



Making Community Connections Charter School  
Charter  
March 9, 2011  
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*Empowering me with the knowledge, skills, and dispositions to use my unique voice effectively and with integrity in co-creating our public global world.*

## Introduction

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### Leveraging New Hampshire's Unique Context

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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

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Built on the footprint of the original MC<sup>2</sup> (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 (MC<sup>2</sup>) 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.

MC<sup>2</sup> 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 21<sup>st</sup> century themes and skills: learning and innovation skills; information, media and technology skills; and life and career skills.

MC<sup>2</sup> 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**

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MC<sup>2</sup>'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 MC<sup>2</sup>. Historically, we have found MC<sup>2</sup>'s design to be especially beneficial for students who are not achieving to their potential, academically, socially, and emotionally. MC<sup>2</sup> intentionally focuses on students' gifts and abilities, leveraging children's strengths while providing multiple strategies for addressing challenges. MC<sup>2</sup> 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, MC<sup>2</sup> 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.

# TABLE OF CONTENTS

Introduction .....	1
(a) Educational Mission .....	6
VISION .....	6
MISSION .....	6
(b) Governance and organizational structure and plan .....	7
BOARD OF TRUSTEES .....	8
OFFICERS .....	8
COMMITTEES .....	8
GOVERNANCE .....	8
BOARD OF ADVISORS .....	9
(c) Methods by which trustees and their terms are determined .....	9
(d) General description and proposed or potential location of facilities to be used, if such information is available .....	10
(e) Maximum number, grade or age levels, and, as applicable, other information about pupils served .....	10
ENROLLMENT .....	10
INFORMATION ABOUT PUPILS SERVED .....	11
(f) Curriculum that meets or exceeds stated standards in the subject areas offered .....	12
DISTINGUISHING CURRICULUM FEATURES .....	12
(g) Academic and other learning goals and objectives .....	16
(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.....	19
(i) Graduation requirements .....	19
(j) Staffing Overview .....	22

DAILY SCHOOL MANAGEMENT .....	22
RESPONSIBILITIES .....	23
QUALIFICATIONS .....	25
(k) Personnel compensation plan, including provisions for leaves and other benefits, if any .....	27
COMPENSATION .....	28
BENEFITS .....	28
(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 .....	29
(m) Statement of assurances related to non-discrimination according to relevant state and federal laws .....	29
(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 .....	29
COORDINATING WITH A PUPIL'S SCHOOL DISTRICT.....	29
CURRENT SCHOOL DISTRICT SPECIAL EDUCATION RESPONSIBILITY .....	30
CHARTER SCHOOL RESPONSIBILITY AND METHOD OF COORDINATING .....	30
(o) Admission Procedures .....	31
ELIGIBILITY .....	31
APPLICATION PROCEDURES .....	31
(p) Philosophy of student governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion .....	32
COMMITMENT TO MEDIATION AND DISPUTE RESOLUTION ...	33
(q) Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant .....	33

(r) Annual budget, including all sources of funding .....	34
ENTREPRENEURIAL SOURCES OF REVENUE .....	35
(s) School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B. 8, II. ....	35
(t) Provision for providing continuing evidence of adequate insurance coverage	36
(u) Identity of consultants to be used for various services, if known .....	36
(v) Philosophy of parent involvement and related plans and procedures ....	37
(w) A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school .....	37
(x) A global hold harmless clause .....	38
(y) Severability provisions and statement of assurance .....	38
(z) Provision for dissolution of the charter school including disposition of its assets .....	38
(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 .....	39
(bb) A plan for the education of the school's pupils after the charter school may cease operation .....	39
(cc) In addition to an application, each charter school, in consultation with the local school board, shall prepare a proposed contract .....	40
(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 .....	40

# MAKING COMMUNITY CONNECTIONS (MC<sup>2</sup>) CHARTER SCHOOL

## a. Educational Mission

### Vision

Making Community Connections Charter School (MC<sup>2</sup>)'s vision is to **ensure each child's success by working together with families and communities to interrupt the predictive value of race, class, language, gender, and special capacities on student achievement in our schools and our communities.**

