

New Hampshire State Board of Education
Due to the COVID-19 State of Emergency, this meeting will be held telephonically.

To listen to the meeting, please follow these steps:

1. Dial 800-356-8278
2. Conference pin: 125563#
3. When prompted, State Your Name and Affiliation clearly

Thursday, July 9, 2020



REVISED AGENDA

- I. **CALL TO ORDER** – 9:00 AM
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** ~ Please submit written commentary to Angela.Adams@doe.nh.gov to be published with the monthly meeting materials.
- IV. **PRESENTATIONS/REPORTS/UPDATES**
 - A. Student/Profile School Board ~ SB-FY-20-05-006
 - B. Home Education Advisory Council Annual Report ~ KATHRYN MICHELOTTI, Chairperson
- V. **LEGISLATIVE UPDATES** ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator
 - A. INITIAL PROPOSAL ~ Regional Career and Technical Center Lease Aid (Ed 322)
 - B. INITIAL PROPOSAL ~ Donations to Regional Career and Technical Education Centers (Ed 1308)
 - C. INITIAL PROPOSAL ~ Charter School Lease Aid (Ed 323)
 - D. FINAL PROPOSAL ~ Robotics Education Grant Fund (Ed 1307)
 - E. Update on Joint Legislative Committee on Administrative Rules (JLCAR) on the Ed 500 rules (no meeting materials ~ update only)
 - F. Update on the Charter School Rules (no meeting materials ~ update only)
 - G. Update on Home Education Rules (no meeting materials ~ update only)
 - H. EMERGENCY RULE ~ Vocational Rehabilitation Programs (Ed 1000)
- VI. **COUNCIL for TEACHER EDUCATION (CTE)** ~ LAURA STONEKING, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education
 - A. Saint Anselm Substantive Change Request: 1-year Extension of Ed 612.33 Computer Science Program ~ LAURA WASIELEWSKI, Associate Professor/Chair; Teacher Education Programs Director
 - B. Upper Valley Educator Institute (UVEI): 2 New Program Reviews and Approval Recommendations ~ PAGE THOMKINS, Executive Director

C. New England College (NEC): Program Review and Approval Recommendations ~ *KELLY MOORE DUNN, Review Co-Chair; WAYNE LESPERANCE, Vice President of Academic Affairs; and SUZANNE CANALI, Acting Associate Dean, Education Division*

D. University of New Hampshire (UNH): Substantive Change Request: Ed 312.30 Theatre and Ed 612.32 Dance Education ~ *RAINA AMES, Department Chair, JOE ONOSKO, Director, Education Preparation; and LIZ ARCIERI, Coordinator of Accreditation & Certification*

VII. CHARTER SCHOOL REPORTS/UPDATES ~ *JANE WATERHOUSE, NHDOE, Charter School Administrator*

A. Charter Amendment Request for Virtual Learning Academy Charter School

B. Charter Renewal for Making Community Connections Public Charter School, Monadnock Campus

VIII. COMMISSIONER'S UPDATE

IX. OPEN BOARD DISCUSSIONS

X. OLD BUSINESS

XI. TABLED ITEMS

A. Capital City Public Charter School Status Change Request and Progress Report

XII. CONSENT AGENDA

A. Meeting Minutes of June 11, 2020

XIII. NONPUBLIC SESSION

XIV. ADJOURNMENT – 2:00 PM



racialunityteam1@gmail.com

603-263-6511

Non-profit 501 (C) (3)

June 10, 2020

Statement on State Board of Education Appointments from Racial Unity Team

Since 2017 the Racial Unity Team (RUT) has publicly stated its support for Governor Sununu's Executive Order 2017-09, creating the Governor's Advisory Council on Diversity and Inclusion; we have followed this Council's listening sessions and reports with deep interest, and are impressed with the recommendations of the Council in their responses to the Covid19 pandemic. And for two years, RUT has, through public statements, petitions, and a letter to Governor Sununu, urged him to appoint at least one person of color to the State Board of Education.

