

Introduction

Leveraging New Hampshire's Unique Context

In 2005, the New Hampshire State Board of Education passed new *Minimum Standards for School Approval*, which require that graduation be based on demonstration of student mastery of course-level competencies. Making Community Connections Charter School aspires to epitomize the potential inherent in the vision of this groundbreaking policy framework for education and learning.

Research Based Solution

Built on the footprint of the original MC² (Monadnock Community Connections School in southwest New Hampshire), Making Community Connections Charter School incorporates the successes of the original model, as well as the lessons learned through that eight-year development and pilot cycle. Most importantly, we note that sustainable system change includes developing adult capacity through intentional monitoring and adjustments. Effectively implementing Making Community Connections requires coaching and mentoring for adults, along with administrative support and data based decision-making.

The primary premise of the Making Community Connections (MC²) system is a shift from the “batch and queue” model of public schooling, where all students of an age cohort move through the same learning process at the same time; if one doesn’t pass, they are sent back to repeat the whole process, to “continuous flow,” where learners progress and graduate based on demonstrated proficiency in competencies, rather than the amount of time they have spent sitting in classes. This provides essential flexibility for systematically responding to specific needs of all learners. A second key premise is that implementing high standards and high quality assessments requires students to engage directly with understanding the content and skills needed to meet those standards and to co-design work that enlists them in mastering academically rigorous and relevant content and skills.

MC² leverages research on the role of autonomy, mastery, and purpose for intrinsic motivation, and the impact of formative assessment on improving student achievement by connecting students with the community to create rigorous, real-life learning experiences that will prepare them for citizenship, college, work and life. Additionally, high quality community-based learning naturally embeds 21st century themes and skills: learning and innovation skills; information, media and technology skills; and life and career skills.

MC² represents the synthesis and application of extensive research and years of experience, deriving foundational elements, best practices, and guiding principles from: the Coalition of Essential Schools, ASCD’s First Amendment Schools and Whole Child

initiative, the Asia Society's International Studies Schools Network, Antioch University New England's Critical Skills Program, Public Achievement, School Reform Initiative, League of Professional Schools, All Kinds of Minds, What Works in Schools, Understanding By Design, Leadership and Learning Center, and the Teachers College Reading and Writing Project.

Target Population

MC²'s design explicitly provides multiple entry points and pathways to high quality learning for every child. Students and parents/guardians who wish to have more choice and voice in the learning process are the primary audience for MC². Historically, we have found MC²'s design to be especially beneficial for students who are not achieving to their potential, academically, socially, and emotionally. MC² intentionally focuses on students' gifts and abilities, leveraging children's strengths while providing multiple strategies for addressing challenges. MC² believes that a high-quality learning environment can meet the needs of all learners, regardless of race, class, language, gender, and special abilities. By empowering students to be contributing participants in their education, our community, and the diverse global society we live in, and by working with families and the community to create a learning community that provides students with learning experiences that are immediately relevant, MC² believes every student, including students put at risk of academic failure, at risk of not graduating on time, who have dropped out or are far below grade level, or are over-aged and under-credited, can graduate with the knowledge and skills to be successful at college, career, and life.

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MAKING COMMUNITY CONNECTIONS (MC²) CHARTER SCHOOL

(a) Educational Mission

Vision

Making Community Connections Charter School (MC²) aspires to provide the conditions that enable each individual to become empowered with the knowledge and skills to use his or her voice effectively and with integrity in co-creating our public global world. Our vision is to eliminate the predictive value of race, class, language, gender, and special capacities on student achievement in our schools and our communities by working together with families and communities to ensure each child's success.

Mission

The Making Community Connections Charter School mission is both bold and pragmatic: ***to establish a sustainable network of multiple preschool through graduate school pathways for high quality learning that are student centered, mastery based, and community oriented.***

High Quality Learning “improve[s] significantly people’s abilities to become active learners who seek to understand complex subject matter and are better prepared to transfer what they have learned to new problems and settings.”- *How People Learn*

MC² seeks to uncover, recover, and discover the unique gifts and talents that each child brings to school everyday. MC² works collaboratively with families, community members, and social service agencies to solve real problems, locally and globally, as well as create art for public spaces. Students graduate from MC² as stewards of the environment with the will, skill, capacity, and knowledge to contribute to the greater good.

We believe every young person deserves to have aspirations, and to be supported in every way possible in developing the will, knowledge, skill, and capacity to achieve their aspirations. Every young person deserves to graduate from high school with options: the option to go to college, and the option to work. Every young person deserves to have the skills and know-how to co-create their public world, to participate in their community and help shape the local and global decisions that will impact their lives. Every young person deserves to know their strengths, to know how to leverage their strengths to overcome or compensate for their challenges, and to know how to access and effectively utilize resources.

To that end, our learning community design is based on four Guiding Principles:

- **We are all learners** with aspirations and passions that deserve to be supported in every way possible.

Learning changes lives by helping us develop the will, knowledge, skill and capacity to achieve our aspirations.

Learning needs to happen in different ways, so we use various strengths and resources to engage with the world around us.

Learning empowers us to co-create our public world and to shape the local and global decisions that impact our lives.

Making Community Connections Charter School is grounded in the four characteristics of effective learning environments: learner centered, knowledge centered, assessment centered and community centered (*How People Learn*). The MC² system builds on successful existing models that leverage NH's unique educational context of competency-based graduation to engage young people in negotiating personally meaningful standards based application, documentation, and defense of learning, combines research-based best practices with technological tools, and establishes reciprocal partnerships where youth are learning from and contributing to their communities.

MC² begins with a definition of "what success looks like" in the form of a Graduate Profile that delineates the knowledge, skills, and habits of mind needed to be college and career ready and globally competent. The MC² design provides a comprehensive approach to school organization and culture, curriculum and instruction, teachers' professional development, and parent and community involvement that guides the implementation of practices needed to achieve the tenets of the Graduate Profile. The design provides clear guidance on how to accelerate achievement within the New Hampshire framework of standards and accountability, while thoughtfully infusing global perspectives.

(b) Governance and organizational structure and plan

FOUNDING ORGANIZATION

The Q.E.D. Foundation, a 501(c)(3) organization dedicated to creating and sustaining student-centered learning communities, has served as the Founding Organization of Making Community Connections Charter School (MC²). All of the members of the Q.E.D. Foundation are directly involved with education, and have experience with budgets and financial management at both the school building and the district level. Three of the founders have served as building-level administrators, and two have served as school board members. This experience includes the vast array of financial and fiscal responsibilities a school administrator takes on, including managing instructional supply budgets, professional development funds, capital projects, facilities, buildings and grounds, and technology. The group also has members with extensive experience in state, federal, and private grant writing and management. The founders realize that the financial management of a charter school creates unique challenges and intricacies, so we will enlist the help and services of

community representatives with a diverse set of financial, legal, and business skills, as well as school finance experts, entrepreneurs, and service providers.

BOARD OF TRUSTEES

In accordance with RSA 194-B: §5, MC² will be governed by a nine-member Board of Trustees that has general supervisory control and authority over operations of the charter school. The Board has a statutory responsibility for reporting progress and achievement of the school's stated goals.

Trustee selection will be based on personal and professional background and a commitment to the school's mission, support, and sustainability. Trustees will represent the diversity of stakeholders and contributors:

- Two (2) members representing the parents of MC² students
- Two (2) members representing sending school district(s)
- Two (2) members representing the community
- One (1) member representing the higher education community
- One (1) member representing the business community
- One (1) member will be the Director of the school.

During the first five years, there shall be no less than one (1) and no more than three (3) Founders on the Board of Trustees. The board will be developing a conflict of interest statement, policy, and form to ensure the school is never at risk of a conflict of interest

The initial Board of Trustees will develop the schedule of terms for board members and policies for filling board vacancies. The initial Board of Trustees will meet at least quarterly to review and report to the State Board of Education regarding the charter school's progress in achieving its stated goals. A copy of the quarterly report shall be available to participating school districts and parents of children attending the charter school.

The Board of Trustees can establish *ex officio* board members and/or advisors who will be non-voting.

A charter school and host school district(s) are encouraged to enter into mutually advantageous contractual relationships resulting in the sharing of transportation, instructional, athletic, maintenance, and other service and facilities. Similar contractual relationships will be explored with community based organizations.

For purposes of conducting business, a majority of the board members must be present and participating in person or through video or voice communication to be considered a quorum. Records and minutes of meetings will be kept in accordance with New Hampshire's Right to Know statute, which applies to chartered public schools.

OFFICERS

Initial officers shall include: chair, vice chair, secretary, and treasurer. Officers of the board shall be elected by majority vote of those present at the annual organizational meeting to be held in January of each year and shall serve until the next annual organizational meeting.

COMMITTEES

The Board of Trustees will have subcommittees such as fundraising, facilities, etc. as it deems necessary to pursue specific topics and report back to the board for action, unless the board specifically votes to delegate a subcommittee to act. One standing subcommittee will be for board recruitment (so potential board members can be identified in a timely manner) and one standing committee will be for finance and entrepreneurial revenue (to maintain focus on financial sustainability).

GOVERNANCE

The Board of Trustees of MC² will be responsible for supporting the vision, mission and core beliefs of the school, and for providing active and sound fiscal oversight for the school. MC²'s Board of Trustees oversees the school's finances. While school leadership and contracted business management consultants will hold primary responsibility for creating and maintaining a sound budget, they will report directly to the Board of Trustees, who will ultimately approve and be responsible for all of the school's budget and financial matters.

