled in the program. The program provides a Homework Session, Monday-Thursday, which is staffed by a member of the school day staff. A homework satisfaction rubric will be established with teachers and distributed to every student and parent and be posted in each Homework Session. Both groups of students receive a free, healthy snack through the ACES 93 program.

ACES 93 aligns its behavior management techniques with the school day to ensure continuity between the school day and extended day hours by adopting the same approach to classroom and behavior management. ACES 93 works closely with the school to ensure that the same skills being emphasized during the school day are reinforced during the out-of-school time program.

The ACES 93 Site Coordinator attends staff meetings and school assemblies. S/he strives to integrate her/himself into the school culture, problem-solving, and communication processes. During these meetings, s/he works with school day staff to ensure activities offered during the program help students to achieve identified core competencies.

The ACES 93 program collaborates with the Student Services office to intentionally integrate Common Core Standards into enrichment activities offered at the program. Based on the MRSD Common Assessments, the Director of Student Services and Site Coordinator's work together to embed skills that are commonly challenging to students in enrichment activities.

The collaboration between the Student Services Office also allows for children with Individual Education Plans (IEP) to successfully participate in the program. Through on-going communication, the Director of Student Services and the Site Coordinator are able to support students IEP goals through the program.

The ACES 93 program partners with the school to provide planned family events such as Back to School Night, Math Night, Art Gallery, Movie Night, and the Dr. Seuss Breakfast. The program uses these opportunities to further showcase student learning.

Family Literacy

The ACES 93 program follows best practices for family programming including scheduling events at the end of the day, providing meals and offering performances and exhibits of students' work. The Emerson Elementary School program will offer 4 workshops during the school year. Workshop topics will be determined through parent surveys distributed at the beginning of each school quarter. Workshops will include a featured speaker and a facilitated discussion. This will provide parents the opportunity to connect with their peers, develop cohorts for parent support, and provide regular feedback and ideas to program staff. The Guiding Good Choices program will be offered at least once annually in collaboration with Monadnock Voices for Prevention.

Parent Input

In addition to the 4 workshops and Guiding Good Choices program, ACES 93 will complete 4 home visits with parents/guardians of regularly attending students during school year. Home visits will allow program staff to better understand the child's unique strengths and needs, and provides an opportunity for parents and staff to discuss the program and any issues. Some parents may be intimidated or uncomfortable talking with staff in the program setting, so these informal gatherings in the home may empower parents and facilitate more discussion. Successful home visits will result in positive relationships with parents which will increase the level of parent involvement in the program and in the school.

Youth Voice:

The ACES 93 program meets the interests and needs identified by students through formal and informal feedback strategies. Graffiti Walls are used for capturing student interests and feedback. Students are given daily choices for clubs. Program staff are encouraged to talk with students about what they are interested in and what they might want to learn. These conversations are captured by staff and provided to the Site Coordinator for planning purposes. Student surveys are conducted on a bi-annual basis to assess satisfaction and to determine student interest.

Other opportunities for student voice are provided. Students are asked for input into the snack menu. On Fridays, students are given the opportunity to suggest activities for the day, which are then voted on by the group.

Enrollment and Retention

Attracting and retaining students is not anticipated as being a challenge given the need reported by parents, students, and staff. By offering an affordable, appropriate, convenient program with options for transportation if needed, the program will attract and serve up to 45 students per day on a regular basis. The ACES 93 staff will continue to employ a number of successful marketing and recruitment strategies which include: (1) Presentation at school open houses; (2) Brochures, website, and newsletters; (3) Representation at local camp fairs; (4) Ability to earn special privileges and awards; (5) Incorporation of feedback from parents and students in regular assessments; (6) Maintaining NH DHHS Credentialed staff whom excel in fostering positive relationships with students and parents.

Adequacy of Resources

There is already an extensive support system, including facilities, personnel, equipment, supplies and other resources, provided through SAU 93 and the Emerson Elementary School. Program activities will be coordinated with school district funds, family contributions, and other local, state, federal, foundation and corporate grants. The following is the extent to which costs are reasonable in relation to the number of person to be served and to the anticipated results and benefits. The ACES 93 program will enroll approximately 75

students, serving 45 students a day, with 65 students attending on a regular basis; provide family literacy services to 50 adults; and cost \$121,500 in 21CCLC funds.

Quality Staffing: Job descriptions and qualification requirements are provided in the Appendices.

The ACES 93 program currently employs a NH DHHS credentialed regional-level Program Director; a part-time Site Coordinator; and part-time support staff to provide before school, afterschool, and vacation programming at Emerson Elementary School. The program requires all hourly staff members to apply for their NH DHHS Afterschool Credential after 30 days of employment. Homework Coaches and outside enrichment providers are not required to be credentialed, but must meet the 21CCLC requirements for Homework Coaches and the NH DHHS requirements for Activity Leaders. The school district provides additional staffing, when necessary to meet IEP accommodations, for special needs students.

ACES 93 maintains the following staff to student ratios.

- Recreational Activities – minimum of 15:1
- Enrichment Activities – minimum of 12:1
- Homework Club – minimum of 8:1
- Tutoring – minimum of 4:1

Many youth lack positive role models. The program will work with Big Brothers Big Sisters of Southwestern NH to provide trained mentors who meet on-site during program hours with the students. Students involved in the BBBS program will be allowed to attend the program at no cost. Additional volunteers are recruited through an active marketing program, word-of-mouth, and media stories.

Transportation

If parents request transportation in order for their child to access the program, it will be coordinated and provided by the school district. A majority of the transportation for the program will be provided through the school district sub-contractor, First Student Transportation Company. School district vans, with appropriately licensed drivers, may also be used to transport students. Minimal costs are budgeted at this time because less than 1% of the parents who responded to the survey listed transportation as an issue for out-of-school time programming.

Staff escort children to buses and meet children at the bus when they arrive. Students are not permitted to walk unescorted from the school bus to the program site. When the program is participating in off-site activities, within town, students walk with a staff member to and from the location, with parental permission.

Professional Development

ACES 93 provides professional development for staff on a regular basis through Boost NH and the school district. The program provides the following workshops on Pre-Service Workshop Day: Orientation to ACES 93; Bullying & Sexual Harassment; Ages & Stages; Positive Behavior Management; Playground Safety; Mandatory Reporting; and, How to Help with Homework. Bi-monthly staff meetings are scheduled to provide on-going professional development through a professional learning community model.

Each staff member is required to complete a professional development plan as part of their evaluation process. Professional development opportunities are sought to match each staff member's professional development plan. The professional development plan is also used to identify competencies of the NH Afterschool Credentialing Standards to be met. Staff are encouraged to increase their level of proficiency and credential over their time as an employee. Incentives are offered when employees achieve a new level of credentialing.

Program Management

The following documents are included in the Appendices:

- A One-Year Timeline for Implementation (Appendix)
- A Description of the Advisory Council (Appendix)
- An Organizational Chart (Appendix)

In supervisory unions like SAU 93, comprised of so many small, rural towns, sharing resources is the most efficient way to administer programs to ensure outcomes for youth are achieved. A One-Year Timeline is included in the Appendices. The SAU has proven its ability to effectively manage their out-of-school time programs funded by the school district and family contributions located in Troy and Gilsum and their 21CCLC program located in Swanzey. They have done so by maintaining an SAU-level position of a full-time Program

Director; providing NH DHHS Afterschool Credentialed Site Coordinators for each program site; and providing NH DHHS Afterschool Credentialed direct service staff at each site.

The Monadnock Regional School District Board has overriding authority for policy and implementation, but each site will be allowed local flexibility based on input from local stakeholders. Local stakeholders, including students, parents, teachers, and representatives from local businesses, colleges, community-based organizations, and faith-based organizations, are invited to participate on the advisory council. The advisory council will help the Site Coordinator and Program Director to develop and implement high quality programming that meets the directives of the school board and the needs of the community.

The Program Director is charged with ensuring communication amongst all stakeholders and building support district-wide for the ACES 93 program. S/he does this by disseminating information about the program to the community, professionals, and volunteers. This is done by:

- inviting parents and local key informants to discuss successful strategies;
- creating a webpage with downloadable products such as curricula, flyers, project manuals, videos, photographs, and brochures;
- creating presence for ACES 93 on social media;
- ensuring monthly newsletters are distributed to teachers, school board members, budget advisory committee members, and the community;
- submitting regular press releases to local media;
- creating a project manual that explains how to replicate this project, including commonly faced challenges, successful strategies, and high quality curricula;
- presenting and distributing ACES 93 program materials and best practices at state or national conferences;
- evaluating the program and disseminating the results; and
- ensuring staff participate in local and state-wide networking meetings

Senior Citizen Involvement

ACES 93 welcomes community volunteers including senior citizens into the program. Efforts to provided intergenerational experiences, including senior citizens, are woven throughout the program.

Private School Communication

There is only one private school, located in Richmond that serves students from the school district. A copy of the letter informing the school of the project can be found in the Appendices.

Notice of Intent to Apply

The community was notified of the intent to apply for 21CCLC funds by a survey to parents of students attending Emerson Elementary School, a Notice of Intent to Apply placed in the local newspapers and on the school district website.

Project Evaluation

Goal: The community will recognize and support the positive impact the out-of-school time program has on academic, health, social, and leadership outcomes for youth.		
Short Term Outcome:	Data to be Collected	By Whom? By When?
Develop and create a listserv with membership from the targeted audiences (parents, school day staff, school board members, local government officials, & general community) focusing on the impacts of out-of-school time programming and advocacy	Email addresses for audience Test run to ensure receipt	Program Director with assistance from SAU 93 Technical Director November 1st
The program will submit monthly press releases to local newspapers highlighting the best practices of the program and its impact on the students and community.	Copies of Press Releases submitted to local newspapers through the Superintendent's office	Program Director File of Press Releases to be maintained throughout the school year
3 workshops, one for parents and community members, one for program and school day staff, and one for school and local government officials, focusing on advocacy and out-of-school time programming will be held in collaboration with BoostNH and NHAN.	Newspaper and email meeting agendas Attendance Sheets	Program Director November 1, 2014
Four "Town Hall" meetings will be held annually for targeted audiences focusing on the impacts of the program and the importance of the audience's support for the programs.	Newspaper and email meeting agendas Attendance Sheets	Program Director Quarterly for 2013-2014 School Year
Long Term Outcomes	Data to be Collected	By Whom? By When?
A majority of the school board will recognize and support the program through a variety of means, such as voting to include the program in the school budget; serving on the Advisory Council; volunteering at the program; and, supporting the accreditation and professionalization of the program.	A majority vote for decision making or participation in the following areas: as voting to include the program in the school budget; serving on the Advisory Council; volunteering at the program; and, supporting the accreditation and professionalization of the program.	Program Director Monthly review of school board minutes