Our interest has been, and remains, in the collective capacity of the Board to develop policies and initiatives that take full account of the State's evolving needs as it educates the next generation of its children. We strongly believe that the experience and perspective of persons of color should be an intrinsic part of any such process.

Last week, Governor Sununu nominated Ryan Terrell, an African American from Nashua, to the State Board. Like all nominations to state boards and commissions, approval by the 5-member Executive Council (EC) is required for confirmation. The EC rejected Mr. Terrell's nomination by a 3-2 vote, with Democrats in the majority. In response to that vote, there have been widely circulated, heated statements of criticism and blame from many sources, including charges of "political motivations" to "structural racism", with little attention to the central issue: the need for a State Board with visible commitment to the affirming respect for all human differences reflected in the teaching and learning of public schools in New Hampshire.

The Racial Unity Team hopes that politics was not the basis of either this nomination or the final vote. More importantly, we wish to call attention to the fact that there are several applications by people of color in a pool of persons interested in serving on the State Board. We urge Governor Sununu to review these applicants, and to continue movement toward naming a person of color to this important state Board.

Governor Sununu: The timing for such a nomination is critical, as our national racial and pandemic crises become increasingly intertwined. We urge you to seize this opportunity to nominate another person of color to the State Board of Education.

Thank you,

Ken S Mendis

Ken Mendis, Chair
Board of Directors
Racial Unity Team

Our Mission - To advance relationships among people of different racial identities, increase understanding, and reduce bias in our community

HEAC Annual Report
2019 - 2020
Chairman Kathryn Michelotti

The Home Education Advisory Council met this year in September, December, January, April, May, and June.

We hit the ground running in September with a successful change to the VLACS rules regarding new students and homeschooling. Previously, VLACS had asked students who wanted to be full-time VLACS, to register as homeschoolers while they tried the VLACS program part-time for 8 weeks. While this satisfied truancy laws, it put an extra burden on parents to meet homeschooling laws, including maintaining a portfolio and reading list. It also added confusion as to how testing or evaluation should be conducted at the end of the year. Thanks to the combined efforts of HEAC, the Commissioner, and VLACS, students with some VLACS experience will be immediately accepted as full-time and the trial period for new students has been cut in half to 4 weeks. While the intent to homeschool must still be filed for truancy compliance, we are encouraged that this too can change in the future as education continues to evolve.

We were joined in our September meeting by members of the public from Rhode Island; Melissa Robb and Donna Wedge. These women were from ENRICHri, Rhode Island's Largest Secular Homeschool Support Group. They were curious to learn more about HEAC; how it was formed and how we accomplish our mission, in the hopes to create their own version in Rhode Island. It was an honor to be reminded how unique New Hampshire is in its educational advisory community and the connections that have been formed because of it.

The HEAC Rules Committee was introduced to the new Department of Education Lawyer, Christopher Bond, and the Rules Coordinator, Amanda Phelps; and began to review the rules anew with collaboration and fresh eyes. It is an ongoing process to maintain the freedoms for homeschoolers while following the letter if not spirit, of the law. We have discussed many details in depth and have voted to send our recommendation along to the next step of the process.

Some notable successes in encouraging communication and understanding between school districts and homeschoolers were facilitated by Technical Advisories sent out by Commissioner Edelblut and the Department of Education. Many homeschoolers enjoy participating in curricular and co-curricular activities offered by their local school districts. From individual classes, to field trips, and sports teams, homeschool students benefit from the variety that is available. Some school districts are not familiar with the participation laws, or are unclear on what the requirements are for homeschoolers, this is understandable considering how many students they are already in charge of. Technical Advisories help to bridge the gap between access for homeschoolers and participation requirements for schools. We have also seen technical advisories help school districts understand what information they do and do not need to keep on file regarding the homeschoolers in their districts.