The Board of Trustees will be responsible for:

- Approving an annual operating budget for the school.
- Meeting monthly with school leadership to review the budget and address any concerns or issues, as well as to plan for financial growth, development and sustainability.
- Developing an annual financial timeline for the school.
- Approving fiscal reports; facilities plans; fundraising plans and reports; marketing plans and reports; annual performance review of the MC² Director; the contract of the MC² Director; and all human resources decisions and contracts.
- Developing the MC² accounting and finance manual.
- Ensuring proper accounting and reporting practices.
- Creating a systematic fundraising plan and raising funds for the school.
- Reviewing and evaluating the school's relationship and contract with any outside accounting, bookkeeping and other service providers.
- Supporting the curriculum and educational plan outlined in the charter by supporting the work of the Director and MC² faculty.
- Creating a student recruitment plan in the unlikely case of low student enrollment in any particular school year.
- Developing a long-range, strategic growth plan.

- Developing public understanding, demand, and will for high quality education for every child.

The Board of Trustees will also have oversight and authority to render final decisions on matters pertaining to:

- Appointing one or more advisory members or committees.
- Reviewing and approving significant contracts, e.g., for facilities and benefits programs.
- Matters for which the board serves as a hearing body for action or appeals.
- Any other matters which are prescribed in statute or rule.

BOARD OF ADVISORS

The governing Board of Trustees may be augmented by a Board of Advisors, non-voting, who represent academia, research, international relations, students and faculty, legislators, and topics of interest to the board. This board will attempt to include diverse perspectives of partners collaborating with the school to advise on program quality, current research and developments, and business strategy.

AD HOC STEERING COMMITTEE, First year:

During the school's first year of planning, a design and development team shall work on all facets of start-up and readiness:

Steering Committee Initiatives:

- Develop and secure connections to community, service, and parent organizations,
- Develop and secure connections to businesses,
- Develop and secure connections to donors,
- Develop and secure connections to government,
- Develop and secure connections to colleges,
- Develop and secure connections to public schools,
- Develop and employ a strategic marketing campaign,
- Assist with facility and program decisions.

GOVERNANCE STRUCTURE COMMITTEE

During the school's first year of planning and first two years of operation, a Governance Structure Committee, comprised of parents, students, faculty, School Leaders, the MC² Director, and a Board of Trustees liaison will research governance models to augment the Board of Trustees and Board of Advisors, and allow for a range of opportunities for parent, student, and faculty participation in school decision-making. The Governance Structure Committee will bring proposals to the school community, including the Board of Trustees, for debate, modification if appropriate, and formal adoption.

(c) Methods by which trustees and their terms are determined

After forming the initial Board of Trustees, governance will transfer to the charter school Board of Trustees. An essential formal transition and induction will take place within two months of school authorization and before the school begins to operate. Prospective board members will participate in training in general governance and financial management, as advised by the New Hampshire Center for Nonprofits, the Local Government Center, and the New Hampshire School Boards Association.

Terms of trustees will be staggered, five-year terms. Two trustees will be appointed for two years; two will be appointed for three years; two will be appointed for four years; and three trustees will be appointed for five years. The board may appoint a Trustee to fill a vacancy to complete a term according to establish term timelines. Board members may serve consecutive terms if so voted by a board majority up to three consecutive terms.

(d) General description and proposed or potential location of facilities to be used, if such information is available.

Founders are working with school district and community members in Newport and in Manchester to identify available properties large enough to house school programs for 40 – 120 during the first two years and for 200 – 400 (no more than 200 students per campus) students by the fourth and fifth years. Once the charter is approved, the initial trustees will pursue, negotiate, and arrange facility options.

The school makes no commitment at this time to boarding facilities for students; however, it is anticipated that students from distances too far for daily travel may seek attendance and assistance locating overnight housing.

(e) Maximum number, grade, or age levels, and, as applicable, other information about pupils served**ENROLLMENT**

During its opening year, the charter school will accept up to 100 students, with up to 50 in grades 5 – 8, and 50 in grades 9 – 12. The exact capacity for enrollment in the first year is highly dependent on the space chosen and the ability to make needed renovations, applicable. New, incoming classes will be added each year thereafter.

MC² will ultimately have multiple campuses in different communities, with alternative pathways for students attending, preschool through high school. The school's maximum enrollment capacity will be determined by a combination of variables,

including the number of locations, building size, and public demand, but each campus will have no more than 200 students.

As a state-sponsored charter school will be an open enrollment school of choice for students throughout New Hampshire. For state-sponsored student placements, MC² will comply with statutory provisions whereby not more than 10% of the resident pupils in any grade shall be eligible to transfer to a charter school in any school year without the approval of the local school board.

On a space-available basis, the Board of Trustees will accept students funded in alternative ways for available slots, including tuition students from out of state.

INFORMATION ABOUT PUPILS SERVED

The mission of this charter school is clearly tied to educational equity, global competency, and mastery-based learning. Academically rigorous learning standards are held constant within a learning community that is systemically responsive to diverse learners' needs for achieving those standards and to community context and resources.

The school is intentionally designed for students from all academic and economic backgrounds who seek a public school that will prepare them to graduate college, work and life ready through a diversity of challenging learning experiences and expectations in all academic areas. MC² is a learning community committed to continually implementing research-based best practices for all students, including students who have had limited access to high academic expectations and supports, are underserved and/or are high need students. High need students are those put at particular risk of academic failure and include those who have particular learning needs, are at risk of not graduating on time, who have dropped out or are far below grade level, or are over aged and under-credited. High need students may be living in poverty, be homeless, be in foster care, or have been incarcerated. They may be students with disabilities or they may be limited English proficient.

Students who are apt to choose MC² will:

- Welcome community-based opportunities for learning in a variety of situations and environments.
- Value having adult advocates and mentors who serve as students' coaches and advocates, without compromising expectations and belief in student success.
- Aspire to earn a high school diploma and graduate college and career ready.
- Desire a program where students gradually take on responsibility for their own program design and educational goal-setting.
- Welcome a personalized school environment designed to cultivate student interests and talents.
- Choose a school community that values diversity and is based on rights, respect, and responsibility.
- Have parents/guardians who support these attributes in a learning environment as well as seek an active voice and role in their child's learning.

(f) Curriculum that meets or exceeds state standards in the subject areas offered

At the heart of MC² is a strong intellectual mission, engaging students in analyzing experts' knowledge in various domains of knowledge and connecting academics to service learning, career paths, and internships. Students engage directly with making meaning of the standards, co-designing work that will best engage them in deep exploration of the standards.

DISTINGUISHING (SPECIAL) CURRICULUM FEATURES

Learner Profile

Led by the advisors, learning teams (student, advisor, parents or guardians, and other relevant adults) work together to develop learning profiles for each student. Students and families are partners in this process, with students learning about their own learning and consciously developing and applying strategies for effectively managing their own learning experiences. Parents are provided information and training as well, and a common language is developed for talking collaboratively about students' learning. Ongoing analysis of each students' learning strengths and weaknesses combines with analysis of quantitative and qualitative data to provide a continually updated foundation for targeting supports, modifications and accommodations, while leveraging students' strengths and affinities.

MC² will employ an Early Warning System for identifying students put at risk of dropping out of school and for tracking and monitoring students' progress. Individualized transition planning will be part of every student's plan throughout their MC² experience, including school-to career planning and support services.

Standards/Competencies

State and national standards provide the footprint of our students' learning, with the Common Core Standards as the foundation. Standards from national academic organizations, such as National Science Teachers Association, National Council for Social Studies, and Modern Language Association, will be continually reviewed, aligned with New Hampshire state Grade-Level and Grade-Span Expectations and incorporated into MC² academic expectations. The Asia Society Global Competencies and Global Leadership Competencies will also be an explicit component of the MC² standards. All curriculum standards will be correlated to Career Clusters, guiding students to explore relationships between academic learning and career, vocational, and recreational pathways.

Competencies are clustered in Key Stages: Primary, Intermediate, Middle, Division I and Division II. Each Key Stage will be delineated by appropriate Common Core Standards,

NH Grade Level/Grade-Span Expectations, and social and emotional developmental tasks, with clearly defined documentations for progress.

Learning Opportunities

Through a variety of **project based and experiential learning** opportunities, ranging from interdisciplinary classes to personal learning experiences, students work with teachers and mentors to design personally meaningful work that addresses curriculum standards while infusing **global competencies**. Progress is **mastery-based**, with clearly identified benchmarks and documentation requirements articulated and shared with students and parents/families. **Community based learning** is an integral component of our learning program, beginning with service learning for younger students and culminating in internships (and apprenticeships as appropriate) for older students.

There are four main types of learning opportunities at MC²: interdisciplinary classes, community based learning, treks, and personal life experiences.