Articles about the program will be regularly (8/12) printed in local newspapers.	Copies of newspaper articles	Program Director Weekly review of local newspapers
A 45% increase in the number of parents, teachers, school and local government officials, businesses, and community members who recognize and support the out-of-school time program through a variety of means, such as volunteering in the program; serving on the Advisory Council; supporting the accreditation and professionalization of the program.	After setting a baseline (through a survey), a post-survey will be used to document the increase.	Program Director June 1st annually, starting June 1, 2014
Goal: All PreK-6 th grade students will have access to out-of-school time programs that support positive youth development.		
Short Term Outcome:	Data to be Collected	By Whom? By When
Participation will increase by at least 15% each session	Attendance records	Site Coordinators Quarterly-beginning 2013-2014 school year
5 new students from economically disadvantaged homes will participate in each session	Free/reduced lunch records Attendance records	Site Coordinators Quarterly-beginning 2013-2014 school year
5 new students will enroll in the program through the school day staff referral process each session	Referral Forms Attendance records	Site Coordinators Quarterly-beginning 2013-2014 school year
Long Term Outcomes	Data to be Collected	By Whom? By When?
30% of the school population will access the out-of-school time program on a regular basis.	Out-of- School Attendance Records reconciled against PowerSchool Attendance	Program Director June 1, 2014
75% of the program participants will attend program 45 days or more annually.	Attendance Records	Site Coordinators June 1, 2014
45% of program participants will be from economically disadvantaged homes, accessing the program through the sliding fee scale or scholarships	Attendance Records Minutes of Scholarship Committee Meetings	Program Director June 1, 2014
Goal: The out-of-school time program will establish academic proficiency as a norm within its community.		
Short Term Outcomes	Data to be Collected	By When? By Whom?
50% of the enrichment activities offered will embed competencies identified as challenges on school-district approved common assessment.	Common Assessment Scores for Program Participants Activity Planning Forms	Quarterly, beginning 2013-2014 school year Site Coordinators Director of Student Services Program Director
25% of the students participating in clubs with embedded competencies	Common Assessment Scores for Program Participants	Quarterly, beginning 2013-2014 school year

will show 50% of greater improvement in one or more competencies by the end of the club.		Site Coordinators Director of Student Services Program Director
25% of regularly attending program participants will participate in technology-based enrichment activities resulting in increased comfort with applications and software.	Activity Planning Forms Activity Attendance	Site Coordinators Quarterly, beginning 2013-2014 school year
75% of the activities offered will incorporate listening and speaking standards from the Common Core.	Activity Planning Forms Activity Attendance	Site Coordinators Quarterly, beginning 2013-2014 school year
Long Term Outcomes	Data to be Collected	By When? By Whom?
45% of regularly attending program participants will demonstrate academic proficiency in language arts on school-district approved common assessments.	Common Assessment Scores for Program Participants Attendance Records	Annually, 4 th Quarter, beginning 2013-2014 school year Program Director Site Coordinator
45% of regularly attending program participants will demonstrate academic proficiency in mathematics on school-district approved common assessments.	Common Assessment Scores for Program Participants Attendance Records	Annually, 4 th Quarter, beginning 2013-2014 school year Program Director Site Coordinator

The data collected above, as well as information from the NH 21CCLC Evaluation, will be used to inform program staff whether or not the programming is working and to devise and implement a continuous improvement plan. Data will also be used to inform the general community, as well as local government and school officials, of the program's impacts on the community's children. The compiled data will be used to create a "best practices" guide for out-of-school time programming and to become a nationally accredited program through the Council of Accreditation.

FERPA Compliance

School policies will be followed in the ACES 93 program to ensure compliance with FERPA. Student data will be password protected and limited to access by the Site Coordinator and Program Director. Hard copies will be stored in a locked file cabinet in a locked room. All staff will participate in annual trainings concerning FERPA and HIPPA regulations.

Budget/Budget Narrative

The budget spreadsheet is included in the Appendices. The estimated cost per participant (\$149,534.95/75 registered participants) is \$1,994. The estimated cost per participant supported by 21CCLC funds (\$121,500/75 registered participants) is \$1620.

Budget Narrative

Staff

- Program Director: Full-time, Annual Salary (\$50,000), shared across ACES 93 program, Cost to Emerson Program: \$10,000
- Administrative Assistant: Part-Time, \$11.66 hourly, shared across ACES 93 program, Cost to Emerson Program: \$1,849
- Site Coordinator: Full-time, \$18.00 hour x 35 hours x 260 days = \$32760 with \$3150 from Fee Revenues
- Program Staff: 2 Before-School Program Staff (2 staff members x 2 hours a day x 220 days x \$11.50 = \$10,120) and 3 After-School Program Staff (3 staff members x 3 hours a day x 220 days x \$11.50 = \$22,270)
- Homework Club Advisors: 4 certified teachers per quarter 4 staff*4 quarters*\$250=\$4,000 with \$4000 from Fee Revenue

Payroll Taxes & Benefits

- FICA: 7.65% of \$80,999=\$6196.42 with \$546.98 from Fee Revenue
- Retirement: 10.77% of Site Coordinator Salary, 1/5 of Program Director Salary, and Homework Club Advisors =\$5036.05 with \$770.06 from Fee Revenue
- Worker's Compensation: 2.5% of Total Staff Salaries = \$2024.98 with \$178.75 from Fee Revenues
- Health Insurance: Up to \$14,400 paid by district for Site Coordinator and 1/5 of \$14,400 paid by district for Program Director = \$17280 with \$127.76 from Fee Revenues

Monadnock Regional School District- ACES 93:Emerson

- Dental Insurance: \$1250 for Site Coordinator and 1/5 of \$1250 for Program Director = \$1500

Subcontracts

- Outside Enrichment Providers: 2 contracted enrichment providers per quarter at \$250 = \$2000
- Field Trip Fees: Entrance Fees for Field Trips \$500 per quarter = \$2000 with Fee revenue of \$1613.26

Professional Development

- NH 21CCLC Conference: Three participants at \$1000 per person = \$3000 with Fee revenue of \$1500
- National Conference: One participant at \$2500 = \$2500 with Fee revenue of \$2500

Supplies

- Snacks: 45 afternoon snacks x \$.90 x 220 days = \$8910 with USDA Reimbursement Revenue of \$6210
- Supplies: \$100 week for 41 weeks = \$4100 with Fee revenues of \$3075 and In-Kind Contributions of \$1025

Evaluation

- State Web-Based Data Collection: \$500
- Council of Accreditation: Cost to self-evaluate and accredit program = \$3000 with Fee revenues of \$3000

Transportation

- Summer Field Trip Transportation: \$1000 per week for 5- weeks= \$5000 with Fee revenue of \$338.15

NOTE: Current surveys show there is no need for late bus transportation in Fitzwilliam

Equipment

- Laptop: HP Laptop which meets requirements for Cayen Database = \$750

In-direct Cost

- In-direct Cost: 3.9% of \$121500= \$4738.50

In addition to 21CCLC funds, this program will access funds from fees, USDA reimbursement, the Student Services office, funds raised and appropriated through the school budget, fundraising, DHHS Child Care reimbursement and in-kind contributions.

Adequate resources have been budgeted for transportation based on the parent survey results. At this time, a late bus for the Fitzwilliam program is not necessary. The need for transportation will be assessed annually to ensure it does not become a barrier to participation.

The program has established a sliding scale fee. If a family cannot afford the program, even with the sliding fee, they are encouraged to apply for a Scholarship. See Appendices for Sliding Scale and Scholarship Application.

It is the responsibility of the Program Director and her/his administrative assistant to administer and manage the sliding scale fee and scholarship systems. Site Coordinators are encouraged to work with families to complete the necessary forms to determine the appropriate Tier level, apply for the NH Childcare Scholarship, and apply for the ACES 93 Scholarship. The SAU 93 Business Manager collaborates with the Program Director to ensure fees are being collected on a timely basis. Fees are deposited into a bank account and tracked through the school system's accounting software.

Sustainability Plan

Year One	Activity	By Whom?
	Utilize joint resources for summer programming	ACES 93 Program Director Director of Student Services
	Dual use of equipment	ACES 93 Program Director Principal
	Increase number of students applying for National School	Site Coordinator

Monadnock Regional School District- ACES 93:Emerson

	Lunch Program	
	Establish a volunteer database	Administrative Assistant Site Coordinator
Year Two	Increase number of volunteers in database	Administrative Assistant Site Coordinator
	Increase number of students applying for National School Lunch Program	Site Coordinator
	Plan for replacing old 21CCLC equipment with district-purchased equipment	Director of Student Services Business Manager
	Utilize joint resources for summer programming	ACES 93 Program Director Director of Student Services
	Dual use of equipment	ACES 93 Program Director Principal
Year Three	Budget for ACES 93 program supplies and criminal background checks in district budget	Program Director Business Manager Director of Student Services
	DHHS License for Childcare	Program Director Site Coordinator
	Increase number of volunteers in database	Administrative Assistant Site Coordinator
	Increase number of students applying for National School Lunch Program	Site Coordinator
	Utilize joint resources for summer programming	ACES 93 Program Director Director of Student Services
	Dual use of equipment	ACES 93 Program Director Principal
Year Four	Adjust fees to compensate for 25% decrease in grant funds	Program Director Business Manager
	Budget 25% of Program Director's Salary in school district budget	Program Director Business Manager
	COA Afterschool Accreditation	Program Director Site Coordinator Business Manager
	Increase number of volunteers in database	Administrative Assistant Site Coordinator
	Increase number of students applying for National School Lunch Program	Site Coordinator
	Utilize joint resources for summer programming	ACES 93 Program Director Director of Student Services
	Dual use of equipment	ACES 93 Program Director Principal
Year Five	Adjust fees to compensate for 10% decrease in grant funds	Program Director Business Manager
	Budget additional 10% of Program Director's Salary in school district	Program Director Business Manager

Monadnock Regional School District- ACES 93:Emerson

	budget	
	Student Services Budget includes line item for out-of-school time programming	Director of Student Services Program Director Business Manager
	Develop plan for moving to DHHS staffing regulations in Year Six	Program Director

2013 21CCCLC Proposed Budget

If re-applicant, indicate original award: _____

Expense	Description	Proposed 21CCCLC	Fees	In-Kind Contributions	Other Revenue Sources	Total Cost
Staff Salaries (Subtotal)		\$ 73,849.00	\$ 7,150.00	\$ -	\$ -	\$ 80,999.00
	1/5 of Program Director \$50,000					\$ 10,000.00
<i>Program Director</i>	Salary	\$ 10,000.00				\$ 10,000.00
<i>Site Director</i>	\$18/hr X 35 hours X 52 weeks	\$ 29,610.00	\$ 3,150.00			\$ 32,760.00
	1/5 Admin Assistant Wages, 5 Part-time Staff Members, 4 Homework Club Advisors					
<i>Other</i>		\$ 34,239.00	\$ 4,000.00			\$ 38,239.00
Payroll Taxes & Benefits (Subtotal)		\$ 30,413.91	\$ 1,623.54	\$ -	\$ -	\$ 32,037.45
<i>FICA</i>		\$ 5,649.45	\$ 546.98	\$ -	\$ -	\$ 6,196.42
<i>Retirement</i>		\$ 4,266.00	\$ 770.06	\$ -	\$ -	\$ 5,036.05
<i>Workers Comp</i>		\$ 1,846.23	\$ 178.75	\$ -	\$ -	\$ 2,024.98
	Up to \$14400 paid by district additional paid by employee plus 1/5 of Program Director's \$14400					
<i>Health</i>		\$ 17,152.24	\$ 127.76			\$ 17,280.00
	\$1250 Site Coordinator plus 1/5 of Program Director's \$1250 dental insurance					
<i>Dental</i>		\$ 1,500.00				\$ 1,500.00
Subcontracts (Subtotal)		\$ 2,386.74	\$ 1,613.26	\$ -	\$ -	\$ 4,000.00
<i>Enrichment Activities & Field Trips</i>		\$ 2,386.74	\$ 1,613.26			\$ 4,000.00
Professional Development (Subtotal)		\$ 1,500.00	\$ 4,000.00	\$ -	\$ -	\$ 5,500.00
<i>Required Conferences</i>		\$ 1,500.00	\$ 1,500.00			\$ 3,000.00
<i>Insert Development</i>	NH 21CCCLC Conference		\$ 2,500.00			\$ 2,500.00
<i>Supplies (Subtotal)</i>	National Conference	\$ 2,700.00	\$ 3,075.00	\$ 1,025.00	\$ 6,210.00	\$ 13,010.00
		\$ 2,700.00			\$ 6,210.00	\$ 8,910.00
<i>Snacks/Food</i>	\$.90 X 45 students X 220 days	\$ 2,700.00				\$ 4,100.00
<i>Program & Office Supplies</i>	\$100 weeks X 41 weeks	\$ 4,100.00	\$ 3,075.00	\$ 1,025.00	\$ -	\$ 8,200.00
Evaluation (Subtotal)		\$ 500.00	\$ 3,000.00	\$ -	\$ -	\$ 3,500.00
<i>State Web-Based Data Collection</i>	CAYEN Database	\$ 500.00				\$ 500.00
	Cost to Self-Evaluate and Accreditation		\$ 3,000.00			\$ 3,000.00
<i>Council of Accreditation</i>	Program		\$ 338.15	\$ -	\$ -	\$ 338.15
Transportation (Subtotal)		\$ 4,661.85	\$ 338.15	\$ -	\$ -	\$ 5,000.00