HEAC had some changes in membership this year. Cara Potter from Unschooling NH resigned at the end of her term. We are awaiting another nomination from Unschooling NH. Catie

McLaughlin replaced Michelle Levell for the Seacoast Christian Home Educators Association. Jennifer Pereira has agreed to represent Catholics United for Home Education for another term, and Fred Fraser from Thomas Moore College was voted to be our Secretary during our first online meeting in April.

This year we saw a surge in homeschool activities. New coops and learning centers took shape offering bi-weekly classes and social opportunities. Dances, sports, talent shows, hiking clubs, Model UN teams, Dungeons and Dragons campaigns, and homeschool 4-H clubs saw increases in attendance. There were art shows, curriculum sales, several dances and proms, world fairs and science fairs, and graduations all planned for this spring before the education world was turned on its head.

When I wrote in last year's report; "HEAC's role as liaison is growing and changing along with the educational options in New Hampshire. As homeschooling gains in popularity, and alternative schooling choices become more customizable, there is a communication gap to be bridged between representatives of all forms of education." I had no idea how prophetic it would become. HEAC, with its knowledgeable members from all walks of education, has helped those who are now crisis schooling, to find resources and support.

We joked about all being homeschoolers in March, but quickly realized that all students, from the university level down to pre-school were learning in crisis-mode. Without access to field trips, libraries, classrooms, therapists, peers, and educators, all of New Hampshire's student population have been crisis schooling for this spring-term. While we are all trying our best to learn in our houses, we are not homeschooling. Homeschooling involves attending coops, taking enrichment classes, participating in curricular and co-curricular clubs, showcasing talent and knowledge to the community through shows, performances, and fairs, and being with our friends on a daily basis. Homeschoolers are crisis-schooling too. While this delineation is important from an administrative and legislative point of view, it makes no difference to the students themselves. All that New Hampshire's students know is that this is unfamiliar, and they are looking to us all for guidance.

Silver linings have buffered this time of crisis schooling. Homeschool parents have reached out to public school parents, curriculum companies have made resources free, experts are sharing their knowledge online, art lessons are given by famous illustrators over lunch, school busses as wireless access points are deployed to neighborhoods. Creativity and problem solving have become part of the routine for everyone from the Department of Education to the parents at the kitchen table. Crisis schooling has also highlighted the gaps in education and services, and those parents whose children feel lost, have reached out to HEAC.

We have much to look forward to this coming year. I am privileged to serve in the instruction workgroup of the School Transition Reopening and Redesign Taskforce (STRRT) task force. Our first meeting alone was filled with novel ideas from all perspectives of education. Educators, like the children they instruct, are filled with creativity and will find a way to continue education in New Hampshire in a way that's best for all involved. and I'm excited to be a part of education in New Hampshire, surrounded by brilliant educators on HEAC, STRRT, at the state -level, and in my daily life.

Establishment of HEAC

RSA 193-A, enacted in 1990, established home education as an alternative to compulsory attendance at school.

The general court recognizes, in the enactment of RSA 193-A as inserted by section 3 of this act, that it is the primary right and obligation of a parent to choose the appropriate educational alternative for a child under his care and supervision, as provided by law. One such alternative allows a parent to elect to educate a child at home as an alternative to attendance at a public or private school, in accordance with RSA 193-A. The general court further recognizes that home education is more individualized than instruction normally provided in the classroom setting.

The statute also created the home education advisory council (HEAC). Its membership consists of six persons nominated by New Hampshire home educator associations, two persons nominated by the New Hampshire department of education, one person nominated by each of the following associations: the NH School Administrators Association, the New Hampshire School Boards Association, the New Hampshire School Principals Association, the nonpublic school advisory council, and three members of the New Hampshire Legislature: a Senator, and two members of the House of representatives. The chair of the council is elected from among the home educator members. A list of the members of the Council is attached.