- **Interdisciplinary classes:** Classes are designed based on students' needs, and focus on life-roles, relevant issues, and personal perspectives. Students integrate their knowledge and understanding through a variety of activities that promote critical thinking, collaboration, and self-reflection. Classes begin with an experience that connects students to the "essential question" or "big idea" of the course (example: "What does it mean to be human?" and "Are data always right?"). That experience is debriefed by the whole class, and then unpacked through learning around core knowledge and skills for that course. About halfway through the class, students identify topics of interest related to the class, and develop personalized projects with targeted goals for investigating specific areas of the course more in depth. Global competencies are intentionally infused throughout all domains of knowledge. Goals also target Habits of Heart, Mind, and Voice (detailed in section (g) below). Students are assessed based on their application and extension of the core knowledge and skills, as well as the specific Habits goals they set. Students will meet or exceed MC² expectations for application, documentation, and defense of mastery of competencies. The Critical Skills Program model from Antioch University will serve as a basis for developing all students' will, knowledge, skill, and capacity to assume ownership and accountability for their learning over the course of their educational career.
 - Literacy is developed through multiple strategies, including but not limited to:
 - Linguistics Workshop Model: Workshops are highly structured, predictable, purposeful, and well planned: they allow for students to take initiative, create work, and learn in a way that is meaningful. Readers' and Writers' Workshop occur daily and are the heart of the reading and writing curriculum. Although students read and write throughout every component of the curriculum, this is where students are explicitly taught the strategies and habits of effective reading and writing, throughout all stages of

- their school career.
- Literacy Stations, Guided Reading, and Book Clubs: Depending on the needs of individualized students, they will be engaged in one or more small groups settings for further reinforcing and extending literacy skills and content, applying and developing fluency and comprehension skills, and engaging in literary response and analysis.
- Critical Literacy: Critical literacy is the crucial link between the Linguistics Workshops and projects and community-based learning applications. Students are taught how to read their work with a critical lens, using the Four Dimensions of Critical Literacy (as developed by Mitzi Lewison, Amy Seely Flint, and Katie Van Sluys [2003]): disrupting the commonplace, interrogating multiple viewpoints, focusing on sociopolitical issues, and taking action and promoting social justice, for the purpose of engaging students in looking at how to make the world they live in a better place.
- Numeracy is developed through multiple strategies, including but not limited to:
 - Workshop Model: Similar to Readers' and Writers' Workshop, the Numeracy Workshop are highly structured, predictable, purposeful, and well planned. Students are explicitly taught the essential concepts of numbers and computation, geometry, data analysis, probability, problem solving, measurement, and algebra. Through a series of investigations, students encounter and use important mathematical ideas, actively engaging in mathematical reasoning to solve complex mathematical problems.
 - Active Explorations, Projects, and Math Clubs: Depending on the needs of individualized students, they will be engaged in one or more small group settings for further reinforcing and extending numeracy skills and content, identifying problems and persisting in solving them, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of themselves, using appropriate tools, attending to precision, and modeling and making use of patterns and structure.
 - Critical Numeracy: Similar to critical literacy, students are taught how to view their work with a critical lens, applying the Four Dimensions of Critical Literacy to numeracy issues, particularly through applications and modeling of mathematical structures and patterns.
- **Community Based Learning** - Community based learning requirements help students find their place in the world as they explore service opportunities individually and in groups. In service learning opportunities, students identify areas of concern or need in their larger community and work with adults to enact positive change in the world. Career exploration will be an integrated component of

community based learning, with students explore careers through a variety of developmentally appropriate experiences.

- Primary and Intermediate Key Stages will highlight group Service Learning experiences, along with developmentally appropriate career explorations.
 - Middle Key Stage will engage students in group and individual Service Learning, with investigations and explorations of career clusters.
 - Division I and Division II Key Stage students will engage in individual and group Service Learning experiences. Career learning will expand to incorporate job shadows, internships, and for older students, dual enrollment and apprenticeships to discern areas of vocation, avocation and hobbies. Job shadows can be short visits or a series of interviews in a particular career cluster for the student to explore the area, and can lead to a longer-term Internship. Internships will involve students working in a one-on-one relationship with an adult mentor, doing real work culminating in a project that adds value to the work environment while simultaneously evidencing students' application and mastery of their learning.
- **Treks:** Field experiences provide students opportunities to develop skills and apply learning in meaningful settings. Treks aim to engage students' sense of curiosity, wonder, and exploration while promoting lifelong learning and developing skills, knowledge, and good judgment. Treks may be initiated by students or teachers, and may be school-based or personal. All treks include pre-trek work, involving research, forming questions and, in some cases, hypotheses, and addressing logistical planning. Post-trek work is also required, where students reflect on the experience, analyze their information, and synthesize their learning into a final product (e.g. paper, project, presentation, etc.). Students are assessed based on their application and extension of content knowledge and skills, as well as specific related habits (detailed in section (g) below), including Management and Information as well as any additional Habit goals they set.
 - **Personal life experiences:** Students will be encouraged to design Extended Learning Opportunities (ELOs) to earn academic credit for learning outside the MC² program. Each ELO plan will include clearly identified competencies, accountability and assessment checkpoints, and teacher and community mentors. All ELOs will meet or exceed MC² expectations for application, documentation, and defense of mastery of competencies.
 - Personal life experiences may include, but are not limited to, after school and recreational learning experiences, online courses, community college and continuing education courses, and vocational training such as Fire Explorers, Firefighter Training, and Nurse's Aide training.

Documentation of Learning

Assessment of learning is based on shared responsibility, between academic and content/skill experts, and among the learning team. A strong emphasis is placed on formative and performance-based assessments, including portfolios and exhibitions of

learning. Students are coached on developing responsibility for documenting and defending their learning in relation to the standards and identified academic and personal goals. Students are expected (and provided support) to communicate their learning through a variety of methods, including but not limited to, demonstration, informal and formal reflective writing, informal conversation and formal presentation, and both norm-referenced and criterion-referenced tests. Information and communication technologies are essential tools in students' documentation process. An online portfolio system provides the basis for timely feedback and communication to all members of the learning team and allows students to build a body of work for life. Student engagement in the portfolio system begins in the early grades, through developmentally appropriate use of communications technology, including photos, scanned work, and audio and video clips, and increases in sophistication over students' educational careers.

Learning Community

Advisories are the structural foundation for learning at MC². Students work with their learning teams to develop goal setting and project management, while learning how to maximize their learning strengths and improve weaknesses. Students identify long-term (quarterly) goals in their Individualized Learning Plans, and then set weekly targets for making progress toward their goals. The learning team consists of the student, parents and/or family members, and the advisor, with community partners/mentors as appropriate.

MC² is an intentionally democratic community, with student voice at the center of the process. The school governance structure is designed to provide multiple opportunities for students to develop and practice using their voices to co-construct their learning community. Throughout all key stages, teachers solicit regular feedback from students, coach them on articulating their feedback so it is audible, credible, and actionable, and help them develop comfort with multiple perspectives.

(g) Academic and other learning goals and objectives

Student Goals

MC²'s student and organizational goals are a direct outgrowth of its core beliefs, mission, and vision. Each goal addresses multiple core beliefs, and each supports the overall mission and vision of the school. MC² believes that a truly successful school serves all kids well, including those who have historically not been served well by public schools. We have high expectations for our faculty and our students, and we will hold ourselves accountable for the success of all of our students, especially those with the highest need.

I. On average, students read, write, and compute at or above grade level within the first three years at our school.

Measurement: NWEA Measures of Academic Progress, Workshop, Project, and Community-Based Learning Assessments

2. **On average, students make no less than one year's academic growth each year in reading, writing, math, social studies, and science.**
Measurement: NWEA, Workshop, Project, and Community-Based Learning Assessments
3. **Each student successfully completes no less than two substantive projects as measured by MC²'s criteria every year.**
Measurement: Documentation of student exhibitions, Student Portfolios, MC² Progress Reports, and Project Specific Rubrics
4. **Each student can articulate his/her personal beliefs and values through artistic expression.**
Measurement: Documentation of student exhibitions, Student Portfolios, and MC² Progress Reports
5. **Each student demonstrates his/her ability to listen for understanding, supports his/her peers' learning, and takes responsibility for his/her own learning.**
Measurement: Documentation of self, peer, and teacher reflection in student exhibitions and student portfolios, MC² Habit Rubrics, Teacher Developed Rubrics
6. **Each student knows his/her unique strengths and can apply those strengths to overcome academic challenges.**
Measurement: Documentation of self, peers, and teacher reflection in student exhibitions and student portfolios

Learning Goals

MC²'s core beliefs, mission, and vision are embodied in and implemented through five Learning Goals, each of which is integrally linked with the others, and all of which are embedded throughout all aspects of the school's academic and social community:

Global citizenship - Globally competent students can investigate the world of their immediate environment and beyond, recognize and weigh both their own and others' perspectives, communicate ideas to diverse audiences, and take action to improve conditions both locally and globally. Developing global competence requires acquiring critical competencies that are now required for success in work and citizenship, including 21st century skills such as problem identification and resolution, analysis, synthesis, interpretation, and critical thinking embedded within rigorous disciplinary study.

Social and emotional competence – Social and emotional competencies are as essential as discipline knowledge and skills to effectiveness in learning as well as success in life and career. Students learn about why, what, and how to develop these

critical assets through intentional experiences, coaching, exploration, and assessment embedded within their learning experiences. Parents, guardians, and community members are partners in investigating and coaching key developmental assets and competencies that will serve children well throughout life.

Service learning - Service learning integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Through service-learning, young people—from kindergarteners to college students—use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing citizens and community members through the service they perform. Research on effective service learning shows youth build resilience, while developing a personal sense of ability to take action in the world.

Inquiry – Cultivating students’ natural sense of curiosity and wonder through developing students’ capacity for making meaning of the world around them is at the heart of lifelong learning. Students are actively engaged in identifying questions of interest and importance, construct and organize knowledge, employ Habits of Heart, Mind, and Voice (see below), including critical thinking, problem solving, and creative thinking, consider alternatives, and synthesize findings to identify new questions of interest and importance. In research with 2,100 students in over 23 schools, “use of these practices resulted in stronger performance regardless of race, gender, or prior achievement.” *Teaching for Meaningful Learning*

Habits of Heart, Mind, and Voice – Critical competencies that are essential to success in learning and life, as well as success in work and citizenship, including self direction, ownership, problem identification and resolution, critical thinking, management, organization, collaboration, curiosity and wonder, and systems thinking, are explicitly modeled, coached, and assessed throughout every aspect of students’ MC² career.

(h) Achievement tests to be used to measure pupil academic and other goal achievement including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, expository writing, history, geography, science, and mathematics.

Student achievement will be assessed:

- through a variety of strategies, including but not limited to discussions, observations, formative and summative performance based assessments, discipline area portfolios, and state and national standardized tests, including norm and criterion referenced tests. NWEA’s Measures of Academic Progress (MAP) testing program will be used a minimum of twice a year for every student from the end of the primary key stage

(equivalent to second grade) on. The New Hampshire state test (currently NECAP) will be given to students commensurate with state policy. All students in Division II Key Stage will take the PSATs, and SATs, or their equivalent.