### Mission

The Making Community Connections Charter School mission is both bold and pragmatic. We aspire to establish a sustainable network of multiple preschool through graduate school pathways that enable every learner to confidently say MC<sup>2</sup> is:

***Empowering me with the knowledge, skills, and dispositions to use my unique voice effectively and with integrity in co-creating our public global world.***

MC<sup>2</sup> seeks to uncover, recover, and discover the unique gifts and talents that each child brings to school everyday. MC<sup>2</sup> 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 MC<sup>2</sup> 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 MC<sup>2</sup> 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.

MC<sup>2</sup> begins with a definition of “what success looks like” in the form of a Graduate Profile that delineates the knowledge, skills, and dispositions needed to be college and career ready and globally competent. The MC<sup>2</sup> 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 (MC<sup>2</sup>). 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, MC<sup>2</sup> will be governed by a five- to twelve-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.

The Board of Trustees meets at least monthly to review the charter school's progress in achieving its stated goals.:

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

MC<sup>2</sup> campuses endeavor are encouraged to enter into mutually advantageous contractual relationships with host school districts and community based organizations wherever possible, with the intentions of sharing of transportation, instructional, athletic, maintenance, and other service and facilities.

For purposes of conducting business, a majority of the board members must be present and participating in person to be considered a quorum. Video or voice communication will be available for every meeting as a means of encouraging participation. 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**

Board officers 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 MC<sup>2</sup> is responsible for supporting the vision, mission and core beliefs of the school, and for providing active and sound fiscal oversight for the school. MC<sup>2</sup>'s Board of Trustees oversees the school's finances. While school leadership and contracted business management consultants hold primary responsibility for creating and maintaining a sound budget, they report directly to the Board of Trustees, who ultimately approve and be responsible for all of the school's budget and financial matters.

### **The Board of Trustees is 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 MC<sup>2</sup> Director; the contract of the MC<sup>2</sup> Director; and all human resources decisions and contracts.
- Developing and maintaining the MC<sup>2</sup> 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 MC<sup>2</sup> 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 also has 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 an Advisory Board, non-voting, who represent academia, research, international relations, students and faculty, legislators, and topics of interest to the board. The Advisory Board purposefully seeks to include diverse perspectives of partners collaborating with the school to advise on program quality, current research and developments, and business strategy.

### **c. Methods by which trustees and their terms are determined**

Trustee selection is based on personal and professional background and a

commitment to the school's mission, support, and sustainability. Trustees represent the diversity of stakeholders and contributors.

There shall be no less than one (1) and no more than three (3) members of the Founding Organization (Q.E.D. Foundation, Inc.) on the Board of Trustees. The board has a conflict of interest policy, which is reviewed annually and as needed to ensure the school is never at risk of a conflict of interest.

Trustees shall be chosen for a term of three (3) years to succeed those whose term expires. Incumbent Trustees shall be eligible for re-election or reappointment; provided, however, no person may serve as a Trustee for more than three (3) consecutive three (3) year terms without unanimous consent of the Board of Trustees at each subsequent renewal. Any vacancy among the Board Trustees caused by death, resignation, removal or otherwise shall be identified and filled by the Board of Trustees. A Trustee elected to fill a vacancy shall hold office until the expiration of the term of the Trustee causing the vacancy and until a successor shall be elected and qualified.

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

MC<sup>2</sup> Manchester is currently located on the east side of Manchester, close to the city police and municipal complex. Administration and the board are in negotiations to relocate for the purpose of providing outdoor recreation space and expanding facilities to meet enrollment interest.

MC<sup>2</sup> Monadnock is currently located close to the center of Keene, with three years remaining on that building lease.