The Council was modeled, in part, after the nonpublic school advisory council to provide a forum for the exchange of ideas and concerns of educators/administrators and homeschooling parents.

The duties of the Council, as prescribed in ED 315.10, are as follows:

- (a) The home education advisory council shall carry out those duties assigned to it by the commissioner. The council shall work with home educators and representatives of private and public education to encourage an understanding of home education.*
- (b) Assigned areas of responsibility for the council shall include the following:*
 - (1) Developing and maintaining effective communications between home educators and those public, and nonpublic schools and state and local agencies involved in home education;*
 - (2) Recommending to the commissioner and state board of education desired changes in rules pertaining to home education;*
 - (3) Establishing a grievance committee to hear grievances referred to it by the commissioner; and*
 - (4) Providing an annual report to the state board on its activities.*



Kate Cassady
Littleton

Ann Lane
Dover

Phil Nazzaro
Newmarket

Drew Cline, Chairman
Bedford

Helen G. Honorow
Nashua

Cindy C. Chagnon
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Celina Griffin
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EXECUTIVE SUMMARY

Initial Proposal: Ed 322 – Regional Career and Technical Center Lease Aid Expire: 6-15-2023

Submitted to the State Board of Education, July 9, 2020:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the Initial Proposal for Ed 322, Regional Career and Technical Center Lease Aid.

B. RATIONALE FOR ACTION

The lease aid program was funded for the first time in FY20, since the inception of the lease aid program in 2003 under RSA 198:15-hh. And although the law limits lease aid to schools that operate career and technical education (CTE) programs or charter schools, the current HB3 further limits lease aid to just charter schools. Ed 322 currently regulates the lease aid application process for CTE centers and charter schools. The proposed changes separate the lease aid application process for CTE centers (proposed in Ed 322) and charter schools (proposed in Ed 323). The proposed changes in Ed 323 create a more efficient application process for charter schools and a more efficient process for the department to administer.

C. EFFECTS OF THIS ACTION

If the board votes to approve this rule the department will submit the rule to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing will be held on September 10, 2020.

D. POSSIBLE MOTION

I move that the State Board of Education approve Ed 322, Regional Career and Technical Center Lease Aid.

**PART Ed 322 REGIONAL CAREER & TECHNICAL CENTER ~~AND CHARTER SCHOOL LEASES~~
LEASE AID**

Ed 322.01 Purpose. The purpose of Ed 322 is to implement the provisions of RSA 198:15-hh relative to providing annual grants to meet the costs of leasing permanent space in buildings for regional career and technical centers that are used for the operation of high school career and technical education programs ~~and charter schools~~.

Ed 322.02 Definitions. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 322:

~~(a) “Charter school” means a chartered public school established under RSA 194-B:2 or RSA 194-B:3-a.~~

~~(ba)~~ “Construction” means construction as defined in RSA 188-E:2, IV.

~~(eb)~~ “Department” means the New Hampshire department of education.

~~(ec)~~ “District” means a school district as defined in RSA 194:1, and a cooperative school district as defined in RSA 195:1.

~~(ed)~~ “Lease” means an agreement to lease permanent space in a building or buildings not owned by the district for a regional vocational center program that is used for the operation of a high school vocational technical education program ~~or charter school~~ and that is eligible to receive grants under RSA 198:15-hh.

~~(fe)~~ “Leased facility” means permanent space in a building or buildings as described in the lease.

~~(gf)~~ “Regional career and technical center” means those buildings designated as regional career and technical centers under RSA 188-E:1 as part of a high school vocational technical education program.

~~(hg)~~ “Regional career and technical center program” means a high school career and technical education curriculum offering that is eligible to receive grants under RSA 188-E and RSA 198:15-hh.

~~(ih)~~ “School lease aid” means the annual grant for a lease under RSA 198:15-hh,I.

Ed 322.03 Lease Agreements.