- Through a variety of perspectives, including teachers, students, parents/guardians, mentors, community members, and discipline experts.

Quantitative and qualitative data will provide a continually updated foundation for targeting supports, modifications and accommodations, while leveraging students’ strengths and affinities. MC² will utilize the “Early Warning System” developed by Keith Burke as a tool for tracking real-time data to monitor students’ progress.

MC² will also use an online portfolio system that allows students to collect their work in any media format, and link it to school standards and expectations. Faculty, parents or guardians, and appropriate adult mentors will be able to review the work online and provide feedback using a variety of assessment tools. Students will create specific portfolios for different discipline areas, and for progression through Key Stages: Primary, Intermediate, Middle, Division I and Division II. The online portfolio system will include online secure blogging to be used for daily student journals, shared with learning team members, and customizable reports that include real-time snapshots of a student’s progress, ensuring students and their learning teams have ready information at hand.

(i) Graduation requirements

MC² minimum high school graduation requirements will meet and exceed the state minimum, preparing every student to graduate with multiple pathway options, including readiness for entry into and success at college.

Minimum Graduation Requirements:

Division I and Division II Key Stage students will accrue a minimum of 24 credits for graduation, distributed as follows:

Domains of Knowledge	Credit(s)
Arts	1.0
Information and communication technologies	1.0
English	4.0
Mathematics	3.0
Physical sciences	1.0
Biological sciences	1.0
US and NH History	1.0
US and NH government/civics	1.0
Economics	0.5

World history, global studies, and geography	1.5
Health education	0.5
Physical education	1.0
World Languages	2.0
Career Exploration	0.5
Open electives	5.0
Totals	24 credits

The school definition of “credit” shall be based on demonstration of proficiency of competencies for core and elective domains of knowledge. Core competencies shall be based on Common Core Standards, NH Grade-Span Expectations, and national organization standards.

Progress at MC² – and ultimately graduation from MC² – is “competency based”. This means students must provide evidence of application of proficiency of competencies in order to receive credit. Performance based assessments include application, documentation, and defense of student learning and mastery.

Performance based assessment will form the basis of the determination of proficiency and will include, but not be limited to:

- **Projects** - Projects are designed by students and teachers collaboratively to provide opportunities for the student to apply the higher levels of Blooms Taxonomy, Creating, Analyzing and Evaluating to demonstrate proficiency of the competencies. Projects are not anchored in time, but may have authentic deadlines that necessitate timely completion. Students, teachers and mentors agree upon the assessment criteria before the project is completed. Projects should be interdisciplinary and tailored to leverage a student's strengths to address an area of challenge.
- **Domains of Knowledge portfolios** – Students develop specific portfolios to present evidence of their competency-based proficiency. Portfolios are created for specific domains of knowledge (algebra, geometry, biology, physics, modern language, etc.) through application, nonfiction writing, and reflective self-assessment based on work artifacts linked to domain competencies, and clearly defined and pre-determined criteria.
- **Exhibitions of Learning** -- The purpose of the exhibition is to bring the student’s learning team together, to get an update on the student’s work, and to set goals for the student’s next period of learning. Exhibitions also serve as building blocks to the higher stakes Gateway Exhibition, providing students with the opportunity to gradually add and practice the components required in a Gateway.

- **The Gateway Exhibition** is how a student demonstrates competency and progresses to graduation. A student is asked to reflect on his/her self as a learner, provide evidence of growth, and evidence preparedness for moving to the next level of expectations. A **Portfolio** represents the documentation while the **Exhibition** is the presentation of a student's growth and preparedness.

The Gateway process is designed to accomplish **three tasks**:

1. help students identify and reflect on their learning and personal growth;
2. engage students in publicly presenting and explaining their learning; and
3. collaboratively set goals for students' next stage of learning.

The **Gateway Exhibition** is a public presentation of the student's growth and preparedness. In a developmentally specified time frame (5 – 10 minutes for primary level; 10 – 15 minutes at middle level; 20 – 30 minutes for secondary level; 30 – 45 for graduation) the student presents his or her learning to an audience, followed by questions from the audience. The student is assessed by a panel, comprised of the student's learning team, a student advocate, the MC² Director, and a number of outside panelists (depending on the student's current level).

The panel then meets to assess the student's performance. Following this deliberation, the student meets with the panel to receive the panel's assessment and feedback, and to set learning goals for the next phase of his or her learning.

(j) Staffing overview

Daily School Management

The daily management of MC² is distributed among all employees. The administrative positions for the first three years include the MC² Director, the Business/Operations Manager, a School Leader for each campus, and an Administrative Assistant for each campus. All positions will be employed by MC² and will be responsible for the day-to-day financial management and reporting at the building level. The Director and School Leaders will work within the proposed budget and will make all budget decisions based on MC²'s core beliefs, mission, and educational program. The Director, School Leaders, and the Business/Operations Manager will meet at least monthly with the Board of Trustees and will consult with that group as needed throughout the year. In addition, MC² will have contracted business management consultants and a contract for book keeping and accounting. The Director and Business/Operations Manager will work closely with the business management consultants to build internal financial capacity for the school. There will be quarterly budget meetings to review the current year's budget, prepare for reporting and audits, and prepare the operating budget for the next fiscal year.

Each campus will have a School Leader, responsible for working directly with the MC² Director and Business/Operations Manager.

RESPONSIBILITIES

The DIRECTOR and SCHOOL LEADERS are responsible for:

- mentoring each other and students to maximize achievements consistent with MC²'s vision and philosophy.
- assuring the school is administered according to board policy, its budget, and requirements that apply,
- establishing a school culture built on respect, responsibility, support, and common goals of excellence,
- developing public outreach and relationships with partners, parents, and sending districts,
- assuring coordination of personnel functions and recommend or engage contracted and salaried personnel within guidelines proposed by the board of trustees,
- assuming shared responsibility for professional accountability,
- assuring the individual and collective assessment programs are meaningful and provide accountability for progress and achievements,
- initiating and sustaining ongoing, inclusive dialogue for ever-improving the school culture and parent relationships, according to the school's belief in standards, openness, and support,
- promoting safety and good health practices by adherence to public codes/regulations and MC² standards.

The DIRECTOR, SCHOOL LEADERS, and MC² TEACHERS are responsible for:

- embedding the MC² guiding beliefs, vision and mission throughout day-to-day operation of the school.
- collaborating on curricular, instructional, and assessment decisions to meet MC²'s Learner Goals.
- determining essential instructional materials expenditures.
- prioritizing and deciding professional development expenditures.
- creating effective learning schedules.
- recruiting students.
- establishing and maintaining discipline in alignment with the MC² guiding beliefs, vision and mission.
- making all personnel decisions, excluding the contract of the Director, which will be approved by the Board of Trustees.

The BUSINESS/OPERATIONS MANAGER is responsible for:

- preparing purchase orders.

- preparing bank deposits.
- matching purchase orders to vouchers.
- preparing vouchers.
- preparing information for payroll processing.
- assisting the Director when needed.
- filing proper paper work with proper agencies such as NHDES when new hires come on board.
- working with the Director to see ADM count is administered properly.
- supporting grant writing and management.

ADMINISTRATIVE ASSISTANTS are responsible for:

- supporting all the day-to-day operations of MC².
- serving as the public relations specialist to the families and the community.
- being an advocate for children and families.
- performing administrative responsibilities including preparing reports, day-to-day bookkeeping, and receptionist duties.
- immunizations and other health requirements.
- properly handling student medical records.
- first aid and emergencies.
- dispensing medication and medical treatments.
- health and vision screening.
- greeting visitors and treating them like family.
- opening mail.
- maintaining teacher attendance logs.
- maintaining student attendance logs.
- organizing substitute teachers.
- assisting Director/School Leaders when needed.
- answering the phones.
- maintaining the school calendar.

STUDENT GOVERNANCE, MENTORSHIPS, AND GUIDANCE SUPERVISOR are responsible for:

- collaborating with others to assist all students in their academic, personal and social development.
- working with the Governance Structure Committee to research models of student governance, mentorship, and guidance.
- working to assure the systems, policies, and programs of student governance, mentorship, and guidance are meaningful, progressive, and successful.
- establishing and maintaining a confidential system of student records.
- developing relationships with school and community resources and agencies as may be needed for a broad range of educational, psychological, personal or health related needs of individual students or families.

- teaching as necessary.

SPECIAL EDUCATION LIAISON is responsible for:

- coordinating all state and federal requirements as necessary for MC² to fulfill the responsibilities that fall to a New Hampshire charter school, in accordance with RSA 194-B:11.
- ensuring that documented Special Education students achieve their maximum potential.
- realizing that all students are special and providing individualized help in certain areas as needed.
- committing to the success of MC² students, and to MC²'s program goals.
- embodying all of the characteristics of an MC² teacher.

Qualifications for Administrative Staff Positions Employed by MC²

MC² works from the belief that the most important decision a school makes is deciding who will be responsible for creating the learning experience for the students in the school. The Organizing Group has begun the process of thoroughly articulating the ideal MC² leader and teacher. The description of the MC² leader and teacher is a direct outgrowth of the core beliefs, mission, vision, and educational philosophy of MC². Each characteristic is directly connected to what we believe and what we intend to provide for students and families.

MC² Teachers

MC² works from the belief that the most important decision a school makes is deciding who will be responsible for creating the learning experience for the students in the school. The Founders have begun the process of thoroughly articulating the ideal MC² teacher. Below is the beginning of that process. This process will continue in the weeks and months to come and will include further contributions from the Founders, the Board of Trustees, parents, students, and the partners and consultants working together during MC²'s planning year.