Expense	Description	Proposed 21CCLC	Fees	In-Kind Contributions	Other Revenue Sources	Total Cost
	<i>Summer Field Trips</i>	\$1000 per week for 5-weeks for field trip transportation	\$ 4,661.85	\$ 338.15		\$ 5,000.00
Equipment (Subtotal)		\$ 750.00	\$ -	\$ -	\$ -	\$ 750.00
	HP Laptop which meets requirements for CAYEN Database	\$ 750.00				\$ 750.00
	<i>Laptop</i>	\$ 4,738.50				\$ 4,738.50
Indirect Cost	3.90%					\$ -
Insert Other Expenses						
Total		\$ 121,500.00	\$ 20,799.95	\$ 1,025.00	\$ 6,210.00	\$ 149,534.95

2014 -- First Quarter

JULY			AUGUST			SEPTEMBER			NOTES		
1	Order laptop and other office supplies, including envelopes and postage	1				1			21CCLC Award Notification – Received 5/17/13		
2	Schedule ACES 93 Town Hall Meetings	2	Part-time staff hired			2					
3		3				3	ACES 93 Program Opens at MRMS		School Board Accepts Awarded Funds at first meeting of June 2013		
4		4				4					
5		5				5			Post Site Coordinator Position upon		
6		6	Attend NH 21CCLC Conference			6			School Board Acceptance of Funds		
7		7	Attend NH 21CCLC Conference			7					
8		8				8			Mailing to families regarding program, fees, etc in June 2013		
9		9				9					
10		10				10					
11		11				11					
12		12				12					
13		13				13					
14		14				14					
15	Interviews for Site Coordinator Begin	15	ACES 93 Monthly Newsletter Distributed			15	ACES 93 Monthly Newsletter Distributed				
16	Post part-time positions	16	Family Literacy Event			16					
17		17				17	ACES 93 Site Coordinator Meeting				
18		18				18	Advisory Council Meeting				
19		19	ACES 93 Program Staff Orientation			19					
20		20	ACES 93 Program Staff Orientation			20					
21		21	Site Preparation – including supply purchases			21					
22		22	Site Preparation – including supply purchases			22					
23		23	Site Preparation – including supply purchases			23	ACES 93 Staff Meetings Scheduled and Held				
24		24				24					
25		25	F			25	ACES 93 Supervision Meetings				

26	Site Coordinator Hired	26		26	
27	Interviews for part-time positions begin	27	ACES 93 Elementary Programs Open- Middle School Activity Flyers distributed	27	
28		28	ACES 93 Supervision Meetings	28	
29		29		29	
30		30		30	Press Release to Superintendent
31	ACES 93 Supervision Meetings, Press Release to Superintendent	31	Press Release to Superintendent		

2014 -- Second Quarter

OCTOBER			NOVEMBER			DECEMBER			NOTES		
1	Schedule ACES 93 Town Hall Meetings		1	ACES 93 Listserv set up and tested		1	Registration for December Vacation Begins				
2	Schedule meeting to review Common Assessment data and plan embedded concepts for next quarter		2	Request to be on Finance Committee Agenda		2					
3	Home Visits for Regular Attendees Begin		3			3					
4			4			4					
5			5			5					
6			6			6					
7			7	Family Literacy Event		7					
8			8	1 st Qtr Ends- ACES 93 Professional Development Day		8					
9			9			9					
10			10			10					
11			11	Advisory Council Meeting		11					
12			12			12					
13			13			13					
14	ACES 93 Professional Development Day		14			14					
15	ACES 93 Monthly Newsletter Distributed		15	ACES 93 Monthly Newsletter Distributed		15	ACES 93 Monthly Newsletter Distributed				
16			16			16					
17	Lights On Afterschool		17			17					
18			18			18	ACES 93 Supervision Meetings				
19			19			19					
20			20	ACES 93 Site Coordinator's Meeting		20					
21			21			21					
22			22			22					
23			23			23					
24			24			24					
25			25			25					

26		26	December Vacation Program
27		27	December Vacation Program
28		28	
29		29	
30	ACES 93 Supervision Meetings	30	December Vacation Program
31	Press Release to Superintendent	31	December Vacation Program, Press Release to Superintendent

2014 - Third Quarter

JANUARY			FEBRUARY			MARCH			NOTES		
1	Schedule Town Hall Meetings		1	Registration for February Vacation Begins		1	Schedule meeting to review Common Assessment data and plan embedded concepts for next quarter				
2	Schedule meeting to review Common Assessment data and plan embedded concepts for next quarter, Home Visits for Regular Attendees Begin		2	Request to be on Finance Committee Agenda		2					
3			3			3					
4			4			4					
5			5			5					
6			6			6					
7			7			7					
8			8			8					
9			9			9					
10			10			10					
11			11			11					
12			12			12					
13			13			13					
14			14			14					
15	ACES 93 Monthly Newsletter Distributed		15	ACES 93 Monthly Newsletter Distributed		15	ACES 93 Monthly Newsletter Distributed				
16			16			16					
17			17			17					
18			18			18					
19			19	Advisory Council Meeting		19					
20			20			20					
21	ACES 93 Professional Development Day		21			21					
22			22			22					
23			23			23					
24	2 nd Quarter Ends		24	February Vacation Programming		24					
25			25	February Vacation Programming		25					

26		26	February Vacation Programming	26	
27		27	February Vacation Programming	27	
28		28	February Vacation Programming Press Release to Superintendent	28	
29		29		29	
30	Family Literacy Event	30	(use for leap year)	30	
31	Press Release to Superintendent	31		31	Press Release to Superintendent

2014 -- Fourth Quarter

APRIL		MAY		JUNE		NOTES
1	Schedule Town Hall Meetings Advertising for Summer Program Begins, Home Visits for Regular Attendees Begin, Registration for April Break Begins	1	All Summer Staff Hired	1	Schedule meeting to review Common Assessment data and plan embedded concepts for summer	
2	Post Summer Positions	2		2		
3	Request to be on Finance Committee Agenda	3		3		
4	3 rd Quarter Ends	4		4		
5		5		5		
6		6		6	Registration for Summer Program Closes	
7		7		7		
8		8		8		
9		9		9		
10		10		10		
11	Family Literacy Event	11		11		
12		12		12		
13		13		13	Last Day of School (?)	
14		14	Advisory Council Meetings	14		
15	ACES 93 Monthly Newsletter Distributed	15	ACES 93 Monthly Newsletter Distributed	15	ACES 93 Monthly Newsletter Distributed	
16		16		16		
17		17		17		
18		18		18		
19		19		19	Summer Programming Begins (?)	
20		20	Summer Staff Orientation	20		
21	April Vacation Program	21	Summer Staff Orientation	21		
22	April Vacation Program	22	Summer Staff Orientation	22		
23	April Vacation Program	23	Summer Staff Orientation	23		
24	April Vacation Program	24	Summer Staff Orientation	24		
25	April Vacation Program	25		25		
26		26		26		

27		27		27	
28		28		28	
29		29		29	
30	Press Release to Superintendent	30		30	Press Release to Superintendent
		31	Press Release to Superintendent		

Schedule of Operations

SCHOOL(S) SERVED: Emerson Elementary School

Directions: Complete a typical Schedule of Operations form for each proposed site. If the schedule is the same for each site you may use one form to include all sites. *Guidelines: a minimum of 15 hours per week at five days per week during the school year and four weeks of full day summer programming. At a minimum during the school year, a homework club block staffed by at least one certified teacher and a variety of daily enrichment choices that youth have signed up for in sustained blocks of time (for example 6-8 week sessions), facilitated by skilled staff and community members, based on youth interest, and linked to the school day.*

SCHOOL YEAR:

Activity	Time of Day	Where? By Whom?	Monday	Tuesday	Wednesday	Thursday	Friday
Homework Help	Before School	Emerson Elementary School, Site Staff	6:30-8:20 am	6:30-8:20 am	6:30-8:20 am	6:30-8:20 am	6:30-8:20 am
Group Games	Before School	Emerson Elementary School, Site Staff	6:30-8:20 am	6:30-8:20 am	6:30-8:20 am	6:30-8:20 am	6:30-8:20 am
Breakfast	Before School	Emerson Elementary School, MRSD Food Services	8:00-8:20 am	8:00-8:20 am	8:00-8:20 am	8:00-8:20 am	8:00-8:20 am
Table Top Activities	Before School	Emerson Elementary School, Site Staff	6:30-8:20 am	6:30-8:20 am	6:30-8:20 am	6:30-8:20 am	6:30-8:20 am
Homework Help	After School	Emerson Elementary School, School Day Staff	3:15-4:00 pm	3:15-4:00 pm	3:15-4:00 pm	3:15-4:00 pm	
Snack	After School	Emerson Elementary School, MRSD Food Services	3:15-3:30 pm	3:15-3:30 pm	3:15-3:30 pm	3:15-3:30 pm	3:15-3:30 pm
Outside/Gym	After School	Emerson Elementary School, Site Staff	3:30-4:00 pm	3:30-4:00 pm	3:30-4:00 pm	3:30-4:00 pm	3:30-4:00 pm
Enrichment	After	Emerson	4:00-	4:00-	4:00-5:00	4:00-	

Clubs	School	Elementary School, Site Staff	5:00 pm	5:00 pm	pm	5:00 pm	
Freaky Friday	After School	Emerson Elementary School, Site Staff					4:00-6:00 pm
Invitation Activities	After School	Emerson Elementary School, Site Staff	5:00-6:00 pm	5:00-6:00 pm	5:00-6:00 pm	5:00-6:00 pm	

SUMMER:

Activity	Time of Day	Where? By Whom?	Monday	Tuesday	Wednesday	Thursday	Friday
Table Top Activities	AM	Emerson Elementary School, Site Staff	6:30-7:30 am	6:30-7:30 am	6:30-7:30 am	6:30-7:30 am	6:30-7:30 am
Invitation Activities	AM	Emerson Elementary School, Site Staff	7:30-8:00 am	7:30-8:00 am	7:30-8:00 am	7:30-8:00 am	7:30-8:00 am
Breakfast	AM	Emerson Elementary School, MRSD Food Services	8:00-8:20 am	8:00-8:20 am	8:00-8:20 am	8:00-8:20 am	8:00-8:20 am
Outside/Gross Motor	AM	Emerson Elementary School Site Staff	8:20-8:50 am	8:20-8:50 am	8:20-8:50 am	8:20-8:50 am	8:20-8:50 am
Academic Enrichments	AM	Emerson Elementary School, School Day Staff	9:00 am-12:00 pm	9:00 am-12:00 pm	9:00 am-12:00 pm	9:00 am-12:00 pm	
Field Trip	All Day	Emerson Elementary School, Site Staff					9:00 am Depart
Lunch	PM	Emerson Elementary School, MRSD Food Services	12:00-12:30 pm	12:00-12:30 pm	12:00-12:30 pm	12:00-12:30 pm	
Outside/Gross Motor	PM	Emerson Elementary	12:30-1:15 pm	12:30-1:15 pm	12:30-1:15 pm	12:30-1:15 pm	

		School, Site Staff					
Quiet Time	PM	Emerson Elementary School, Site Staff	1:15 pm- 1:45 pm	1:15 pm-1:45 pm	1:15 pm- 1:45 pm	1:15 pm- 1:45 pm	
Recreational Activities (includes 15 min for pm snack)	PM	Emerson Elementary School, Site Staff	1:45- 5:00 pm	1:45- 5:00 pm	1:45-5:00 pm	1:45- 5:00 pm	5:00 pm Return
Invitation Activities	PM	Emerson Elementary School, Site Staff	5:00- 6:00 pm	5:00- 6:00 pm	5:00-6:00 pm	5:00- 6:00 pm	5:00- 6:00 pm

10. Actively seek to expand programming into all communities within the district.
11. Align efforts with district goals.

**MRSD Before & After School Program
21CCLC Site Coordinator**

Salary Range

\$14-\$18 per hour

Hours

30-35 hours per week, Monday-Friday. Follows the school calendar, includes school vacations, professional development days, and 8 weeks in summer (49 weeks/245 days).