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

**ENROLLMENT**

The charter school currently has two campuses: one in Manchester and one in Monadnock (Keene). The Manchester campus will grow to 150 students, across grades 6 - 12. The Monadnock campus will grow to 120 students, in grades 9 – 12.

The MC<sup>2</sup> charter was written for the possibility of ultimately having 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 MC<sup>2</sup> is an open enrollment school of choice for

students throughout New Hampshire. For state-sponsored student placements, MC<sup>2</sup> 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 accepts 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. MC<sup>2</sup> 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 MC<sup>2</sup>:

- 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 MC<sup>2</sup> 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 student's 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.

MC<sup>2</sup> utilizes the state Early Warning System as well as other data monitoring to identify 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 MC<sup>2</sup> 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 competencies and incorporated into MC<sup>2</sup> academic expectations. The Asia Society Global Competencies and Global Leadership Competencies are an explicit component of the MC<sup>2</sup> standards. All curriculum standards are 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 (K - 2), Intermediate (3 - 5), Middle (6 - 8), High (9 - 12). Each Key Stage will be delineated by appropriate academic and social and emotional learning progressions, 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 **proficiency-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 MC<sup>2</sup>: interdisciplinary classes, community based learning, treks, and personal life experiences.

- **Interdisciplinary classes (called learning studios):** 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 Lifelong Learning (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 are expected to meet or exceed MC<sup>2</sup> expectations for application, documentation, and defense demonstrating proficiency in competencies. The Critical Skills Program model from Antioch University serves 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 and 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 MC<sup>2</sup> program. Each ELO plan will include clearly identified competencies, accountability and assessment checkpoints, and teacher and community mentors. All ELOs will meet or exceed MC<sup>2</sup> expectations for application, documentation, and defense of demonstrating proficiency in 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 learning management 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 learning management 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 MC<sup>2</sup>. 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.

MC<sup>2</sup> 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**

MC<sup>2</sup>'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. MC<sup>2</sup> 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 will meet the following benchmarks:**

- **Applications – progressing in habits; progressing in all Essential**

**Knowledge competencies,**

- **Creations, Phase 1 – proficient in 15% competencies, proficient in Self Direction, Community, Ownership, and Technology**
- **Creations, Phase 2 – proficient in 40% competencies, proficient in Self Direction, Community, Ownership, Technology, Quality Work, Management, Decision Making, and Collaboration**
- **Creations, Phase 3 – proficient in 80% competencies, proficient in all habits**
- **Creations, Phase 4 – proficient in 100% competencies, exemplary in all habits**

Measurement: MC<sup>2</sup> Progress Reports.

- 2. Each student successfully completes no less than two substantive projects as measured by MC<sup>2</sup>'s criteria every year.**
  - a. Measurement: Documentation of student exhibitions, Student Portfolios, MC<sup>2</sup> Progress Reports, and Project Specific Rubrics
- 3. Each student can articulate his/her personal beliefs and values through artistic expression.**
  - a. Measurement: Documentation of student exhibitions, Student Portfolios, and MC<sup>2</sup> Progress Reports
- 4. Each student demonstrates his/her ability to listen for understanding, supports his/her peers' learning, and takes responsibility for his/her own learning, and meaningfully collaborates with peers to further their own learning.**
  - a. Measurement: Documentation of self, peer, and teacher reflection in student exhibitions and student portfolios, MC<sup>2</sup> Habit Rubrics, Teacher Developed Rubrics
- 5. Each student knows his/her unique strengths and can apply those strengths to overcome academic challenges.**
  - a. Measurement: Documentation of self, peers, and teacher reflection in student exhibitions and student portfolios
- 6. On average, students make no less than one year's growth in reading, writing, and math.**
  - a. Measurement: New Hampshire State Assessment System, SATs, and NWEA Measures of Academic Progress testing

### **Learning Practices**

MC<sup>2</sup>'s core beliefs, mission, and vision are embodied in and implemented through five Learning Practices, 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 21<sup>st</sup> 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 MC<sup>2</sup> Habits of Lifelong Learning (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*

**MC<sup>2</sup> Habits of Lifelong Learning** – 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' MC<sup>2</sup> 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 tests (currently NH Statewide Assessment System, and SATs) will be given to students commensurate with state policy.
- 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. MC<sup>2</sup> will utilize a variety of data tools to monitor students' progress.