As the educator working most closely with students and families, an MC² Teacher:

- is committed to being a contributor to a collaborative culture
- committed to personal and professional growth
- embodies a strong work ethic
- is committed to creativity and innovation
- is committed to social justice and equity
- is committed to development and infusion of global learning and global competence
- is committed to innovative curriculum development and instruction

- is committed to working with integrity and with moral and ethical purposes
- is committed to being a contributor to a culture of critical friendship
- is committed to appreciation and infusion of the arts
- is committed to working from an asset-based view of children, families, and communities
- is highly qualified

The MC² Director and School Leaders

The Director of MC² and MC² School Leaders embody all of the characteristics of an MC² Teacher and possess unique instructional leadership qualities as well. Full job descriptions are in development.

As leaders committed to ***distributive, progressive, and servant leadership***, MC²'s Director and School Leaders are experienced in and committed to:

- shared, consensus-based decision making and knowledgeable of practices and protocols to enable this kind of decision making to thrive.
- the creation of a democratic school where all voices are heard and used in decision making.
- being an instructional leader, not just a manager of people.
- the growth of each faculty member in the school.
- finding ways to support creativity and innovation and removing obstacles that threaten progressive and innovative methods, pedagogy, and instruction.
- holding himself/herself and faculty members accountable to MC² core beliefs, mission, vision, and educational philosophy.
- and accountable for the success of each child at MC².
- engaging families as the first and most important teachers in their children's lives.

Additional Director and School Leader Qualifications:

- At least three years of school leadership experience
- Extensive (minimum three years) experience leading and facilitating professional development for teachers
- Experience and skills necessary to manage the day-to-day budget of a small, autonomous school
- Extensive (minimum three years) experience in creating a Professional Learning Community focused on equity for all students
- Experience with facilitating Critical Friends Groups
- Extensive (minimum three years) experience in data-informed decision making
- A passion for eliminating the predictive value of race, class, gender, language, special abilities, and sexual orientation on success in school and life
- Extensive (minimum three years) experience in authentic engagement of the community in support of a school's mission

- Extensive experience with project-based curriculum, integrated instruction, and service learning, including design, implementation, and evaluation

The Business/ Operations Manager Qualifications:

- No less than three years experience as a Business/Operations Manager
- Experience preparing purchase orders
- Experience preparing bank deposits
- Experience matching purchase orders to vouchers
- Experience preparing vouchers
- Experience preparing payroll processing
- Experience filing proper paper work with proper agencies such as NHDES when new hires come on board
- Experience working with a school leader to see ADM count is administered properly
- Experience with grant writing and management

Administrative Assistant Qualifications

- No less than three years of experience in an administrative assistant role to the leader of an organization
- Extensive experience filing reports to federal, state and local agencies
- Extensive experience with working with families and students in a school setting
- All the requisite skills necessary for the responsibilities outlined above (see the day-to-day responsibilities)

MC² will recruit highly qualified teachers who share a passion for teaching and learning. Positions will be posted locally and nationally. Recruitment will occur through professional organizations that the Founding Group has worked with for many years.

PERIOD OF PLANNING AND ORGANIZATIONAL DEVELOPMENT

The time period from authorization until 4 – 6 months before the school opens to students is considered the Period of Planning and Organizational Development. Planners have considered this period consuming approximately one year, based on an assumption of authorization by March, 2011.

During this time of planning and organizational development, project staff will include startup coordinators, as-needed consulting specialists, personnel from other organizations, and volunteers. Tasks related to school development include overall planning and coordination; materials development and marketing; curriculum development and course design; board initiation and governance training; administration systems setup; strategic planning; financial operations; revenue initiatives; facility initiatives; dissemination of information to schools, parents, and colleges; outreach to community partners; research; and visitation.

Given the school’s size and scope and the importance of the school’s connectedness to community partners, businesses, and families, the basic planning period staffing will include 1.5 FTE administrative/coordination personnel, 0.5 administrative assistance, .25 IT personnel, 0.25 financial officer, and contracted specialists, as needed, in various capacities.

PERIOD OF SCHOOL READINESS TO OPEN

The time period 4 – 6 months prior to school opening is considered the Readiness to Open period when key school staff will be recruited and brought on board. By this time a clearer identification of school staffing will have been determined. The size of each campus will determine numbers of personnel required. In general, MC² will strive for a staff: student average ratio of 1:10. This ratio includes all paid adult personnel.

PERIOD OF FIRST YEAR OPERATIONS

In staffing MC², the Board of Trustees will comply with RSA 194-B: 14, Section IV, requiring the teaching staff of a charter school to consist of a minimum of fifty percent of teachers with New Hampshire certification or having at least three years of teaching experience.

The following table provides an example of staffing based on 60 students in the first year and growth at the rate of 60 students each year thereafter. No single MC² campus will have more than 200 students. The growth plan will be determined by the Board based on facility selection and capacity, student applications, and program quality and stability.

MC² will seek personnel whose backgrounds have at least two competencies so that they might cover more than one subject and to best support interdisciplinary learning design.

Estimates provided in the following table are based on full-time equivalent (FTE) (per campus [based on one rural middle school and one urban high school, in years 2012-2015)

	2011-12	2012-13	2013-14	2014-15	2015-16
Assumptions:					
Student Population	0	100*	150*	200*	400*
Teaching Functions		6 ¹	8	12	24
Teaching Assistant Functions		2	2	4	8
Head of School Functions	.5 ²	1 ³	2	2	2

¹ Teaching positions include half time teaching responsibilities of School Leaders for the first year with students.

² School Leaders are half time for half the year during the Planning Year.

Administrative Assistant Functions	.5	1.5 ⁴	2.5 ⁵	3	4
Student Governance and Mentorship Functions		1	2	2	4
Special Education/ESL Liaison Functions		1	1.5	2	4
Grant-writer/Fundraiser Functions		.5	.5	.5	.5
Superintendent Office Functions	.75	1.5	1.5	2	2
IT Support	.25	.5	1	2	2
Total Full Time Equivalent	2.0	15	21	29.5	50.5

* On two campuses, one rural middle school and one urban high school

(k) Personnel compensation plan, including provisions for leaves and other benefits, if any

COMPENSATION

The philosophy of staffing and compensation is to recruit highly motivated and talented personnel, committed to the excellence described in the charter and the philosophy of instruction and support. The school requires faculty who embrace teamwork within and across traditional subject disciplines.

The philosophy of compensation is based on whole school accomplishments, value, fairness, and freedoms afforded charter schools from traditional track and step compensation models. When the school opens, the anticipated initial compensation range for teachers is \$30,000 to \$50,000 per year, depending on financial resources of the school. Additional compensation may be incurred by assuming extra responsibility in needed areas and through board-approved bonuses.

BENEFITS

Given the current per pupil funding afforded by the state at this time, it is difficult to make any commitment as to benefit programs founders might wish to offer full-time personnel. With reasonable funding, the goal will be to offer options that include health, disability, and retirement.

Leave and other benefits will be determined prior to actual contracts with professional personnel and will allow for health, bereavement, personal needs, civic duty, and other typical personnel leave, and will comply with state and federal guidelines that may apply.

³ School Leaders are half time administrative at each campus and half time teachers.

⁴ There is .5 FTE administrative assistant for each School Leader and one shared .5 FTE administrative assistant for the Director and Business/Operations Manager during the 2012-13 school year.

⁵ There is one FTE for each school campus and one .5 FTE for the Director and Business/Operations manager during the 2013-2014 school year.

(l) Pupil transportation plan, including reasonable provision from the charter school’s own resources for transportation of pupils residing outside the district in which the charter school is physically located.

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

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

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

We foresee students applying from many different school districts; this is the pattern with small academies in other small city and rural areas. One goal of charter school personnel will be to assist parents and students who wish to coordinate personal transportation. For students in secondary district special education programs, the charter school will assist with transportation arrangements, e.g. identifying shared routes.

(m) Statement of assurances related to non-discrimination according to relevant state and federal laws

MC² shall not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability or marital status in the selection of students or staff or in the administration of its educational program or in any other way as is prohibited by relevant state and federal law.

The Board of Trustees shall develop and adopt a policy and will have administrative procedures to address complaints or concerns.

(n) Method of coordinating with a pupil’s local education agency (LEA) for matters pertaining to any special education programs or services including method of compliance with all federal and state laws pertaining to educationally disabled pupils

The charter school will discuss the school with any parent and will accept applications for review from any parent or student. Under New Hampshire's charter school statute, RSA 194-B: 11, III, the local school district continues to be responsible for special education funding and decision-making for any child whose parents seek the child's attendance at a charter school. Placement at the school will require an LEA endorsement from the IEP team or Superintendent of Schools.

RSA 194-B: 11, §111, states that all options available to the parent and the local education agency are retained. Regarding special education, options now available to parents and the local district include: 1) the district concurring on the parent's or student's desire for choice and attendance at this school, and assuring whatever services the student needs continue to be received, 2) the parent accepting or rejecting the district-proposed education plan in full or in part, 3) the district concurring with the choice placement as a general placement and providing the special services needed after hours, 4) an education plan of short duration or one that allows for a trial period in the charter school to assess suitability for a student and the services needed, if any, in the charter school environment, 5) the parent refusing special services and matriculating the student without services, should the charter school find this acceptable in a particular instance, and 6) should the placement be disputed, either the parent or the school district initiating the resolution of disagreements through provisions of the Department of Education.

COORDINATING WITH A PUPIL'S SCHOOL DISTRICT

MC² will respect the LEA's responsibility under statute for handling special education decision-making, and have a charter school liaison that collaborates with the local education agency on individual student matters.

CURRENT SCHOOL DISTRICT SPECIAL EDUCATION RESPONSIBILITY

In 1994, Section ED 1102.11 defined "educational decision making process" in RSA 186-C:14 11(b), as the "identification, evaluation, and placement, as well as the hearing, mediation, and appeal procedures." Under ED 1106.01 in the 200 rules revised, the special education process is defined as: 1) referral, 2) evaluation, 3) determine eligibility, 4) development of an IEP (individualized education plan), and 5) placement.