Benefits

10 leave days, 12 holidays, health and dental insurance

Qualifications

- Applicants shall be at least 20 years of age, have a high school diploma or general equivalency diploma, and have at least one of the following:
 - (1) A bachelor's degree in elementary education or recreation, awarded by a regionally accredited college or university;
 - (2) An associate's degree in early childhood education, awarded by a regionally accredited college or university;
 - (3) Certification of successful completion of training as a recreation director plus 1000 hours experience working with children in a licensed child care program, recreation program or elementary school;
 - (4) A total of 12 credits in early childhood education, human growth and development, education or recreation, from a regionally accredited college plus 1000 hours of experience working with children;
 - (5) Current certification as an educator by the NH department of education;
 - (6) Experience working with children totaling 2000 hours and the following:
 - a. Documentation of enrollment in a course for at least 3 credits in elementary education, human growth and development, recreation, or early childhood education through a regionally accredited college or university and a written plan on file for completion of at least 3 additional credits as specified; and
 - b. Within 12 months of the date the individual begins working as a site director, documentation of successful completion of a total of at least 6 credits as specified in (a) shall be on file for review by the department; or
 - (7) Written documentation from or filed with the department that she or he was qualified as a center director in a school-age program on or before the effective date of these rules
- Be certified in First Aid & CPR
- Be certified in Water Safety (or be willing to take course before water activities are conducted at Site)
- Shall have or apply for NH Afterschool Professional Credential within 30 days of employment

Duties:

- Shall be responsible for the daily operation of the program.
- Shall hire Group Leaders, Assistant Leaders, Project Leaders, and Homework Coaches to maintain required staffing ratio and program activity requirements.
- Shall recruit volunteers from the school and community to be Project Leaders for enrichment activities.
- Shall work with Big Brother Big Sister organization to generate matches in the afterschool setting.
- Shall designate an "assistant" who meets the staffing qualifications to act as Site Coordinator in his/her absence.
- Maintain a household and personnel list for all personnel age 16 and older, including volunteers, who are employed 5 or more hours a week.
- Ensure all personnel and volunteers listed on Household and Personnel list have undergone a DHHS Criminal Background Check.
- Shall keep confidential all records pertaining to the admission, progress, health, and discharge of children and all facts learned about children and their families, unless directed by a parent through a written authorization
- Shall contact an ill child's parent and inform them of the need to remove their child from the program. An ill child is defined in Personnel Handbook.
- Shall collect Medication Orders for children requiring medication, treatments, or other remedies and shall administer and document administration with a written record with the name of the child, date and time the medication was given and the dosage, and a signature of staff member.
- Shall maintain a first aid kit, in a portable container, equipped with non-expired supplies to meet the needs of the children enrolled in the program.
- Shall maintain a file of Injury Records, completed when First Aid is given, and signed by a staff member and parent.
- Shall maintain daily attendance records.
- Shall collect payments, issue receipts, and submit all collected fees to Program Director.
- Shall maintain Child Registration and Emergency Information forms, ensuring each child has a completed form before participating in the program.
- Shall be on-site 2/3 of the program operation hours and to have a qualified designee on site the other 1/3 of the program operation hours
- Shall maintain a staffing ratio of 1:12 unless otherwise approved.
- Shall maintain a positive, respectful environment with appropriate rules and expectations consistent with the school
- Shall develop and maintain on file for review a written schedule of daily activities which ensures that the program includes the following:
 - (1) Opportunities for children to help in planning their own activities;
 - (2) Time for structured and unstructured play, both indoors and outdoors;
 - (3) Opportunities for active and quiet activities; and
 - (4) Opportunities for individual and group experiences, both child initiated and staff directed
- The schedule shall include a variety of hands-on activities to:
 - (1) Foster positive self-concept;
 - (2) Develop social skills;
 - (3) Encourage children to:
 - a. Think;
 - b. Reason;
 - c. Question; and
 - d. Experiment;

- (4) Enhance physical and emotional development;
 - (5) Teach sound health, safety, and nutritional practices; and
 - (6) Encourage creative expression and appreciation for the arts including music, dance, drama, and the visual arts.
- Shall be able to conduct program activities
 - Shall work closely with the school-day personnel and administration to implement the program
 - Shall plan, help sponsor, and participate in activities designed to implement the goals of the 21CCLC program
 - Shall represent the program in faculty meetings, parent meetings, school board meetings and other community meetings
 - Shall collect and record all data required by the 21CCLC program
 - Shall coordinate the evaluation of the 21CCLC program within the assigned school
 - Shall submit reports as requested by the Program Director
 - Shall attend Site Coordinators Meetings and other trainings as required
 - Shall participate in 18 hours of professional development annually
 - Other duties as described

**MRSD Before & After School Program
21CCLC Program Assistant**

Salary Range

\$8.50-\$11.50

Hours

20 hours per week, Monday-Friday. Follows the school calendar, includes school vacations, professional development days, and 5 weeks in summer (46 weeks/230 days).

Benefits

Qualifications

- Applicants shall be at least 18 years of age, have a high school diploma or general equivalency diploma, and one of the following:
 - a. Experience working with school-aged children, totaling 600 hours;
 - b. Documentation of at least 3 credits in elementary education, human growth and development, behavior management or recreation or early childhood education, awarded by a regionally accredited college or university; or
 - c. Documentation that s/he is a certified coach.
- Be certified in First Aid & CPR
- Be certified in Water Safety (or be willing to take course before water activities are conducted at Site)
- Shall have or apply for NH Afterschool Professional Credential within 30 days of employment

General Duties:

- Assist in the planning and implementation of daily program under the direction of the Site Director.
- Assist in providing a safe and supportive environment for all children.
- Assist in keeping accurate documentation of attendance, children's files, emergency drills, accident/illness/behavior reports, administration of medication, and lesson plans.
- To assist in practicing emergency procedures.
- Assist in all general housekeeping tasks.
- To be responsible for the management and supervision of children at all times, including activity areas.
- To assist in the planning & implementation of activities appropriate to children's needs and interests.
- To be aware of a Site Directors job description and be able to fill their position on a temporary basis.
- Assist in the preservation of all program supplies & equipment.
- Attend all In Service Workshops and office meetings, completing at least 18 hours of professional development annually.
- To keep certifications current in CPR, First aid, & Blood borne pathogens while receiving all necessary and required training courses in Child Abuse Prevention and other required courses.
- To be able to constantly stand, walk, bend, run, stoop, kneel, crawl, crouch, pushing and/or pulling, some climbing and balancing as well as lifting & carrying (up to 40lbs)
- To attend to each child's interests and program's needs
- To support children's emotional and social development, encouraging understanding of others and positive self-concepts.

- To have an active and open line of communication with parents informing them of all facility closings, activities, information on their children and other important issues.
- Should arrive at program 5 minutes before the program starts.

DR. GEORGE S. EMERSON ELEMENTARY SCHOOL

27 Rhododendron Road

Fitzwilliam, New Hampshire 03447

603/585-6611, phone; 603/585-9287, fax

<http://www.mrsd.org/~emerson>



Mrs. Melissa Suarez, Principal msuarez@mrsd.org

Ms. Debra Gove, Assistant Principal

Ms. Cheryl Costa, Counselor

Mrs. Pat Poole, Administrative Assistant

Mrs. Lynne Rumba, Nurse

Pre School Teacher
Ms. Debra Gove

Kindergarten Teacher
Mrs. Karen Mattson

Grade 1 Teacher
Ms. Jeannine Leclerc

Grade 1/2 Teacher
Ms. Kathryn Watkins

Grade 2 Teacher
Mrs. Michelle Buonomano

Grade 3 Teacher
Mrs. Tina Thayer

Grade 4 Teachers
Ms. Kelly Meyer
Mr. Nick Raymond

Grade 5/6 Teachers
Mrs. Nicole Dunham
Mr. Jeremy Rathbun
Mrs. Lori Stevens

Inclusion Facilitators
Mr. James Fallon (Pre K-K)
Mrs. Diane DeJong (1-3)
Mrs. Dawn Kovarik (4)
Ms. Kimber Stannard (5-6)

Autism Consultant
Ms. Diane Pouliot

Math Interventionist
Ms. Samantha Raymond

Reading Specialists
Mrs. Jane Calnan
Mrs. Marianne VanValkenburg

Title I Teacher
Mrs. Marianne VanValkenburg

Music Teacher
Mr. Michael Dillon

Art Teacher
Ms. Nancy Greene

Physical Education Teacher
Mrs. Maureen Lord

School Psychologist
Ms. Terri Drogue

Speech/Language Pathologist
Mrs. Beth Tom

Occupational Therapist
Mr. Kris Kleine

March 19, 2013

To Whom It May Concern:

On behalf of Dr. George S. Emerson School, I am writing in support of the All Children Educated Safely (ACES 93) program's application for 21CCLC funding. Quality out-of-school time programming that supplements and supports education offered by the school district is essential to the viability of our community. If parents do not have access to quality care and programming, they may not be able to work and raise their families. For the past several years, we have been providing out-of-school time for our students by bussing them to Troy Elementary School. This has limited the number of students accessing the program due to the lengthy bus ride. We have been looking for a different way to provide enrichment and extended learning opportunities to our students at our school. Having an ACES 93 program, housed within our building, supported by 21st Century Community Learning Center funds, is the answer to our search.

As the principal, I see the value the ACES 93 program adds to the elementary schools where it is currently housed. Students who participate in the program are given a variety of opportunities to expand their horizons and connect their learning to the community. The ACES 93 program staff fosters relationships with the students. The program provides an opportunity for all students to experience success.

Our school staff, parents, and student support the need for the ACES 93 program to have a program located at the Dr. George S. Emerson School. With the support of the school district, our community, and 21st Century Community Learning Center funds, we can help each of our students to recognize and achieve their full potential.

Thank you for your consideration and feel free to contact me if you have any questions.

Sincerely,

Melissa Suarez
Principal



SAU 93

603-352-6955

600 Old Homestead Highway, Swanzey NH 03446

www.mrsd.org

Memorandum of Understanding

School Administrative Unit 93, in partnership with the Monadnock Regional School District's 21st Century Community Learning Centers, agrees to the following:

SAU 93 is committed to, and supports, the provision of all available space needed for the 21st Century Community Learning Centers in the Emerson School in Fitzwilliam, NH, both for program and for administrative purposes. SAU 93 will contribute the necessary custodial and facility management support for the upkeep of this space as well. Time donated is calculated as 55 hours at \$25/hr. for a total of \$1375.00.

A representative of SAU 93 will become a member of the Council on Out-of-School Time providing leadership, guidance, and action toward sustaining out-of-school programming in SAU 93 as well as the Partnership Council and is committed to attending meetings. Time donated is calculated at 6 meetings x 2 hours x \$45/hr. for a total of \$540.00.

SAU 93 will also support the Monadnock Regional School District's 21st Century Community Learning Centers by enabling teachers and professional staff who are required to earn recertification hours to obtain them through the training of the program staff, parents, volunteers, and community members as well as the research performed in connection with accomplishing the district goals as they relate to the goals of the proposal put forth. The value is calculated at 18 hours x \$45/hr. for a total of \$810.00.

SAU 93 will provide professional consulting support in the following areas: (amount includes benefits at 40% of salary)

Business Office, 25 hours @ \$45.00/hr.	\$1125.00
Curriculum Coordination, 20 hours @ \$45.00/hr.	\$900.00
IT support, 20 hours @ \$42.00/hr.	\$840.00
Newsletter design and publicity, 5 hours @ \$45.00/hr.	\$225.00
Use of School District owned vans for transport \$100 @ 10 trips	\$1000.00

The total of our contribution is \$6,815.00.

SAU 93 sees its role as assisting the Monadnock Regional School District's 21st Century Community Learning Center in achieving its goals, and will be as flexible as possible to accommodate any special needs or changes. In turn, the MRSD-21CCLC will be flexible in accommodating the concerns of SAU 93.

Leo P. Corriveau, Ph.D.
Superintendent of Schools
lcorriveau@mrsd.org
ext. 6977

Karen Craig, M.Ed.
Assistant Superintendent for
Curriculum, Instruction & Assessment
kcraig@mrsd.org
ext. 6959

Troy Kennett, M.Ed.
Director of Student Services
tkennett@mrsd.org
ext. 6967

Jane Fortson, CPA
Business Administrator
jfortson@mrsd.org
ext. 6956

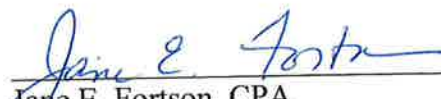


603-352-6955

SAU 93
600 Old Homestead Highway, Swanzey NH 03446

www.mrsd.org

Signed this 18th day of March, 2013.