MC<sup>2</sup> uses online learning management systems linked to school competencies and expectations. Faculty, parents or guardians, and appropriate adult mentors are able to review student 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 learning management systems 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**

MC<sup>2</sup> 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:

The Board of Trustees have approved a multiple pathways process for high school students to accommodate students who are “off track” (i.e. over-aged/under credited) or have extenuating circumstances (e.g. teen parents).

Students following the “standard” MC<sup>2</sup> pathway will accrue a minimum of 24 credits for graduation, distributed as follows:

<b>Domains of Knowledge</b>	<b>Credit(s)</b>
Arts	1.5
Information and communication technologies	0.5
English	4.5
Mathematics	3.0
Physical sciences	2.0
Biological sciences	1.0
US and NH History	1.0
US and NH government/civics	0.5
Economics	0.5
World history, global studies, and geography	1.0
Health education	1.0
Physical education	1.0
Advisory	2.0
Design World	1.0
Career Exploration	2.0
Post Secondary Planning	0.5
Community Service	1.0
Totals	24 credits

Students following the “accelerated” pathway will accrue a minimum of 21 credits for graduation, distributed as follows:

<b>Domains of Knowledge</b>	<b>Credit(s)</b>
Arts	0.5
Information and communication technologies	0.5
English	4.5
Mathematics	3.0
Physical sciences	2.0
Biological sciences	1.0
US and NH History	1.0
US and NH government/civics	0.5
Economics	0.5

World history, global studies, and geography	1.0
Health education	0.5
Physical education	1.0
Design World	0.5
Career Exploration	1.0
Advisory	1.0
Post Secondary Planning	0.5
Community Service	1.0
Totals	21 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 competencies, and national organization standards.

Progress at MC<sup>2</sup> – and ultimately graduation from MC<sup>2</sup> – 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 proficiency. Students and teachers use assessment tools, including Understanding By Design Facets of Understanding, learning progressions, and rubrics, to evaluate proficiency of the competencies.

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 Bloom’s Taxonomy, Creating, Analyzing, and Evaluating. 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 predetermined 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, two MC<sup>2</sup> staff members, 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 MC<sup>2</sup> is distributed among all employees. Administrative positions include the MC<sup>2</sup> CEO, the Business Manager, a School Leader for each campus, and an Administrative Assistant for each campus. All positions are employed by MC<sup>2</sup> and are responsible for the day-to-day financial management and reporting at the building level. The CEO and School Leaders will work within the proposed budget and will make all budget decisions based on MC<sup>2</sup>'s core beliefs, mission, and educational program. The CEO and School Leaders meet at least monthly with the Board of Trustees and consult with that group as needed throughout the year. The CEO and Business Manager will work closely with the board's Finance Committee 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 MC<sup>2</sup> CEO and Business Manager.

## **RESPONSIBILITIES**

### ***The CEO and SCHOOL LEADERS are responsible for:***

- mentoring each other and students to maximize achievements consistent with MC<sup>2</sup>'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 MC<sup>2</sup> standards.

### ***The CEO, SCHOOL LEADERS, and MC<sup>2</sup> TEACHERS are responsible for:***

- embedding the MC<sup>2</sup> guiding beliefs, vision and mission throughout day-to-day operation of the school.
- collaborating on curricular, instructional, and assessment decisions to meet MC<sup>2</sup>'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 MC<sup>2</sup> guiding beliefs, vision and mission.
- making all personnel decisions, excluding the contract of the Director, which will be approved by the Board of Trustees.