CHARTER SCHOOL RESPONSIBILITY AND METHOD OF COORDINATING

The school will assure that a person is designated to be the liaison for special education and, if needed, will employ or contract with an appropriate specialist to oversee proper handling of special education matters. The school responsibilities are:

1. To assure that districts are alerted about requests for admission.
2. To provide information about the school to the sending district, and when possible, attend meetings for the purpose of district review of choice requests.

3. To obtain copies of parent rights provided to parents by districts and to assist parents who want choice to understand their own district's procedures.
4. To obtain copies of any IEP that is in place, and assure that each teacher and service provider listed as having responsibility for implementing the IEP has a complete copy of this document and explanation as to what is required of the charter school.
5. To keep name, address, phone, and email for the person(s) in each district who are responsible for special education vis-à-vis students attending the charter school, and make contact, when needed.
6. To alert the sending district of pre-referral issues that rise to a level of concern of needing district attention.
7. To meet with special education administrators or their designees to understand how districts would like certain procedures to take place, e.g. should the charter school schedule and call a required meeting or should the LEA.
8. To notify the LEA if the IEP written in one setting does not seem pertinent for the student's needs within the charter school and to ask for a review of the IEP when a portion of the IEP seems inadequate, unneeded, inappropriate or too long in duration.
9. To assist the local education agency in development of the IEP and procedures designed to ensure that individualized education programs are monitored in a regular and systematic manner.
10. To work with the district and articulate services or accommodations the student needs, from the charter school's perspective, and to continue the dialogue about concerns until they are reviewed.

(o) Admission Procedures**ELIGIBILITY**

MC² is an open enrollment, public school. New Hampshire students who meet the school's admission criteria may apply. The school may accept out-of-state students on a space-available basis.

There are two criteria for admission eligibility:

- 1) The applicant student and his/her parent will agree to the mission of the school, its policies, program, and expectations (see Admissions Agreement).
- 2) The Recruitment Committee agrees that the applicant is likely to benefit from this specific charter school program.

Applications will be reviewed by the Student Recruitment Committee. The Student Recruitment Committee for each campus will be composed of the MC² Director, the School Leader, and a teacher.

If more students apply and are eligible than the number of spaces available in any grade or program, the board will conduct a lottery according to an established lottery policy. Eligible students who are not chosen in the lottery will be listed on a wait list in the order their names are drawn, according to grade or program. Should a selected student not attend or an opening otherwise occur, placement will be offered based on waiting list order. If a student offered admission from the waitlist declines admission, the board will continue to contact students/parents in the order listed.

APPLICATION PROCEDURES

The school will provide its program information, application procedures, and application forms to New Hampshire public school personnel. MC² will have a website with complete application procedures and forms available online.

The application process allows the school to understand student needs and abilities to ensure experience at MC² is positive if the student is enrolled. MC² offers a unique opportunity for students to become deeply involved in their own education. MC² recognizes such a shift in responsibility will not necessarily happen naturally or easily, and is committed to supporting students and their parents or guardians through that process. At the same time, MC² wants to ensure each student and his or her parent(s)/guardian(s) are clear about the mutual commitments being made upon admission to MC². The process of establishing a mutual relationship focused on student needs begins at the time of application.

1. A student interested in attending MC² first schedules a series of two to three full day visits. Parents or guardians are welcome to visit as well, but are not required to do so.
2. During the student's visit, he or she participates in school activities and classes, including writing a reflection at the end of each day of his or her visit.
3. The student submits a completed school application, including a personal statement of interest in the school, and a statement of interest and support from the student's parent, guardian, and/or adult advocate.
4. The student's parent or legal guardian will provide additional application components: a completed educational history, transcripts from previous schools attended, and releases of information needed for obtaining health, academic, and special records from prior schools.

5. Upon completion of the application, the student and his or her parent or guardian meet with the Student Recruiting Committee and review the program and share expectations and interests.
6. The student and parent will review the responsibilities, rules, and commitments needed to attend and sign the Admissions Agreement, which is also signed by the School Leader.
7. If a student is enrolled in a school district special education program, the respective special education department will be notified of the student's request for admission, but such students are continued in the lottery pool.
8. The school will have one or more admission decision deadlines. Dates and guidelines for admissions decision-making and lottery will be available to applicants.
9. Once accepted, the student will have an orientation and may need to provide or be available so the school can obtain additional information, e.g. skill screenings to determine levels of literacy (reading, writing, and math).
10. New students must successfully complete the orientation experience before their formal admissions period is completed. Students who have been accepted for orientation may attend the school while completing their admissions period.

For special education admissions, the process differs in that the student's sending school's Evaluation and Placement Team is responsible for the placement decision, the IEP, official meetings, and assuring that a representative of the charter school and parents are part of official meetings.

(p) Philosophy of student governance and discipline, an age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion

Believing Carl Glickman's statement "Democracy is a way of learning as much as a way of governing," MC² is committed to coaching students in habits of heart, mind, and voice in all aspects of school culture and life. Cognitive coaching is at the heart of MC²'s governance and discipline structure, with foundational tenets based in Antioch University's Critical Skills Program, Positive Behavior Interventions and Supports, Daniel Goleman's work on Social and Emotional Intelligence, and the work of the late Dr. Mike Mezzocchi. The common premise of all of these models is the necessity of explicit systems of support for defining, teaching, and supporting appropriate student behaviors and decision making strategies.

Young citizens must acquire the civic skills and virtues needed to exercise their freedom with responsibility. MC² intentionally engages students of all ages in reflecting on, inquiring into, and dialoguing and debating about the meaning of the five freedoms of the

First Amendment for individuals, groups, and communities. Explicit habits of heart, mind, and voice are connected with individual rights, responsibilities, and respect.

Opportunities for leadership and citizenship are embedded within the curriculum for every student.

A program of shared community governance is integral to the school's culture. MC² will open with a proxy structure of governance, to be developed during the planning year. A Governance Structure Committee will be established during the first year of the school to research and recommend governance structures. Formal policies for compliance with statutes that prohibit bullying and harassment, fighting, drugs, alcohol, smoking, and any other dangerous behavior will be adopted before the school opens. All governance and discipline procedures will be written in a handbook that students and parents will receive, review, and, if in agreement, sign as part of the admissions and orientation process.

MC² is committed to a respectful and safe environment for all. A student may be suspended or expelled in accordance with statute and policy. With a goal of helping students develop maturity and responsibility, the school will provide fair and age appropriate due process in administering student discipline and will comply with current suspension and expulsion provisions in RSA 193:13 (Suspension and Expulsion of Pupils). A pupil may withdraw from a charter school based on criteria determined by the Board of Trustees consistent with the advice of the principal and teachers in conformance with RSA 193:13. No public school shall be obligated to enroll an expelled pupil.

In addition to clear and fair guidelines for unacceptable and dangerous behavior, the school will strive to equally provide opportunities for positive recognition. The school recognizes that education includes evolving maturity and will provide programs, such as mediation, to teach skills. Situations requiring intervention not available at the school will be discussed and handled with parents.

COMMITMENT TO MEDIATION AND DISPUTE RESOLUTION

Every student and staff member will be trained in mediation techniques, which will be the intervention of choice for resolving interpersonal conflicts within the school community. Training will be offered for parents and guardians as well, who will be considered valuable partners in problem solving, mediation, and behavioral coaching. Models for mediation may include restorative justice processes that focus on rule-breaking as a violation of people and relationships rather than on a violation of policy.

In restorative practices, there is recognition that violations of rules create obligations to the community and to the victim. This is in contrast to traditional punishment-based practices where rule-breaking has a focus on the guilt of the rule-breaker. Traditional practices have the school impose punishment for rule-breaking, but restorative practices involve the victims, offenders, community members (including families) in an effort to put things right. Traditional practices put the focus on the offender "getting what they deserve." Restorative practices put the emphasis on the victim's needs and on holding

the offender responsible for repairing the harm that they have caused. These practices are based on a growing body of research into effective use of restorative justice practices in school settings.

(q) Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and report to be performed by an independent certified public accountant

MC² will follow public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets. MC² will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided with audit by an independent, certified public accountant.

The MC² Board of Trustees will appoint a Treasurer who will work with the Business/Operations Manager to provide the oversight necessary to monitor the school's financial status. The Board of Trustees shall also adopt policies for the financial management of the school, including policies on Conflict of Interest for board members and faculty.

A general account will be set up for the administration of funds, and the Treasurer will be the only person with check-writing authority. In addition, discretionary accounts will be set up for each MC² campus, and the School Leaders as well as the Treasurer will have check-writing authority for this account. Any funds transferred from the school district will be to the general fund only. The Board of Trustees will establish a maximum cap for discretionary expenditures.

Except for emergency purchases cleared with the School Leader and/or Business/Operations Manager, all expenditures and contracts will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances.

Each individual with check writing authority will be covered by a fidelity bond in accordance with guidelines of New Hampshire Department of Revenue Administration. Accounting activities will consist primarily of the bi-weekly payroll paid to school personnel and the maintenance of an accounts payable system to track amounts due vendors of the school.

The school district will make timely transfers of any fund due MC² at least in accordance with timelines proscribed by the legislature and/or Department of Education.

MC² shall comply shall comply with all requirements specified in the law pertaining to reporting requirement (RSA 194-B: 101-V). This list includes annual report, annual

financial audit and report, program audit, and participation during the annual school budget process.