Jane E. Fortson, CPA
SAU #93 Business Administrator



District/Program Representative

Leo P. Corriveau, Ph.D.
Superintendent of Schools
lcorriveau@mrsd.org
ext. 6977

Karen Craig, M.Ed.
Assistant Superintendent for
Curriculum, Instruction & Assessment
kcraig@mrsd.org
ext. 6959

Troy Kennett, M.Ed.
Director of Student Services
tkennett@mrsd.org
ext. 6967

Jane Fortson, CPA
Business Administrator
jfortson@mrsd.org
ext. 6956

Memorandum of Understanding

March 19, 2013

It is with great anticipation and excitement that Dr. George S. Emerson School enters into this out-of-school time programming collaboration with the Monadnock Regional School District's out-of-school time program, All Children Educated Safely (ACES 93). We are committed to supporting a quality program that provides students with an opportunity to grow academically, socially and physically in a safe environment.

Dr. George S. Emerson School will provide the following:

- Administrative Assistant to gather academic data for reporting outcomes.
- School day teachers will complete the 21CCLC annual survey.
- School day teachers will provide homework support in their classrooms. ACES 93 will provide snack and homework club supplies.
- Principal will provide support to the Site Coordinator and have input in the evaluation of the Site Coordinator
- A representative to serve on the Advisory Council
- Office Space, desk, and supplies
- Access to telephone, printer, fax, and internet
- Provide space needed to facilitate program activities, including but not limited to:
 - Paper products & art supplies
 - Up to 5 classrooms, including library and technology lab
 - Cafeteria/Gym
 - Bulletin Board
- Provide opportunity for marketing the program in a variety of means, established through Principal

The ACES 93 program will provide:

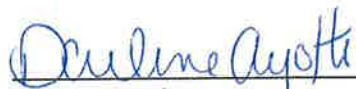
- A Site Coordinator who assumes the role of manager on duty responsible for ensuring ACES 93 safety and accountability during the out-of-school time
- A Site Coordinator who is responsible for recruiting, training, and supervising any enrichment providers or volunteers.
- Professional development for program staff and school day staff providing out-of-school time programming
- Supplies for enrichment activities and homework club centers
- Coordinate with families to meet any identified transportation issues
- Programming which encourages the academic, physical, emotional and social development of each student
- Staff to schedule, facilitate, and supervise all programming offered at Troy Elementary School

Dr. George S. Emerson School will not receive any funding for these activities.

Dr. George S. Emerson School sees its role as assisting the ACES 93 program in reaching its goals and will be as flexible as possible to accommodate any special needs or changes.

In turn, the ACES 93 program will be flexible in accommodating the concerns of Dr. George S. Emerson School.

Signed this 18 day of March, 2013.



Agency/Organization Representative



Principal's Signature



Big Brothers Big Sisters
of Western New Hampshire

168 Castle Street, Keene, NH 03431
603-352-9536; FAX 603-352-9537
1-800-783-0244

126 Washington Street, Claremont, NH 03743
603-263-0849

www.bbbswnh.org

Serving Cheshire County, Sullivan County, and Western Hillsborough County

Memorandum of Understanding

Big Brothers Big Sisters of Western New Hampshire will partner with Troy and Emerson Elementary, Mt Caesar School and Monadnock Regional Junior High participating in the ACES 93 and commits to do the following with:

Big Brothers Big Sisters Staff are trained to our national standards and must be completed within 90 days of joining the staff. Big Brothers Big Sisters site based program staff and interns will recruit screen and train Monadnock Regional High School students to become volunteer mentors to ACES 93 students in one to one mentoring. Big Brothers Big Staff will work with the directors and staff of the sites to recruit the children to be mentored by the high school volunteers "Bigs". After the match has been made the Big Brothers Big Sisters program staff will continue to give ongoing supervision, coaching and support to these matches.

Big Brothers Big Sisters look for volunteers who are able to form safe and meaningful relationship with a young person for at least one year. Visits between a Big and Little will be limited to the ACES site. Volunteers will see their Little for an hour a week during the traditional school year with the possibility to continue to meet over the summer if a summer program is offered by ACES 93.

Big Brothers Big Sisters will set up an activity box at all of the ACES 93 sites. These boxes will include arts and crafts supplies, board games and playground equipment. Through conversations with the site supervisors Bigs and Littles may also use ACES 93 supplies.

At the beginning of each school year Big Brothers Big Sisters Staff will talk to the site supervisors of the ACES 93 programs to make sure that there is an understanding of the spaces that volunteer "Big" and their "Little" can meet. All visits are limited to the school property. Typically "Bigs" and their "Little's" have access to the playground, and an indoor space that will include a table that holds the Big Brothers Big Sisters activity box. Visits between Bigs and Littles last for an hour and there may be several matches meeting at the same time. Big Brothers Big Sisters staff will work with the ACES 93 staff to make sure there are no issues of too many matches meeting at the same time.

Big Brothers Big Sisters does not include transporting the volunteer Bigs or Littles.



Big Brothers Big Sisters
of Western New Hampshire

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Serving Cheshire County, Sullivan County, and Western Hillsborough County

The mission of Big Brothers Big Sisters is to provide children facing adversity with strong and enduring, professionally supported one to one relationships that change their lives for the better, forever. In the site based program this is accomplished by having high school volunteer mentors meet one hour a week with their "Little" at an ACES 93 site. Big Brothers Big Sisters of Western New Hampshire is a nonprofit organization and there is no fee for being part of the program. Big Brothers Big Sisters will work with ACES 93 site staff to help notify families of the program that Big Brothers Big Sisters offers through the ACES 93 sites. The ACES 93 staff will pass out appropriate paperwork for a child to enroll in Big Brothers Big Sisters. Once a match of a "Big" and "Little" have been made the Big Brothers Big Sisters staff will inform the ACES staff. Big Brothers Big Sisters staff will do the initial on site introductions and will go over the expectations for the Bigs and Littles while they are meeting. Big Brothers Big Sisters staff will also do regular check ins and match support. The ACES 93 staff will be on hand to give support at the weekly visit. At the end of the hour visit the volunteer Big will let the ACES 93 staff know that they are leaving. If the Little's family has not arrived to pick up the child the ACES staff will take responsibility for the child.

Karen Brook who is the site base Program Manager for Big Brothers Big Sisters will serve on the advisory board and will commit to attend all meetings.

Big Brothers Big Sisters of Western New Hampshire **will not** receive funding for these activities. Big Brothers Big Sisters of Western New Hampshire **will not provide** funding for these activities.

Big Brothers Big Sisters of Western New Hampshire sees its role as assisting ACES 93 in reaching its goals and will be as flexible as possible to accommodate any special needs or changes. In turn, ACES 93 will be flexible in accommodating the concerns of Big Brothers Big Sisters of Western New Hampshire.

Signed this 13 day of March, 2013.

Karen Brook

Karen Brook, Program Manager

Big Brothers Big Sisters of Western New Hampshire

Karen Brook

Signature

MRSD Advisory Council Bylaws

Article I – Name

The name of this organization shall be the ACES 93 Advisory Council.

Article II – Purpose

The primary purpose of the ACES 93 Advisory Council is to help the Site Director develop community resources, assess needs and evaluate the overall program and to publicize its effectiveness. The council serves in an advisory capacity only, has no legal powers to put recommendations into action nor does it have any liability that may result from consequences of actions taken by ACES 93. Its effectiveness and influence is the counsel it provides rather than through legal authority.

Article III – Council Member's Role and Responsibilities

- Understand the ACES 93 afterschool program
- Understand that programs are based on needs of local citizens and communities, current research and technical information, statewide needs and priorities, and national initiatives.
- Attend scheduled meetings and actively participate to:
 - Review and study afterschool issues
 - Identify priorities for programming
 - Create a plan of action
 - Review the year's program
 - Assess successes and future needs including fiscal matters.
- Serve on one subcommittee to further carry out the annual plan.
- Read meeting materials in advance of meeting and be knowledgeable about topics to be discussed.
- Help staff in putting programs into action. This includes attending and participating in programs, representing ACES 93 in meetings with other groups and organizations, encouraging audience participation at meetings, and helping to publicize the program.
- Help staff evaluate the results of its educational efforts and provide advice that will help determine changes in program emphasis.
- Help ACES 93 market its mission and vision, purpose, organization, educational programs, operational procedures, and needs.
- Help build and maintain cooperation and involvement of appropriate agencies, organizations, groups, and individuals with ACES 93.
- Review local facts, research and census data, public policy and other information to ensure that the mission and vision of the program and the interests and needs of clientele are represented in programming on a non-discriminatory basis without regard to race, color, creed, religion, sexual orientation, national origin, gender, age, disability or Vietnam-era veteran status.

- Serve as mentors and role models for the program and respect the confidentiality of matters shared with the Council.

Article IV – Membership

A minimum of 8 and maximum of 12 individuals will constitute the Advisory Council. The Site Coordinator shall serve as an ex officio member and may serve as an officer. Members will serve a two year term beginning in January. Individuals may be re-elected to the council after however the council will strive to maintain at least one fourth new membership. Some programmatic positions will be annual because of the nature of their position.

Potential council members will be nominated by council members with the general election to be held in December. Nominees will include representation from the entire community considering all geographical areas, and representation from local decision makers, businesses, parents, staff, local organizations especially environmental/conservation and arts/culture, and the faith community. No member will be excluded on the basis of race, color, creed, religion, sexual orientation, national origin, gender, age, disability or veteran status. Qualifications needed to serve are:

- Interest in promoting ACES 93 program.
- Commitment to provide positive afterschool programs for youth.
- Understanding of community and afterschool issues.
- Respect for confidentiality.

In the event a council member misses three consecutive meetings, that member will be contacted by mail by the Site Coordinator and the Chair of the Advisory Council to ascertain their interest and will be replaced if necessary.

If an individual resigns from the council and is replaced, that individual will complete the remainder of the resignee's term.

Article V – Officers

Officers consist of Chairperson, Vice Chairperson, and Secretary. Annual election of offices by majority vote will be held at the January meeting with terms beginning following that meeting. Officers will hold office for one year.

The Chairperson will preside over all general and specific meetings. The Chairperson will work with the Site Coordinator to set the agenda prior to each meeting.

The Vice Chairperson will preside and perform Chairperson's duties when the Chairperson is absent and/or unable to perform the function of the office.

The Secretary will ensure that a record of the meeting proceedings and member attendance are kept, maintain a permanent record file of advisory council activities, and provide a copy of the minutes for distribution to advisory council members.

Article VI – Committees

Each member will be expected to serve on a sub-committee that may either be a standing committee or an ad hoc committee. Subcommittees shall report regularly to the advisory council.

Standing Committees shall be appointed by the Chairperson and shall serve to the end of the annual meeting. Standing committees will be: Finance Committee.

Ad Hoc committees shall be established by the Advisory Council as needed with members appointed by the Chairperson and shall automatically be discharged upon accomplishing the task(s) for which it was established.

Article VII – Meetings

The Advisory Council will meet a minimum of 10 times per year. Meetings will be held the second Wednesday of each month from 4 to 5:30 PM. Meeting dates may be changed by consensus. The January meeting of the Advisory Council shall be designated as the annual meeting. Additional meetings may be called when necessary by the Site Coordinator and Advisory Council Chairperson.

Meeting materials will be sent out by the Site Coordinator via email one week before each meeting. Any major decision of the group must be voted upon by a quorum, which consists of two-thirds (2/3) of the membership.

Article VIII – Amendments

Amendments to these bylaws may be made at any regular or special meeting by two-thirds (2/3) vote of those members present and voting, provided the proposed amendment was submitted in writing to the membership at least ten (10) days prior to the date of the meeting.