### ***BUSINESS MANAGEMENT responsibilities include:***

- preparing purchase orders.
- preparing bank deposits.
- matching purchase orders to vouchers.
- preparing vouchers.
- preparing information for payroll processing.
- assisting the CEO when needed.
- filing proper paper work with proper agencies such as NHDES when new hires come on board.

- working with the CEO and School Leaders to see ADM count is administered properly.
- supporting grant writing and management.
- Processing payroll, preparing applicable tax filings, and remitting applicable taxes and employee deductions
- Statutory reporting to applicable governmental agencies such as the NH Department of Employment Services, US Bureau of Labor Statistics, Internal Revenue Service, and the NH Department of Education.
- Processing accounts payable, including purchase order maintenance.
- Complete bank reconciliations.
- Prepared invoices for billable services and maintain account receivables.
- Support grant fiscal management.
- Assist the CEO as requested.
- Ensure proper internal controls are developed and implemented.
- Ensure the School's chart of accounts adhere to the structure delineated in the NH Financial Accounting Handbook for Local Education Agencies.

***ADMINISTRATIVE ASSISTANTS are responsible for:***

- supporting all the day-to-day operations of MC<sup>2</sup>.
- 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.

***The INTERNSHIP COORDINATOR is responsible for:***

- Developing relationships with school and community resources and agencies as needed for a broad range of educational related needs of individual learners.
- Establishing and maintaining a system of records relative to extended learning opportunities (ELOs), including but not limited to community partnerships, mentors, and student work-based learning.
- Ensuring compliance with NH Department of Labor expectations and

requirements.

- Ensuring all mentors have records and/or background checks
- Prepare learners for all stages of work-based learning opportunities
- Working to assure the systems, policies, and programs of mentorship are meaningful, progressive, and successful.
- Schedule work-based learning transportation
- Representing MC<sup>2</sup> at local business meetings, events, and conventions
- Presenting with MC<sup>2</sup> learners at local service organization meetings (Lions, Kiwanis, Rotarians, etc.)
- Working with the MC<sup>2</sup> community to research models of career development, mentorship and guidance.
- Fundraising for, planning, and managing the annual Mentor Recognition Dinner.

***SPECIAL EDUCATION LIAISON responsibilities include:***

- coordinating all state and federal requirements as necessary for MC<sup>2</sup> 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 MC<sup>2</sup> students, and to MC<sup>2</sup>'s program goals.
- embodying all of the characteristics of an MC<sup>2</sup> teacher.

***LEAD TEACHER responsibilities include:***

- Assist teachers in understanding MC<sup>2</sup> mission and core values.
- Provide direction and coordination for how the MC<sup>2</sup> competency model is implemented consistent with District initiatives and recognized best instructional practices.
- Support the instructional development of all teachers in understanding the MC<sup>2</sup> competency structures, Teacher Effectiveness Framework, and data analysis.
- Assist teachers with resources, materials, tools, information, etc. to support instructional design and planning, including new resources.
- Help identify professional development needs and provide if possible.
- Provide coaching for teachers and advisors.

**Qualifications for Administrative Staff Positions Employed by MC<sup>2</sup>**

MC<sup>2</sup> 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 description of the MC<sup>2</sup> leader and teacher is a direct outgrowth of the core beliefs, mission, vision, and educational philosophy of MC<sup>2</sup>. Each characteristic is directly connected to what we believe and what we intend to provide for students and families.

### **MC<sup>2</sup> Teachers**

MC<sup>2</sup> 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.

As the educator working most closely with students and families, an MC<sup>2</sup> 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 MC<sup>2</sup> CEO and School Leaders**

The MC<sup>2</sup> CEO and School Leaders embody all of the characteristics of an MC<sup>2</sup> Teacher and possess unique instructional leadership qualities as well.

As leaders committed to ***distributive, progressive, and servant leadership***, MC<sup>2</sup>'s CEO 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 MC<sup>2</sup> core beliefs, mission, vision, and educational philosophy, and accountable for the success of each child at MC<sup>2</sup>.
- eliminating the predictive value of race, class, gender, language, special abilities, and sexual orientation on success in school and life
- engaging families as the first and most important teachers in their children's lives.