Pursuant to ED 318.07, MC² will produce an annual report that will include, at a minimum, the following elements:

- A general progress report to establish the initial school program, a process that will require considerable flexibility and energy,
- An assessment and report of how the Charter School is meeting its educational and financial goals, as identified in its mission statement,
- Changes, if any, in the organizational structure and make-up of the Board of Trustees,
- Assessment and report of business, parent, and volunteer involvement in MC²,
- Description of community services available at the site,
- A report of enrollment statistics including but not limited to, attendance, per-class enrollment, graduation rates, and any occurrences of withdrawal,
- Commentary about successes in program, collaboration, or goal achievement,
- School calendar,
- Transportation services,
- Financial statement and balance sheet identifying Charter School's assets, liabilities, and fund balances or equities,
- Projections of income and expenses for the upcoming school year.

(r) Annual budget, including all sources of funding

MC² will use the state's average elementary, middle and high school tuition costs as a basis for shaping its own budget, attempting to comply with the 80% of average per pupil funding guideline of 194-B.

MC² will apply for a federal charter school grant to supplement state per pupil funding. The QED Foundation and its partner, The School Project Foundation, recognize that the financial sustainability of a charter school requires a long-term fiscal plan, especially after the expiration of the federal grant. These partners are committed to working with the Board of Trustees to seek a diverse portfolio of revenue sources to establish and guarantee long-term fiscal sustainability.

Partners such as The School Project Foundation, DoSomething.org, and The Asia Society have committed to collaborating on seeking grants and philanthropic funding to support MC² development and sustainability. The School Project Foundation is also committing \$15,000 - \$20,000 in professional development per year for MC²'s first three years.

The design for MC² explicitly reconsiders how resources including time, human, space, and community resources, are leveraged and utilized, intentionally seeking to minimize duplication of services wherever possible, deploying technology as an essential 24/7

information, communication, and collaboration tool, and tapping the vast array of community knowledge and expertise to offer richly meaningful learning experiences.

MC² will work with local school districts and communities to explore all possible avenues for collaboration and resource sharing. The ideal for MC² campuses will be to acquire local support and develop collaborative plans for sharing resources to best ensure every child is college, career, and life ready.

MC² will utilize Corporation for National and Community Service AmeriCorps and AmeriCorps VISTA volunteers to build the capacity of MC², and will leverage the collaborative power and capacity of local and national organizations and networks such as National Afterschool Networks, NH Humanities Council, and NH State Council on the Arts.

Appendix A presents the Projected Expenditure and Revenue Budget. The budgeted amounts are provided as estimates only to indicate how the school anticipates evolving from its start in September, 2012 through its first five years of operation. The estimates used in the budget are conservative in nature in that we have underestimated revenues and overestimated expenditures.

ENTREPRENEURIAL SOURCES OF REVENUE

In addition to sources of revenue guaranteed, MC² is exploring revenue streams from other sources based on a comprehensive marketing and development program.

1. Entrepreneurial ventures will be developed by MC² and operated largely by students, with mentor support e.g. green technologies, computer and communication technology initiatives, artistic events, and other ideas will be pursued.
2. Fundraising events will be developed as community traditions, such as a community social benefit dinner to honor volunteers and student accomplishments, on-line events such as auctions and eventually an individual annual giving campaign.
3. The school will have a marketing and development program, with goal of raising \$200,000 in its first year and \$750,000 by year 3 for the purpose of establishing an endowment to support long-term sustainability. Funding for this program will be supported in part by philanthropy including local and national private foundations and corporate collaborations.
4. Fee for service programs associated with MC² will be developed as a source of revenue for operations, including professional development institutes, materials, and parent and community partner led training events.

(s) School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B. II

Annually, the Board of Trustees will approve a school calendar that conforms to laws and rules of the state as to number and duration of days required by law, including any

existing provisions for exception that may be pursued. Major holidays will follow the school calendar of the district in which the school is based.

MC² has several signature features that have bearing on how school days are used, e.g. opportunities for community based learning, college courses which may be on a different calendar schedule, and competency-based learning, which allows students to document domains of knowledge as competencies are mastered instead of when a number of seated hours are completed. MC² will explore establishing a year-round school calendar, with flexible scheduling based on student, family, and community needs.

All school policy on time use and calendar will be in conformance with laws that apply.

(t) Provision for providing continuing evidence of adequate insurance coverage

MC², pursuant to RSA 194-B:1, III, will be a public school subject to the same protections as any public school under RSA 50 (b) which provides for Limited General Liability for the charter school and its agents.

MC² will pursue and maintain a comprehensive insurance program that provides protections needed for a public charter school, including worker compensation, board errors and omissions, and facility coverage. The insurance program will be in place as the first Board of Trustees begins its duties, and all needed insurance will be continued for the life of the Charter School.

(u) Identity of consultants to be used for various services, if known

At time of application submission, identified consultants who have agreed to participate in the first three years of planning and development include:

- Asia Society International Studies Schools Network
Asia Society is America's leading institution dedicated to fostering understanding of Asia and communication between Americans and the peoples of Asia and the Pacific. The Asia Society Education department's overall goal is for all students to graduate high school prepared for college, work in the global economy, and 21st century global citizenship. Over the past ten years, the Society has become a national and internationally recognized leader in stimulating program and policy reforms to advance the growing educational response to globalization.

Creation of the International Studies Schools Network (ISSN), a national network of small urban secondary schools devoted to international studies and world languages. Supported by the Bill and Melinda Gates Foundation, these schools are successfully preparing primarily low-income and minority students to be both college ready and globally competent, and act as models for school reform. Over the past 7 years the network has grown from a concept to 27 schools around the country. Across the ISSN, there are approximately 6500 students, of which 80% are minority and 63% low income.

Since the beginning of Asia Society's work in international education, the ISSN was developed as a proving ground for a scalable school design that successfully addresses the two key issues facing American education: the achievement gap - the inability of schools to effectively educate all low income and underserved minority students, and the opportunity gap - the need for every student to develop the knowledge, skills and dispositions required for success in the 21st century global economy. Going forward, we are focused on expanding the opportunity for Asia Society to provide high quality education for US students, especially in underserved, high poverty communities.

- Daniel Baron, The School Project Foundation

Daniel Baron has spent more than 37 years working in public, private and Native American education, and pre-K through college, as a teacher, coach, and whole school change facilitator and curriculum developer. Daniel is a founder of the Harmony Education Center in Bloomington, Indiana. Currently, Daniel is the Founding School Leader of the Bloomington Project School and the Executive Director of The School Project Foundation. For the last 15 years, Daniel's work has focused on providing exemplary professional development to school districts and equity-based projects across the country, including partnerships with Indiana University and the University of Indianapolis, the Small Schools Coaching Collaborative, the Coalition of Essential Schools, the Rural Schools and Community Trust, and ATLAS Learning Communities. Daniel served as the co-director of the National School Reform Faculty for 6 years. Daniel wrote a monthly column, "The Instructional Leader" for National Association of Secondary School Principals' journal, *Principal Leadership* for the last two years.

- Dr. Susan Dreyer-Leon, Antioch University New England: Founder

Susan Dreyer Leon, EdD is the Director of the Experienced Educators Program and Core Faculty in the Education Department. She received her Doctorate in 1999 from Teachers College, Columbia University. Working with Linda Darling-Hammond as her advisor, she researched student's perspectives their experiences in traditional and alternatively structured education environments. She has been at Antioch since 2003, when she joined the faculty as part of the Monadnock Schools of Choice grant. When the grant ended, she stayed on to coordinate the principal certification program and now directs all of the Master's Programs for working teachers. Prior to coming to AUNE, Susan was the director of the alternative high school program in Springfield, VT and before that she was the a teacher and later a director at a small alternative high school in New York City that served students who had dropped out and then wanted to return to school to get a diploma. Her areas of interest include PreK-12 school reform, educational equity, democracy in schools, adult learning communities and mindfulness in education.

- JoAnne Malloy, Institute for Disabilities, UNH

JoAnne Malloy joined the staff of the University of New Hampshire's Institute on Disability (NH's University Center for Excellence in Disability) in 1991 where she has

directed several federally-funded employment and dropout prevention projects. Ms. Malloy is currently directing the second of two major dropout prevention projects funded by the U. S. Department of Education, using a school-to-career and Positive Behavioral Supports and Interventions model to reduce dropout rates in New Hampshire high schools, and has recently been awarded a project from the Endowment for Health to train community mental health center staffs to provide RENEW services to youth with emotional and behavioral disorders. Ms. Malloy has published numerous articles and book chapters on employment for youth with emotional disorders and adults with mental illnesses, and is currently working on her dissertation for her doctorate degree in Education at UNH.

- **Keith Burke, DRSG, LLC (Data Retrieval Systems Group, LLC)**

An educator whose roles in New Hampshire schools have ranged from classroom teacher to superintendent, Keith Burke is currently a partner in DRSG, LLC, a data systems and analysis company. He is a consultant to several New Hampshire school districts, and has developed the Early Warning System, a data tracking and monitoring system for identifying students at risk of dropping out.

- **Kim Carter, Q.E.D. Foundation: Founder**

Kim Carter is the Executive Director of the Q.E.D. Foundation, and has taught Kindergarten through graduate school. With 35 years of experience in education, she has taught preK through graduate school, and provided training, coaching, and facilitation for administrators, teachers, parents, community partners, and youth in schools and learning organizations in the United States and the United Kingdom. As 1991 New Hampshire Teacher of the Year and 1996 New Hampshire Media Educator of the year, Kim has been actively involved in local, state, and national education reform efforts for over two decades, including Souhegan High School, Monadnock Community Connections School, Five Freedoms Project, and most recently, the Q.E.D. Foundation. Kim's expertise and interests include designing highly effective learning and assessment, democratic schooling, educational equity, learning theory, and high school redesign.