Article X – Annual Program

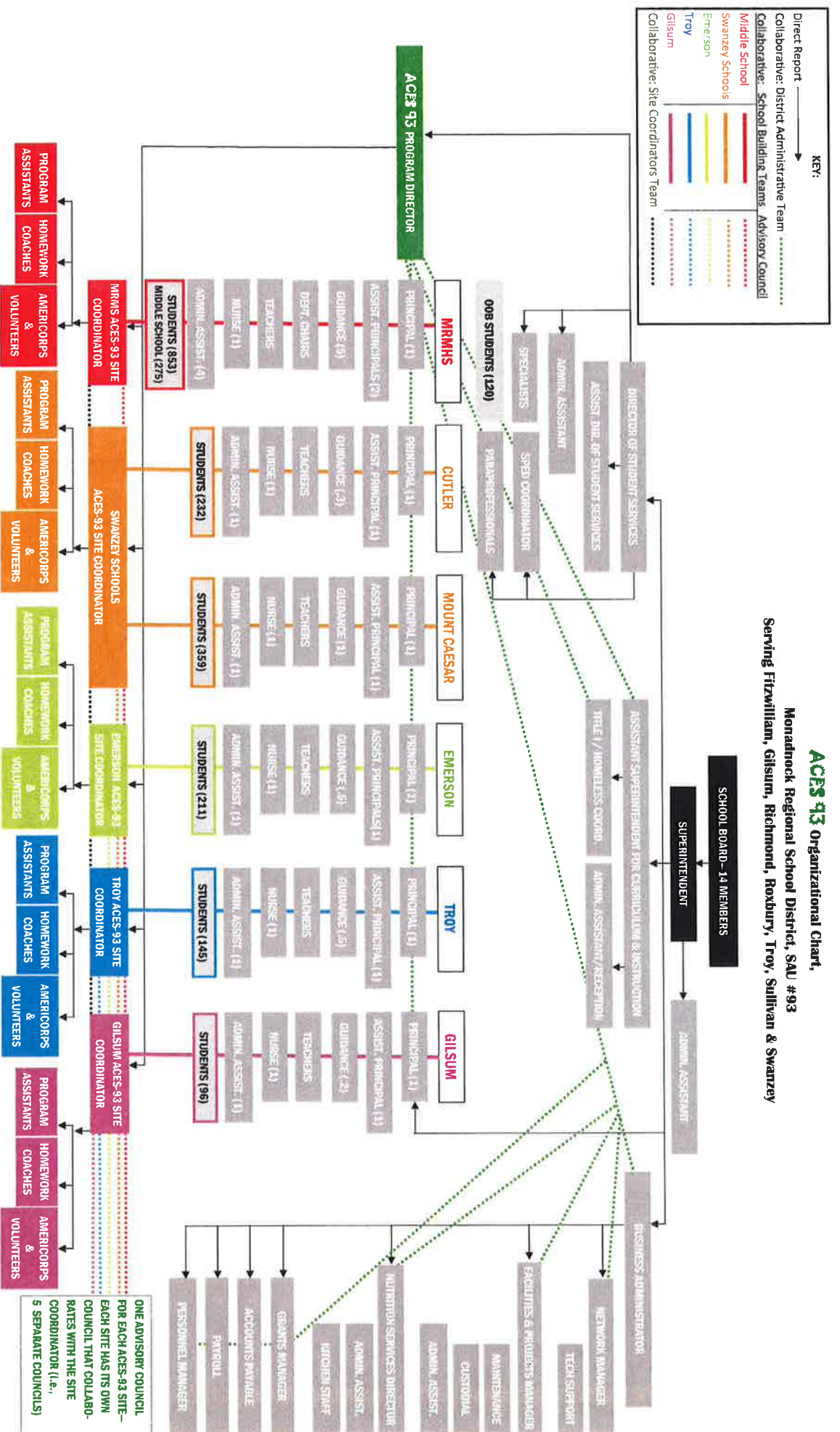
The Advisory Council will plan and operate under an annual program of work. Plans, topics, and goals will be included in the program. The program of work for each ensuing year will be discussed during the annual meeting each year.

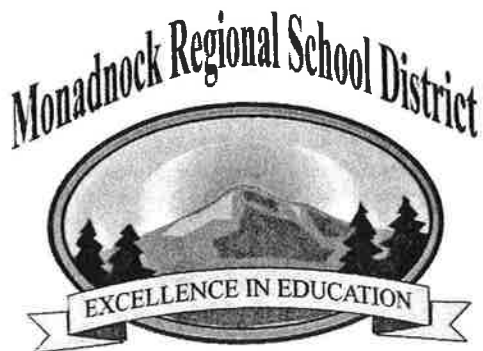
Adopted on March 12, 2010. Revised on _____.

ACES 93 Organizational Chart,

Monadnock Regional School District, SAU #93

Serving Fitzwilliam, Gilsun, Richmond, Roxbury, Troy, Sullivan & Swanzey





COPY

SAC 93 • 600 Old Homestead Highway, Swanzey NH 03446 • Tel 603-352-6955 • Fax 603-358-6708 • www.mrsd.org

March 4, 2013
Sister Maria Philomena M.I.C.M
Immaculate Heart of Mary School
95 Fay Martin Road
Richmond NH 03470

Dear Sister Philomena,

I wanted to introduce myself as the Program Director for ACES-93. ACES-93 provides out-of-school-time programming for elementary children within the Monadnock Regional School District.

ACES-93 operates sites at three of the elementary schools. Currently, the ACES-93 site at Mt. Caesar Elementary School in Swanzey is partially funded through a 21st Century Learning Community grant. The ACES-93 sites in Troy and Gilsum are not currently funded through federal grants.

This letter is to inform you that the Monadnock Regional School District is applying for 21st Century Community Learning Center federal funding, through a competitive grant process with the NH Department of Education, to fund programming for families in Troy, Fitzwilliam, and Richmond for elementary program sites at Troy Elementary School, and at George Emerson Elementary School in Fitzwilliam. The district is also applying for 21st Century Community Learning Center funds to open a site at the Monadnock Regional Middle School, which would serve children from the towns of Fitzwilliam, Gilsum, Richmond, Roxbury, Troy, and Swanzey. All three applications that are being submitted are for funding that would commence in the 2013/2014 school year, and would be for a five year period.

If you have interest in, or questions about these programs, please feel free to contact me.

Sincerely,

Darlene Ayotte
Program Director, ACES-93
585 Old Homestead Highway
Swanzey NH 03446
Tel: 603-903-6535
e-mail: dayotte@mrsd.org

Leo P. Corriveau, Ph.D.
Superintendent of Schools
lcorriveau@mrsd.org
ext. 6977

Karen Craig, M.Ed.
Assistant Superintendent for
Curriculum, Instruction & Assessment
keraig@mrsd.org
ext. 6959

Troy Kennett, M.Ed.
Director of Student Services
tkennett@mrsd.org
ext. 6967

Jane Fortson, CPA
Business Administrator
jfortson@mrsd.org
ext. 6956

NONPUBLIC SCHOOL DATA SHEET

NAME OF NONPUBLIC SCHOOL: Immaculate Heart of Mary School

GRADES SERVICED IN YOUR BUILDING: K-12

CONTACT PERSON: Sister Marie Therese, MICM

SCHOOL PHONE: 603-239-6495

SCHOOL ADDRESS: 95 Martin Road
Richmond, NH 03470

Whether you plan to participate or not, please indicate on the line, the numbers of children from each individual town within our local educational agency (LEA) who are enrolled in your school. Please check the potential academic area(s) that may require support for each town's participants.

GRADES K-12

READING

MATH

ROXBURY

0

FITZWILLIAM

24

RICHMOND

39

TROY

0

SWANZEY

0

WESTPORT

0

TOTAL NUMBER OF CHILDREN FROM THESE TOWNS CURRENTLY ENROLLED IN YOUR SCHOOL: 49

Please sign option #1 or #2.

1. The non-public school listed above wishes to schedule a meeting with the Title I Project Manager to discuss arrangements for receiving Title I pre-K through grade 3 literacy & mathematics support.

SIGNATURE

DATE

2. The non-public school listed above declines involvement in the Monadnock Regional School District's Title I program for the 2012/2013 school year.

Sr. Marie Therese, MICM
SIGNATURE

6/25/12
DATE

PLEASE RETURN AS SOON AS POSSIBLE WITH YOUR PREFERENCE OF EITHER OPTION 1 OR 2 SIGNED AND DATED:

MRS. KATHERINE L. SHANKS, TITLE I PROJECT MANAGER
604 OLD HOMESTEAD HWY.
SWANZEY, NH 03446

Monadnock Regional School District ~~ACES 93~~ Before & After School Program
Sliding Scale for Program Fees 2012/2013 School Year

The Sliding Scale below is based on your family's economic status. In order to qualify for Tier II or Tier III you must complete the Free or Reduced Lunch Application included with your registration form. If the Tier III fees still exceed your financial ability to participate in this program, you may apply for a scholarship. Applications are available upon request.

~~ACES 93~~ Before School Program

Tier I

- DAILY RATE: \$6.00 PER DAY
- WEEKLY RATE: \$24.00 PER WEEK (36 WEEKS)
- MONTHLY: \$80.00 PER MONTH (10 MONTHS)

Tier II

- DAILY RATE: \$4 PER DAY
- WEEKLY RATE: \$16.00 PER WEEK (36 WEEKS)
- MONTHLY: \$54.00 PER MONTH (10 MONTHS)

Tier III

- DAILY RATE: \$2.00 PER DAY
- WEEKLY RATE: \$8.00 PER WEEK (36 WEEKS)
- MONTHLY: \$26.00 PER MONTH (10 MONTHS)

~~ACES 93~~ After School Program

Tier I

- DAILY RATE: \$12.50 PER DAY
- WEEKLY RATE: \$47.50 PER WEEK (36 WEEKS)
- MONTHLY: \$158.00 PER MONTH (10 MONTHS)

Tier II

- DAILY RATE: \$8.00 PER DAY
- WEEKLY RATE: \$32.00 PER WEEK (36 WEEKS)
- MONTHLY: \$106.00 PER MONTH (10 MONTHS)

Tier III

- DAILY RATE: \$4.00 PER DAY
- WEEKLY RATE: \$16.00 PER WEEK (36 WEEKS)
- MONTHLY: \$53.00 PER MONTH (10 MONTHS)

ACES #93 Scholarship

The Monadnock Regional School District's out-of-school time program, ACES #93, offers a partial scholarship for children who do not have the financial means to participate in the program.

Scholarships are issued to "in-district" students only based on a family's demonstrated need. They are issued on a first-come, first-served basis.

Families are highly encouraged to complete this application at any time. This application is also provided to any family with a balance over \$200.

The Application Process

Step 1 –Contact the Program Director to discuss your families hardship and circumstances. Once you have contacted the Program Director (603-352-4797 EXT 6535 or dayotte@mrsd.org) your invoicing will be placed on hold for 3 weeks while you complete the application process.

Step 2-

- Apply for NH Childcare Scholarship through the Department of Health & Human Services. Families whose children currently receive assistance with insurance from the State of NH or receive free/reduced lunch **are required to apply** for a NH Childcare Scholarship through the Department of Health & Human Services, unless their family circumstances exclude them from receiving this scholarship. Submit your letter of approval or denial to the ACES #93 Main Office

or

- Complete the attached application and submit it to the ACES #93 Main Office

Step 3 – If you were denied a NH Childcare Scholarship, complete the attached application and submit it to the ACES#93 Main Office.

Step 4- You will receive a notice of the scholarship award for your family. At this point, invoicing will begin again. Begin paying your invoices on Mondays.

Should you have questions regarding the scholarship application process or this application, please call the ACES #93 Main Office (603-352-4797 EXT 6535) and we will be happy to assist you.

Main Office Address

All Children Educated Safely (ACES #93)
c/o Mt Caesar Elementary School
585 Old Homestead Highway
Swanzey NH 03446

ACES #93
Scholarship Application

Part 1- Family Information

Main Contact for Scholarship Purposes

Parent/Guardian Name _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Email: _____

Address: _____ City: _____

State: _____ Zip Code: _____ Best Way to Contact: _____

Parent/Guardian 2

Parent/Guardian Name _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Email: _____

Address: _____ City: _____

State: _____ Zip Code: _____ Best Way to Contact: _____

Number of People in Household _____ Number of Dependent Children _____

Number of Children in Household Attending ACES #93 Program _____ Before School _____ After School
_____ Vacation

School Children Attend:

Child

School

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Part 2 – Financial Information

Our weekly income is \$ _____. (Please attach a paystub for all employed adults.)

Our expenses are:

Rent/Mortgage \$ _____ Utilities \$ _____ Automobile \$ _____

Food \$ _____

Other (Please list)

I (circle one) HAVE HAVE NOT applied for the National School Lunch Program. *If you have not applied for the program please complete the attached application and submit it with this application.*

My child(ren) receive(s) (circle one) FREE REDUCED lunch at school.

The ACES #93 program tuition for my family is: \$_____. My family can contribute \$_____.

My family requires \$_____ in scholarship funds.