***Additional Desirable CEO 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
- 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 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 paperwork 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
- 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)

MC<sup>2</sup> will recruit highly qualified teachers who share a passion for teaching and learning. Positions will be posted locally and nationally. Recruitment also occurs through professional organizations.

Estimates provided in the following table are based on full-time equivalent (FTE) (based on one urban middle/high school and one suburban high school, in years 2020-2025).

	2020-21	2021-2022	2022-23	2023-24	2024-25
<b>Assumptions:</b>					
<b>Student Population</b>	150	150	170	170	210
Teaching Functions	8	8	10	10	12
Teaching Assistant Functions	4	4	4	4	5
Head of School Functions	2	2	2	2	2
Administrative Assistant Functions	2	2	2	2	2
Internship/Community Partnership Coordinator Functions	2	2	2	2	2
Special Education/ESL Liaison Functions	2	2	2	2	2
Grant-writer/Fundraiser Functions	.5	.5	.5	.5	.5
Superintendent/Business Office Functions	1.5	1.5	1.5	1.5	1.5
IT Support	1	1	1	1	1
<b>Total Full Time Equivalents</b>	<b>23</b>	<b>23</b>	<b>25</b>	<b>25</b>	<b>27</b>

**(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. The current compensation range for teachers is \$31,500 to \$47,500. MC<sup>2</sup> leadership and staff are collaboratively developing a compensation schedule based on a progression of proficiency and leadership in the MC<sup>2</sup> model. Increasing compensation and benefits is a priority for the MC<sup>2</sup> Board.

**BENEFITS**

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.

**(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 have access to transportation 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.*

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

MC<sup>2</sup> does 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. (See Policy AC Non-Discrimination and Policy KED Grievance Procedure for Alleged Discrimination.)

**(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.

**COORDINATING WITH A PUPIL'S SCHOOL DISTRICT**

MC<sup>2</sup> 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 employed by MC<sup>2</sup> 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 in accordance with NH Title XV Education Chapter 194-B:11, III (a)(b)(c).
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, including a clear definition of case management responsibilities and determining who will be responsible for carrying them out.
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**

MC<sup>2</sup> 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.

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 application process allows the school to understand student needs and abilities to ensure experience at MC<sup>2</sup> is positive if the student is enrolled. MC<sup>2</sup> offers a unique opportunity for students to become deeply involved in their own education. MC<sup>2</sup> 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 MC<sup>2</sup> wants to ensure each student and his or her parent(s)/guardian(s) are clear about the mutual commitments being made upon admission to MC<sup>2</sup>. The process of establishing a mutual relationship focused on student needs begins at the time of application.

1. A student interested in attending MC<sup>2</sup> schedules a full day visit. 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. Upon completion of the application, the student and his or her parent or guardian meet with the School Leader or their designee to review the program and share expectations and interests.
5. The student and parent will review the responsibilities, rules, and commitments needed to attend and sign the Admissions Commitments, which are also signed by the student's Advisor and the School Leader.
6. 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.
7. The school will have an annual lottery if there are more applicants than there are seats. Dates and guidelines for the lottery will be publicly advertised.
8. New students must successfully complete the MC<sup>2</sup> orientation learning experience (MOLO) before their formal admissions period is completed.

**(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," MC<sup>2</sup> is committed to coaching students in MC<sup>2</sup> Habits of Lifelong Learning in all aspects of school culture and life. Cognitive coaching is at the heart of MC<sup>2</sup>'s governance and discipline structure, with foundational tenets based in Antioch University's Critical Skills Program,, Daniel Goleman's work on Social and Emotional Intelligence, the work of the late Dr. Mike Mezzocchi, and Think:Kids Collaborative Problem Solving. 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. MC<sup>2</sup> 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 lifelong learning 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.