- **Janice Hastings, Q.E.D. Foundation: Founder**

Janice Hastings has 25 years in non-profit arts, education and afterschool programming. Her experience includes coordinating arts and vocational programming in a therapeutic residential facility for teens, coordinating summer job training programs for 1,400 NH youth ages 14 to 21. Ms. Hastings served as Executive Director of VSA arts of NH bringing arts programs to people with disabilities for nearly 10 years then moving to Washington, D.C. to become the Director of Education and Affiliate Services for VSA arts. At VSA arts she worked with executive staff and boards of 51 domestic state affiliates to strengthen the capacity of their organizations as well as quality of programs. Over the past 3 years, Ms. Hastings has worked intensively on the NH Extended Learning Initiative pilot.

- **Brian Anderson, Assistant Director of School Services, IFF (financial specialist for nonprofits and charter schools)**

Brian Anderson joined IFF as Assistant Director of School Services in September 2009. Brian has sixteen years of experience with nonprofit organizations, including thirteen years of working with charter schools across the country. He began working with charter schools as a business manager for a very successful 450-student, K-8 school. That experience led to the opportunity to work at the state level, both working with the state legislature and providing training to business managers and school leaders throughout the state. That training included developing the Colorado Charter School Business Managers Network, which still operates through the Colorado Department of Education. His experience gained over the years has led to a solid reputation within the charter school community for quality business management advice and quality relationship-building among schools. Brian earned his degree in accounting from North Park University in Chicago.

- Margaret MacLean – Rural School and Community Trust

Margaret has been an educator for 30 plus years. She has taught at all grade levels Pre-K to 6 and acted as a school administrator. Most recently Margaret was principal of a small Vermont school and in 1996 was named Vermont Principal of the Year. Margaret has taught overseas in Great Britain, the USSR, and several other countries. Margaret was instrumental in developing the Vermont Rural Partnership, a coalition of 18 of Vermont's smallest most rural schools established in 1996.

<http://www.vermontruralpartnership.org>

Margaret is the assessment and training coordinator for the Rural School and Community Trust and a member of the School Reform Initiative. In these capacities she works with educators throughout the United States to promote place-based learning and develop and sustain professional learning communities. In addition to providing professional development to educators Margaret acts as a school coach and in that capacity works closely with the school administrator to implement school improvement strategies. Since 2004, Margaret has worked internationally presenting workshops and seminars at Shanghai American School, the American School in Japan, Seoul Foreign School and at the AISA Conference in Swaziland and Uganda.

- Mary Heath, Dean of Education, Southern New Hampshire University

Southern New Hampshire University's School of Education Dean Mary Sullivan Heath has a commitment to students, teacher preparation and professional development, valuing the impact educators have as facilitators of learning. With over 39 years of experience in education, she served as an elementary teacher, learning disability specialist, federal projects manager, assistant superintendent, and grant writer as well as technical research consultant for the U.S. Dept. of Education and, most recently, Deputy Commissioner for the NH Dept. of Education.

- Stephen Coughlan, SCORE, QED Foundation: Founder

Steve Coughlan is a native New Englander, born and raised in Boston, and living in Amherst NH since 1981. Steve has a BS and Master of Engineering in Chemical Engineering from RPI. He spent 20 years with Digital Equipment Corporation, working as a product manager for PC software, information management tools, database

systems, and internet infrastructure. He was the Year 2000 Program Manager for Digital prior to its acquisition by Compaq, and most recently he was Next Generation Networks Program Manager, before being laid off in 2001. He consulted as a Data-Driven-Decision-Making Project Manager for two SAU's in Southwestern NH in the mid-2000s. In 1996 Steve joined the Souhegan HS Technology Committee as a citizen member, becoming more and more involved in the high school until 2003, when he was appointed to fill a vacancy on the Souhegan Cooperative School Board. He continues to be an elected member, and became Chairman in 2005, remaining in that role through March 2011. Steve has been a SCORE Small Business Counselor since 2005. In 2007 Steve was one of the founding board members for the Q.E.D. Foundation, and has remained Chairman of that board since.

- **Brother Andrew Thornton, Saint Anselm College**
Brother Andrew Thornton holds a doctorate degree from Stanford University in German Studies and Humanities. An Associate Professor at Saint Anselm College, Brother Andrew's areas of specialization include Germanic linguistics, medieval theology and literature, translation, as well as ancient Chinese thinkers. He speaks eight different languages and serves as a volunteer tutor for adult English Language Learners in Manchester.
- **Karin Willson, formerly Administrative Assistant at Monadnock Community Connections School, now Guidance Secretary at Monadnock Regional High School**
Karin Willson served as the Administrative Assistant for the duration of Monadnock Community Connections School's existence. She served as the main liaison to the community, and provided daily support to staff, students, and families.
- **Raven Gill, Graduate, Monadnock Community Connections School**
An early graduate of Monadnock Community Connections School (3 years), Raven Gill is currently an honors student at Keene State College. She has presented about her high school learning experience at several education conferences in New Hampshire, Washington, D.C., New Orleans, and San Francisco.
- **Lucas Braley, Graduate, Monadnock Community Connections School**
Lucas Braley is a graduate of Monadnock Community Connections School, currently attending Keene State College. He has presented about his high school learning experience and the role of the First Amendment in high school learning communities at conferences in New Hampshire and San Francisco.
- **Anna Toegel, Graduate, Monadnock Community Connections School**
Anna Toegel is a graduate of Monadnock Community Connections School, currently on a "gap" year. Anna has been accepted to and plans to attend Houghton College in New York next year. She has presented about female bullying to other high school students in New Hampshire, as well as presenting about her high school learning experience at conferences in New Hampshire, Boston, New Orleans, and San Francisco.

- Steve and Crystal Toegel, Parents of Anna Toegel, graduate from Monadnock Community Connections School

Steve and Crystal Toegel are the parents of three young women, two of whom attended the comprehensive local high school and one of whom attended Monadnock Community Connections School. Crystal works for her church, and Steve is a funeral director. They will be presenting on their experience of parenting children who share high aspirations while having different learning needs at a conference in Manchester, NH in March.

(v) Philosophy of parent involvement and related plans and procedures

A hallmark of the MC² design is that parents, legal guardians, and adult advocates are partners on students’ learning teams and essential members of the MC² school community. Their knowledge of their children is sought throughout every aspect of their children’s school careers. Resources, support, and training are provided for parents, legal guardians, and adult advocates for the purpose of building shared language, purpose, and strategies around and for student learning. Parents and legal guardians are encouraged to participate in school governance structures, including the Board of Trustees and the Ad Hoc Governance Structure Committee for the first two years. Parents and legal guardians receive daily communications about their children’s learning, along with periodic progress reports. Parents and legal guardians have real-time access to their children’s work and learning progress through the online portfolios.

(w) A plan to develop and disseminate information to assist parent and pupils with decision-making about their choice of school

To assure all residents have equal opportunity to apply to the charter school, an extensive public relations effort will be initiated. During the initial months of planning, information will be disseminated through bulletins, advisories, and postings on informational websites. Materials for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and community and faith based organizations and service agencies.

(x) A global hold harmless clause

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

(y) Severability provisions and statement of assurance

Any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

If any provision of the Contract is determined to be unenforceable or invalid for any reason, the remainder of the Contract shall remain in effect unless otherwise terminated by one or both of the parties in accordance with the terms contained therein.

(z) Provision for dissolution of the charter school including disposition of its assets

The Board of Trustees, in the event of dissolution, would develop a prompt but strategic plan that addressed debt obligation, contracts, and assets.

All property which MC² has leased, borrowed, or contracted for use shall be returned or handled according to contractual prearrangement.

Disposal of other property, furniture, supplies, equipment, vehicles, and the like will be handled as follows:

1. The board will first consider any debt obligation and will research the disposal of property, etc. that best enables the Trustees to meet its debts
2. Once debt obligations are met, any remaining property and assets of the school will be distributed depending upon how it was obtained. Items obtained through federal or state charter school funding will be offered to other charter schools. Assets provided with funds from local school districts will be offered to public schools in a manner deemed fair and appropriate, e.g., either returned to the district that provided the asset or valued or liquidated and distributed on a participation basis. Items that schools do not want will be consigned in the most beneficial manner with the proceeds reverting to the New Hampshire's charter school support fund.
3. All property personally or individually owned by the employee of the charter school shall be exempt from distribution of property as prescribed herein and shall remain the property of the individual teachers and staff. Such property includes, but is not limited to, albums, curriculum manuals, personal mementos and other material or equipment that have been personally financed or acquired or personally developed by teachers and staff.

All outstanding debts/encumbrances for which the charter school is legally liable will be properly settled with the creditor of record. Under no circumstances shall a sending

school district be liable for any obligations of the dissolved charter school. Making Community Connections Charter School shall coordinate any planned or voluntary bankruptcy filing with the area school board(s) to facilitate reintegration of its students. A minimum notice of 120 days for voluntary dissolution of the charter school will be given to school districts with students as Making Community Connections Charter School.

(aa) In the case of the conversion of a public school to a charter conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school.

Not applicable.

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

A plan for each student's continued education, should the school cease to exist, will be determined individually with each student and his/her parent or legal guardian. Likely options would be 1) re-integration into the student's assigned public school, 2) application to a different chartered public school, if available, or 3) other available options based on parent and student priorities.

Upon cessation of operation, the records all the students would be transferred in a timely manner to the receiving school, and the staff and trustees would work with the receiving school, parents, and students to assure smooth and timely transitions.

(cc) In addition to an application, each charter school, in consultation with the local school board, shall prepare a proposed contract.

Contracts for the sharing of local resources will be negotiated with the local school board of any school district in which an MC² Charter School campus is located.

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

Making Community Connections Charter School will collect and report data regarding student progress and program effectiveness in a number of ways especially as outline in section (g) Academic and Other Learning Goals and Objectives A annual report will be prepared and submitted to the State Board of Education for their review in August

following each academic year. The accountability plan shall be developed and ready to implement prior to the date of opening.