Part 3 Narrative Information

Please describe any other extraordinary circumstances relevant to your family's ability to pay for the ACES #93 program.

_____ A Child with Diagnosed Special Needs in the Home

_____ Single Parent Household

_____ Uninsured Medical Expenses

_____ Recent Job Loss

_____ Homeless

_____ Other

I affirm that the information provided in this application is both correct and complete. I understand that the Program Director will see this information and will keep it confidential. I understand that scholarships are for one school-year and that it is my responsibility to complete a new application annually to be considered for renewal.

Signature

Date

INSTRUCTIONS FOR APPLYING

A household member is any child or adult living with you.

IF YOUR HOUSEHOLD RECEIVES BENEFITS FROM SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP) OR FINANCIAL AID TO NEEDY FAMILIES (FANF), FOLLOW THESE INSTRUCTIONS:

- Part 1:** List all household members and the name of school for each child.
Part 2: List the case number for any household member (including adults) receiving SNAP or FANF benefits.
Part 3: Skip this part.
Part 4: Skip this part.
Part 5: Sign the form. The last four digits of a Social Security Number are **not** necessary.
Part 6: Answering is optional.

IF NO ONE IN YOUR HOUSEHOLD GETS SNAP OR FANF BENEFITS AND IF ANY CHILD IN YOUR HOUSEHOLD IS HOMELESS, A MIGRANT OR RUNAWAY, FOLLOW THESE INSTRUCTIONS:

- Part 1:** List all household members and the name of school for each child.
Part 2: Skip this part.
Part 3: If any child you are applying for is homeless, migrant, or a runaway check the appropriate box and call [your school, homeless liaison, migrant coordinator].
Part 4: Complete only if a child in your household isn't eligible under Part 3. See instructions for All Other Households.
Part 5: Sign the form. The last four digits of a Social Security Number are not necessary if you didn't need to fill in Part 4.
Part 6: Answering is optional.

IF YOU ARE APPLYING FOR A FOSTER CHILD, FOLLOW THESE INSTRUCTIONS:

If all children in the household are foster children:

- Part 1:** List all foster children and the school name for each child. Check the box indicating the child is a foster child.
Part 2: Skip this part.
Part 3: Skip this part.
Part 4: Skip this part.
Part 5: Sign the form. The last four digits of a Social Security Number are **not** necessary.
Part 6: Answering is optional.

If some of the children in the household are foster children:

- Part 1:** List all household members and the name of school for each child. For any person, including children, with no income, you must check the "No Income" box. Check the box if the child is a foster child.
Part 2: If the household does not have a case number, skip this part.
Part 3: If any child you are applying for is homeless, migrant, or a runaway check the appropriate box and call [your school, homeless liaison, migrant coordinator]. If not, skip this part.
Part 4: Follow these instructions to report total household income from this month or last month.
•**Box A.—Name:** List all household members with income.
•**Box B.—Gross Income and How Often It Was Received:**
- For each household member, list each type of income received for the month. You must tell us how often the money is received—weekly, every other week, twice a month or monthly. For earnings, be sure to list the **gross income**, not the take-home pay. Gross income is the amount earned *before* taxes and other deductions. This information is found on your pay stub or your boss can tell you.
 - For other income, list the amount each person received for the month from welfare, child support, alimony, pensions, retirement, Social Security, Supplemental Security Income (SSI), Veteran's benefits (VA benefits), and disability benefits.
 - Under *All Other Income*, list Worker's Compensation, unemployment or strike benefits, regular contributions from people who do not live in your household, and any other income. Do not include income from SNAP or WIC, Federal education benefits and foster payments received by the family from the placing agency.
 - For **ONLY** the self-employed, under *Earnings from Work*, report income after expenses. This is for your business, farm, or rental property.
 - If you are in the Military Privatized Housing Initiative or get combat pay, do not include these allowances as income.

Part 5: Adult household member must sign the form and list the last four digits of their Social Security Number (or mark the box if s/he doesn't have one).

Part 6: Answering is optional.

ALL OTHER HOUSEHOLDS, INCLUDING WIC HOUSEHOLDS, FOLLOW THESE INSTRUCTIONS:

Part 1: List all household members and the name of school for each child. For any person, including children, with no income, you must check the "No Income" box. Check the box if the child is a foster child.

Part 2: If the household does not have a case number, skip this part.

Part 3: If any child you are applying for is homeless, migrant, or a runaway check the appropriate box and call [your school, homeless liaison, migrant coordinator]. If not, skip this part.

Part 4: Follow these instructions to report total household income from this month or last month.

•**Box A.—Name:** List all household members with income.

•**Box B.—Gross Income and How Often It Was Received:**

- For each household member, list each type of income received for the month. You must tell us how often the money is received—weekly, every other week, twice a month or monthly. For earnings, be sure to list the **gross income**, not the take-home pay. Gross income is the amount earned *before* taxes and other deductions. This information is found on your pay stub or your boss can tell you.
- For other income, list the amount each person received for the month from welfare, child support, alimony, pensions, retirement, Social Security, Supplemental Security Income (SSI), Veteran's benefits (VA benefits), and disability benefits.
- Under *All Other Income*, list Worker's Compensation, unemployment or strike benefits, regular contributions from people who do not live in your household, and any other income. Do not include income from SNAP or WIC, Federal education benefits and foster payments received by the family from the placing agency.
- For **ONLY** the self-employed, under *Earnings from Work*, report income after expenses. This is for your business, farm, or rental property.
- If you are in the Military Privatized Housing Initiative or get combat pay, do not include these allowances as income.

Part 5: Adult household member must sign the form and list the last four digits of their Social Security Number (or mark the box if s/he doesn't have one).

Part 6: Answering is optional.

PARENT INCOME APPLICATION FOR FREE AND REDUCED PRICE MEAL BENEFITS				
Part 1. All Household Members				
NAMES OF ALL HOUSEHOLD MEMBERS (First, Middle Initial, Last)	NAME OF SCHOOL FOR EACH CHILD OR INDICATE "N/A" IF CHILD IS NOT IN SCHOOL	CHECK IF A FOSTER CHILD (THE LEGAL RESPONSIBILITY OF A WELFARE AGENCY OR COURT)	CHECK IF NO INCOME	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
Part 2. SNAP or FANF Benefits				
If any member of your household received SNAP or FANF cash assistance, provide the name and case number for the person who receives benefits. If no one receives these benefits, skip to part 3.				
NAME: _____ CASE NUMBER: _____				
Part 3. Categorical Benefits				
If any child you are applying for is homeless, migrant, or a runaway, check the appropriate box and call your school, homeless liaison or migrant coordinator. Homeless <input type="checkbox"/> Migrant <input type="checkbox"/> Runaway <input type="checkbox"/>				
If no category is checked, skip to part 4.				
Part 4. Total Household Income —You must tell us how much and how often				
A. Name	B. Gross income and how often it was received			
List only household members with income	1. Earnings from work before deductions	2. Welfare, child support, alimony	3. Pensions, retirement, Social Security, SSI, VA benefits	4. All Other Income
(Example) Jane Smith	(Example) \$200/weekly	(Example) \$150/twice a month	(Example) \$100/monthly	\$ /
	\$ /	\$ /	\$ /	\$ /
	\$ /	\$ /	\$ /	\$ /
	\$ /	\$ /	\$ /	\$ /
	\$ /	\$ /	\$ /	\$ /
	\$ /	\$ /	\$ /	\$ /
Part 5. Signature and Last Four Digits of Social Security Number (Adult must sign)				
An adult household member must sign this form. If Part 4 is completed, the adult signing the form must also list the last four digits of his or her Social Security Number or mark the "I do not have a Social Security Number" box. (See Privacy Act Statement on the back of this page.)				
<i>I certify (promise) that all information on this form is true and that all income is reported. I understand that the center or day care home will get Federal funds based on the information I give. I understand that school officials may verify (check) the information. I understand that if I purposely give false information, my children may lose the meal benefits, and I may be prosecuted.</i>				
Sign here: _____ Print name: _____				
Date: _____				
Address: _____ Phone Number: _____				
City: _____ State: _____ Zip Code: _____				
Last four digits of Social Security Number: <u>XXX-XX-</u> _____ <input type="checkbox"/> I do not have a Social Security Number				
Part 6. Participant's ethnic and racial identities (optional)				
Choose one ethnic identity:		Choose one or more racial identities:		
<input type="checkbox"/> Hispanic or Latino		<input type="checkbox"/> Asian		
<input type="checkbox"/> Not Hispanic or Latino		<input type="checkbox"/> White		
		<input type="checkbox"/> Black or African American		
		<input type="checkbox"/> American Indian or Alaska Native		
		<input type="checkbox"/> Native Hawaiian or Other Pacific Islander		

SCHOOL USE SECTION

FOR DETERMINING OFFICIAL USE ONLY

****Families DO NOT complete this section.***

Annual Income Conversion: Weekly x 52, Every 2 Weeks x 26, Twice A Month x 24, Monthly x 12

Total Income: \$_____ Per: ☐ Week, ☐ Every 2 Weeks, ☐ Twice A Month, ☐ Month, ☐ Year Household size: _____

Categorical Eligibility: ☐ Homeless ☐ Migrant ☐ Runaway

Income Eligibility: ☐ Free ☐ Reduced Price ☐ Denied

Reason for Denial: _____

Temporary Approval: ☐ Free ☐ Reduced Price Time Period: _____ (expires after _____ days)

Date Withdrawn from Program (Month/Day/Year): ____/____/____

Determining Official's Signature: _____ Date: _____

Confirming Official's Signature: _____ Date: _____

Verifying Official's Signature: _____ Date: _____

Your children may qualify for free or reduced price meals if your household income falls at or below the limits on this chart.

Household size	Yearly
1	\$ 20,665.00
2	\$ 27,991.00
3	\$ 35,317.00
4	\$ 42,643.00
5	\$ 49,969.00
6	\$ 57,295.00
7	\$ 64,621.00
8	\$ 71,947.00
Each additional Household member add:	\$ 7,326.00

Privacy Act Statement: The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve the participant for free or reduced price meals. You must include the last four digits of the Social Security Number of the adult household member who signs the application. The Social Security Number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Financial Aide to Needy Families (FANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number for the participant or other (FDPIR) identifier or when you indicate that the adult household member signing the application does not have a Social Security Number. We will use your information to determine if the participant is eligible for free or reduced price meals, and for administration and enforcement of the Child Nutrition Program.

May 2012
Parent Income Application
Page 2 of 2

MONADNOCK REGIONAL SCHOOL DISTRICT NUTRITION SERVICES

PO BOX 10451 SWANZEY, NH 03446 (603)903-6958 FAX (603)357-6521

Dear Parent/Guardian:

Children need healthy meals to learn. The **Monadnock Regional Elementary Schools** offer healthy meals every school day. Breakfast cost is **\$1.00**; lunch cost is **\$2.00**. Your children may qualify for free meals or for reduced price meals. **Reduced price** is **\$.30** for breakfast and **\$.40** for lunch.