MC<sup>2</sup> 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 provides fair and age appropriate due process in administering student discipline and complies with current suspension and expulsion provisions in RSA 193:13 (Suspension and Expulsion of Pupils).

A pupil may be withdrawn 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 strives equally to 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**

Students and staff members are trained in and practice mediation techniques, which are the intervention of choice for resolving interpersonal conflicts within the school community. Training will be offered for parents and guardians as well, who are considered valuable partners in problem solving, mediation, and behavioral coaching. Models for mediation 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**

MC<sup>2</sup> follows public school accounting guidelines and internal accounting controls necessary to safeguard its assets. MC<sup>2</sup> maintains 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 MC<sup>2</sup> Treasurer works with the Business Manager to provide the oversight necessary to monitor the school's financial status. The Board of Trustees has adopted and periodically reviews policies for the financial management of the school, including policies on Conflict of Interest for board members and faculty.

MC<sup>2</sup> complies with all requirements specified in the law pertaining to reporting requirements (RSA 194-B: 101-V). This includes annual report, annual financial audit and report, program audit, and participation during the annual school budget process.

Pursuant to ED 318.07, MC<sup>2</sup> 's-annual report includes, at a minimum, the following elements:

- 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 MC<sup>2</sup>,
- 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**

MC<sup>2</sup> uses the current state adequacy allocation as a basis for shaping its budget. The design for MC<sup>2</sup> 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.

MC<sup>2</sup> seeks to work with local school districts and communities to explore all possible avenues for collaboration and resource sharing. The ideal for MC<sup>2</sup> 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.

As appropriate, MC<sup>2</sup> utilizes Corporation for National and Community Service AmeriCorps and AmeriCorps VISTA volunteers to build the capacity of MC<sup>2</sup>, and taps the collaborative power and capacity of local and national organizations and networks.

Projected Expenditure and Revenue Budget for fiscal years 2021 through 2025:

*Making Community Connections Charter School  
5-Year Budget Projection  
Fiscal Years 2021 - 2025*

	Current FY2020	FY2021	FY2022	Projected		
				FY2023	FY2024	FY2025
<b>Revenues:</b>						
State	1,210,133	1,223,533	1,232,050	1,240,635	1,248,207	1,259,100
Local	210,563	181,645	189,877	198,175	206,538	219,969
<b>Total Revenues</b>	<b>1,420,696</b>	<b>1,405,178</b>	<b>1,421,928</b>	<b>1,438,810</b>	<b>1,454,745</b>	<b>1,479,069</b>
<b>Expenses:</b>						
Instruction & Support Services	567,053	577,314	585,978	594,786	603,741	612,865
Executive Administration	74,325	94,325	95,675	97,046	98,439	99,854
School Administration	220,900	221,966	225,240	225,354	228,730	232,160
Business Administration	71,150	51,551	52,364	53,197	54,052	54,927
Op. & Maintenance of Plant	354,444	308,252	312,793	317,770	323,066	328,058
Transportation	22,300	22,300	22,300	22,300	22,300	22,300
Benefits	101,868	102,606	104,352	106,123	107,931	109,775
Debt Service	3,131	3,131	3,131	3,131	3,131	3,131
Transfer to Food Service	1,500	1,500	1,500	1,500	1,500	1,500
<b>Total Expenses</b>	<b>1,416,671</b>	<b>1,382,945</b>	<b>1,403,333</b>	<b>1,421,207</b>	<b>1,442,890</b>	<b>1,464,570</b>
<b>Projected Net Position</b>	<b>4,025</b>	<b>22,233</b>	<b>18,595</b>	<b>17,603</b>	<b>11,855</b>	<b>14,499</b>
Beginning Fund Balance	213,467	217,492	239,725	258,319	275,922	287,778
<b>Projected Ending Fund Balance</b>	<b>217,492</b>	<b>239,725</b>	<b>258,319</b>	<b>275,922</b>	<b>287,778</b>	<b>302,277</b>
Personnel costs as a % of revenue	65%	66%	67%	66%	66%	66%
Lease costs as % of revenue	18%	18%	18%	19%	19%	18%

**ENTREPRENEURIAL SOURCES OF REVENUE**

In addition to sources of guaranteed revenue, MC<sup>2</sup> is exploring revenue streams from other sources based on a comprehensive marketing and development program.