1. **DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD?** No. Complete the application to apply for free or reduced price meals. *Use one Free and Reduced Price School Meals Application for all students in your household.* We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to **Monadnock Nutrition Services, PO Box 10451 Swanzev NH 03446- Fax: (603) 357-6521 office (603) 903-6958 or the school Cafeteria.**
2. **WHO CAN GET FREE MEALS?** All children in households receiving benefits from **SNAP** or **FANF**, can get free meals regardless of your income. Also, your children can get free meals if your household's gross income is within the free limits on the Federal Income Eligibility Guidelines.
3. **CAN FOSTER CHILDREN GET FREE MEALS?** Yes, foster children that are under the legal responsibility of a foster care agency or court, are eligible for free meals. Any foster child in the household is eligible for free meals regardless of income.
4. **CAN HOMELESS, RUNAWAY, AND MIGRANT CHILDREN GET FREE MEALS?** Yes, children who meet the definition of homeless, runaway, or migrant qualify for free meals. If you haven't been told your children will get free meals, please call or e-mail **Kathy Shanks, Homeless Liaison (603) 357-0400, kshanks@mrds.org** to see if they qualify.
5. **WHO CAN GET REDUCED PRICE MEALS?** Your children can get low cost meals if your household income is within the reduced price limits on the Federal Eligibility Income Chart, shown on this application.
6. **SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE APPROVED FOR FREE MEALS?** Please read the letter you got carefully and follow the instructions. Call the school at **(603) 903-6958** if you have questions.
7. **MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT ANOTHER ONE?** Yes. Your child's application is only good for that school year and for the first few days of this school year. You must send in a new application unless the school told you that your child is eligible for the new school year.
8. **I GET WIC. CAN MY CHILD(REN) GET FREE MEALS?** Children in households participating in WIC may be eligible for free or reduced price meals. Please fill out an application.
9. **WILL THE INFORMATION I GIVE BE CHECKED?** Yes and we may also ask you to send written proof.
10. **IF I DON'T QUALIFY NOW, MAY I APPLY LATER?** Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced price meals if the household income drops below the income limit.
11. **WHAT IF I DISAGREE WITH THE SCHOOL'S DECISION ABOUT MY APPLICATION?** You should talk to school officials. You also may ask for a hearing by calling or writing to: **Thomas Walsh, Director : PO Box 10451 Swanzev NH 03446 (603) 903-6958 or by email twalsh@mrds.org** (please reverse charges if this is a toll call)
12. **MAY I APPLY IF SOMEONE IN MY HOUSEHOLD IS NOT A U.S. CITIZEN?** Yes. You or your child(ren) do not have to be U.S. citizens to qualify for free or reduced price meals.
13. **WHO SHOULD I INCLUDE AS MEMBERS OF MY HOUSEHOLD?** You must include all people living in your household, related or not (such as grandparents, other relatives, or friends) who share income and expenses. You must include yourself and all children living with you. If you live with other people who are economically independent (for example, people who you do not support, who do not share income with you or your children, and who pay a pro-rated share of expenses), do not include them.
14. **WHAT IF MY INCOME IS NOT ALWAYS THE SAME?** List the amount that you normally receive. For example, if you normally make \$1000 each month, but you missed some work last month and only made \$900, put down that you made \$1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.
15. **WE ARE IN THE MILITARY. DO WE INCLUDE OUR HOUSING ALLOWANCE AS INCOME?** If you get an off-base housing allowance, it must be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income.
16. **MY SPOUSE IS DEPLOYED TO A COMBAT ZONE. IS HER COMBAT PAY COUNTED AS INCOME?** No, if the combat pay is received in addition to her basic pay because of her deployment and it wasn't received before she was deployed, combat pay is not counted as income. Contact your school for more information.
17. **MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR?** To find out how to apply for **SNAP** or **FANF** assistance benefits, contact your local assistance office.

If you have other questions or need help, Please call **(603) 903-6958**

Sincerely, **Thomas A. Walsh, Director**

Monadnock Regional School District
Troy Elementary School & Emerson School Students K-3
After School Program Survey to be administered by teacher

Please answer the following questions to tell us about your feelings about after school activities. There are no right or wrong answers.

1. Circle the face that best describes your feelings about attending an after-school program at our school.

I would be interested in going to an after school program at our school.

(no) 5
 (maybe) 4
 (yes) 15

I already go to another after school activity at my school.

(no) 20
 (yes) 5

I go somewhere else after school.

(no) 11
 (yes) 15

I stay home alone after school.

(no) 24
 (yes) 0

2. Circle how you feel about:

Sports and Games	2	2	22
Art, Dance and Music	1	3	21
Computers	2	6	18
Homework help	7	2	17

3. Circle the number of days of the week would you want to go to an after school program:

1 day 3
 2 days 3
 3 days 2
 4 days
 every day 13

4. Circle how safe you feel when you are in school

Very Unsafe
 Safe 5
 Very Safe 21

5. Circle how safe do you feel during after school hours?

Very unsafe
 Safe 2
 Very Safe 22

Thank You!

Monadnock Regional School District
Troy Elementary School & Emerson School Students K-3
After School Program Survey to be administered by teacher

Please answer the following questions to tell us about your feelings about after school activities. There are no right or wrong answers.

1. Circle the face that best describes your feelings about attending an after-school program at our school.

I would be interested in going to an after school program at our school.

☹ (no)

5

☺ (maybe)

4

☺ (yes)

15

I already go to another after school activity at my school.

☹ (no)

20

☺ (yes)

5

I go somewhere else after school.

☹ (no)

11

☺ (yes)

15

I stay home alone after school.

☹ (no)

24

☺ (yes)

0

2. Circle how you feel about:

Sports and Games

☹ 2

☺ 2

☺ 22

Art, Dance and Music

☹ 1

☺ 3

☺ 21

Computers

☹ 2

☺ 6

☺ 18

Homework help

☹ 7

☺ 2

☺ 17

3. Circle the number of days of the week would you want to go to an after school program:

1 day 3

2 days 3

3 days 2

4 days

every day 13

4. Circle how safe you feel when you are in school

☹ Very Unsafe

☺ Safe

5

☺ Very Safe

21

5. Circle how safe do you feel during after school hours?

☹ Very unsafe

☺ Safe

2

☺ Very Safe

22

Thank You!

1 Cards/Board Games 16 Swimming 10 Other - see attached sheet

4. Which days of the week would you want to participate in an after school program if it were offered in the afternoon after the school day ended? (mark the days you would attend)

17 Monday 11 Tuesday 17 Wednesday 15 Thursday
24 Friday

5. How safe do you feel when you are in school? (check the answer that best fits your opinion)

0 Very Unsafe 3 Unsafe 6 Fairly Safe 14 Safe
12 Very Safe

6. How safe do you feel during after school hours from 3 - 6 PM? (check the answer that best fits your opinion)

1 Very Unsafe 1 Unsafe 7 Fairly Safe 13 Safe
12 Very Safe

7. How safe do your friends feel after school from 3-6 PM?

2 Very Unsafe 0 Unsafe 5 Fairly Safe 15 Safe
12 Very Safe

#3

Other

Video games

minecraft, black ops 11

Hockey

1

Dirt Biking

1

Dodgeball

11

Red Rover

1

#2

I wish I could come but Mom

says no.

1

I love afterschool programs.

1

I would love to,

1

I would like to, I have responsibilities

1

21CCLC Parent Survey

Monadnock Regional School District is exploring the need for out-of-school time programming at your child(ren)'s school. Out-of-school time programs run before and after school, and often during non-school days, such as holidays or summer vacations. They are designed to offer safe, secure places that children and youth can go to on a regular basis when schools are not in session. They provide a variety of services, including homework support, recreational activities, and activities designed to support academics.

This is an assessment of out-of-school time needs for your community. We would appreciate your time in helping us assess your needs. Please complete the survey and return no later than Friday, February 22, 2013 or complete on-line at <https://www.surveymonkey.com/s/HQ82PDX>.

By complete the last question below, you will be entered in a raffle for a \$50 gas card and your child(ren)'s classroom or 4th Period Intervention/Enrichment Class at the middle school will be entered in a chance for a Pizza Party.

Thank you for assisting us with this effort.

1. How many children do you have in each of the following grades?

Pre-K |||||
 1st |||||
 2nd |||||
 3rd |||||
 4th |||||
 5th |||||
 6th |||||
 7th |||||
 8th |||||

2. Which of the following schools does your child(ren) attend? Please check all that apply.

||||| Emerson School
||||| Monadnock Middle High School
 Troy Elementary School

~~11~~ ~~12~~ ~~13~~ 14 Yes

~~iii~~ iv No

~~|||||~~ Sometimes

~~Not~~ Appropriate

 Not Appropriate

☒ Somewhat Appropriate

Please list appropriate activities desired: _____

~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~ 6 Convenient

☒ Somewhat Convenient

Not Convenient

What would make the activities more convenient? _____

~~1~~ ~~2~~ ~~3~~ ~~4~~ ~~5~~ 6 Yes

11 ~~11~~ No

ii ~~iii~~ ~~iv~~ ~~v~~ Sometimes

When is transportation important? _____

11/11 Rate of
Response

Teachers Needs Assessment



1. I am a staff member at

	Response Percent	Response Count
Troy Elementary School	0.0%	0
Mondanock Middle High School (Middle School)	0.0%	0
Emerson School	100.0%	11
answered question		11
skipped question		0

2. An out-of-school time program builds partnerships, organizes resources, and provides programs and services to support the successful development of students. All young people must develop skills and strengths to navigate normal developmental tasks. Sometimes students face challenges that affect their healthy development. Schools, Communities and Families must work together to address successful development of our youth. Please rate the current response of the school and community to the developmental needs of students in the following areas.





	Low Degree of Need	Moderate Degree of Need	High Degree of Need	Rating Average	Rating Count
Academic Remediation	0.0% (0)	54.5% (6)	45.5% (5)	2.45	11
Academic Support	0.0% (0)	54.5% (6)	45.5% (5)	2.45	11
Academic Enrichment	9.1% (1)	63.6% (7)	27.3% (3)	2.18	11
Additional support in math & reading	0.0% (0)	45.5% (5)	54.5% (6)	2.55	11
Nutrition education and supports	9.1% (1)	63.6% (7)	27.3% (3)	2.18	11
Organized sports	36.4% (4)	45.5% (5)	18.2% (2)	1.82	11
Recreational programs and activities	0.0% (0)	90.9% (10)	9.1% (1)	2.09	11
Regular exercise	0.0% (0)	72.7% (8)	27.3% (3)	2.27	11
Life skills	9.1% (1)	81.8% (9)	9.1% (1)	2.00	11
Communication Skills	9.1% (1)	81.8% (9)	9.1% (1)	2.00	11
Relationships with Peers	18.2% (2)	45.5% (5)	36.4% (4)	2.18	11
Relationships with Adults	27.3% (3)	63.6% (7)	9.1% (1)	1.82	11
Working in a group	9.1% (1)	72.7% (8)	18.2% (2)	2.09	11
Leadership skills	0.0% (0)	72.7% (8)	27.3% (3)	2.27	11
Bullying/Bullying education	27.3% (3)	54.5% (6)	18.2% (2)	1.91	11
Family Unity	18.2% (2)	63.6% (7)	18.2% (2)	2.00	11
Resiliency Characteristics	9.1% (1)	63.6% (7)	27.3% (3)	2.18	11
High Expectations for success	0.0% (0)	63.6% (7)	36.4% (4)	2.36	11

A Strong Sense of Self	0.0% (0)	81.8% (9)	18.2% (2)	2.18	11
Critical Thinking Skills	0.0% (0)	54.5% (6)	45.5% (5)	2.45	11
Hopes and Dreams for the future	0.0% (0)	81.8% (9)	18.2% (2)	2.18	11
Can operate within clear consistent boundaries	9.1% (1)	72.7% (8)	18.2% (2)	2.09	11
Problem solving skills (metacognition)	0.0% (0)	54.5% (6)	45.5% (5)	2.45	11
answered question					11
skipped question					0




3. On average, how many parents and other care givers do you have contact with for students in your class/program?

	Response Average	Response Total	Response Count
Daily	3.63	29	8
Weekly	4.63	37	8
Bi-weekly	4.88	39	8
Monthly	3.43	24	7
Quarterly	11.75	94	8
answered question			10
skipped question			1

4. On average, what kind of contact is made?

		Response Percent	Response Count
Written		54.5%	6
Telephone		81.8%	9
Email		54.5%	6
In Person		45.5%	5
	Other (please specify)		2
	answered question		11
	skipped question		0

5. Name three priorities we should focus on to support student success?

		Response Percent	Response Count
1.		100.0%	10
2.		100.0%	10
3.		90.0%	9
	answered question		10
	skipped question		1

6. In addition to your role as teacher, how would you like to be involved in supporting student development e through the out-of-school time program?

		Response Percent	Response Count
On the planning team	<input type="text"/>	44.4%	4
Provide academic programming	<input type="text"/>	22.2%	2
Provide homework assistance	<input type="text"/>	33.3%	3
Provide non-academic programming	<input type="text"/>	11.1%	1
Work with community partners		0.0%	0
On the advisory council	<input type="text"/>	11.1%	1
Provide programs for parents	<input type="text"/>	44.4%	4
	Other (please specify)		1
	answered question		9
	skipped question		2

7. Please put your name, email, and telephone number below if you would like more information on the out-of-school time program or how to become involved.

		Response Percent	Response Count
Name	<input type="text"/>	100.0%	1
Email	<input type="text"/>	100.0%	1
Telephone	<input type="text"/>	100.0%	1
	answered question		1
	skipped question		10