1. Entrepreneurial ventures will be developed by MC<sup>2</sup> 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. Fee for service programs associated with MC<sup>2</sup> 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 exceptions that may be pursued.

MC<sup>2</sup> operates on a year-round school calendar, with flexible scheduling based on student, family, and community needs. MC<sup>2</sup> 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.

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**

MC<sup>2</sup>, pursuant to RSA 194-B:1, III, is 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.

MC<sup>2</sup> maintains a comprehensive insurance program that provides protections needed for a public charter school, including worker compensation, board errors and omissions, and facility coverage. 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**

- Ashoka Changemakers Schools: MC<sup>2</sup> is proud to be one of 85 Changemaker Schools in the United States (~230 worldwide). The Changemaker Schools Network is a global community of leading elementary, middle and high schools that prioritize empathy, teamwork, leadership, problem-solving and changemaking as student outcomes. These schools are leading a transformation in education that supports children as changemakers – individuals with the skill set and connection to purpose that enable them to generate ideas and take initiative to effectively solve problems and drive positive change.
- Education Reimagined: MC<sup>2</sup> is also proud to be a member of Education Reimagined, a diverse group of educational practitioners, scholars, business people, parents, and advocates who have come together around a vision for the future of education that can unite us. Education Reimagined is “committed to what we believe is a widely held view of the purpose of education: To enable all children to fulfill their full potential as empowered individuals, constructive members of their communities, productive participants in the economy, and engaged citizens of the US and the world.” To this end, we are a collaborative community working to design educational systems that are competency-based, personalized, relevant & contextualized, characterized by learner agency, socially embedded, and open-walled.
- The Virtues Project: MC<sup>2</sup> is grateful for the opportunity to partner with Dara

Feldman and The Virtues Project in the continued development of the culture of MC<sup>2</sup>'s learning community culture. The Virtues Project is a global grassroots initiative to inspire the practice of virtues in everyday life. The Project is sparking a global revolution of kindness, justice, and integrity in more than 95 countries through its facilitators and Virtues Connections. The Virtues Project empowers individuals to live more authentic meaningful lives, families to raise children of compassion and integrity, educators to create safe, caring, and high performing learning communities, and leaders to encourage excellence and ethics in the workplace. It has inspired and mobilized people worldwide to commit acts of service and generosity, to heal violence with virtues.

Through the efforts of MC<sup>2</sup> Advisory Group members, we are building collaborations with experienced organizations committed to educational equity through literacy development. These organizations include:

- The Algebra Project: The Algebra Project uses mathematics as an organizing tool to ensure quality public school education for every child in America. We believe that every child has a right to a quality education to succeed in this technology-based society and to exercise full citizenship. We achieve this by using best educational research and practices, and building coalitions to create systemic changes.
- The National Writing Project: The National Writing Project is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. NWP provides professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities.

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

A hallmark of the MC<sup>2</sup> design is that parents, legal guardians, and adult advocates are partners on students' learning teams and essential members of the MC<sup>2</sup> 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. 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 ensure all residents have equal opportunity to apply to the charter school, information is disseminated through bulletins, advisories, and postings on informational websites. Materials are 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 MC<sup>2</sup> 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 are negotiated as applicable with the local school board of any school district in which an MC<sup>2</sup> 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 collects and reports data regarding student progress and program effectiveness in a number of ways including as outlined in section (g) Academic and Other Learning Goals and Objectives. An annual report is prepared and submitted to the State Board of Education for their review in August following each academic year.

**Adopted: February 22, 2011**

**Revision History: April 22, 2017, January 31, 2020**