(a) A lease shall be approved by the legislative body of the district ~~or the charter school board of trustees~~ as prescribed in RSA 198:15-hh.

(b) A lease shall only be approved for educational space to be used by a regional career and technical center. Lease costs for administrative space, space for non-vocational technical education programs, and storage beyond what is required for vocational technical education programs in the regional vocational center shall not be eligible for reimbursement. ~~A lease shall only be approved for educational space, administrative space, storage, kitchen, and dining area necessary for the operation of a charter school.~~

(c) An initial lease shall be for a term of 10 years or less to be eligible to receive school lease aid.

(d) The applicant shall be responsible for paying to the property owner all costs incurred through the lease. School lease aid shall be considered a reimbursement of a portion of rental costs as authorized by RSA 198:15-hh, provided that sufficient funds are appropriated by the legislature and made available to the department.

(e) A lease shall continue until its term expires. The sale of the property by the owner or a declaration of bankruptcy by the owner shall not terminate the agreement entered into with the district ~~or charter school~~.

(f) The lease shall provide for dedicated on-site parking for staff and students.

(g) The lease shall state the parties responsible for carrying out the following activities, the procedures for carrying out such activities, and the cost of and payment for completing the activities at the regional career and technical center ~~or charter school~~:

- (1) Maintenance;
- (2) Custodial services;
- (3) Refuse removal;
- (4) Snow removal; and
- (5) Grounds maintenance.

(h) Costs for utilities, heat, and the items listed in (g) above shall not be eligible for reimbursement.

(i) The duties of property owners in Ed 322.07 shall be included in the provisions for each lease.

(j) The lease for a regional career and technical center and the center's programs shall be included in the annual review of the regional career and technical center by the department under Ed 322.08.

Ed 322.04 Approval and Review of Leases.

(a) Each lease shall be reviewed by the applicant's attorney licensed in New Hampshire who is knowledgeable in contract law pertaining to such lease agreements. Applicants wishing to receive school lease aid shall submit certification to the department that the lease has been reviewed, approved, and signed.

(b) The review shall be for the purpose of compliance with factual law and contains no factual errors; and

(c) The review shall be to determine compliance with contract law including no omissions and the lease has been amended as necessary.

(d) A lease shall be reviewed and approved by the department using the following factors to determine that the lease represents an efficient use of state and local resources:

- (1) Space requirements as compared to available space at the existing regional career and technical center and according to current standards for school building construction;
- (2) Projected student enrollment;
- (3) Need for specialized space or equipment; and
- (4) Cost compared to the cost of construction for an equivalent school facility.

Ed 322.05 Renewal of Leases.

(a) Leases may be renewed for a maximum of 10 years. Upon renewal, a lease agreement shall remain eligible to receive school lease aid if the department determines that the lease represents an efficient use of state and local resources.

(b) The department shall use the following factors to make the determination that the lease represents an efficient use of space and local resources:

- (1) Space requirements as compared to available space;
- (2) Projected student enrollment;
- (3) Need for specialized space or equipment; and
- (4) Cost.

(c) Whether a lease is renewed shall be reviewed during the planning for future construction projects at the regional career and technical center. Requirements being met through the regional career and technical center shall be included in the planning for the construction project. A lease shall be terminated upon completion of the construction project.

Ed 322.06 Early Termination of Leases. The lease shall:

- (a) Include a provision to allow early termination of the lease by the applicant in the event the building is no longer required to meet the needs of the regional center ~~or charter school~~;
- (b) Include a provision for early termination by the district in the event the property owner fails to fulfill the terms of the lease; and
- (c) Include a provision that requires the property owner to give notice of at least 60 days prior to early termination of the lease by the property owner.

Ed 322.07 Duties of Applicant.

- (a) In order for an applicant to be eligible for school lease aid, the applicant shall comply with the provisions of this section.
- (b) The applicant shall ensure the identification of the location of any and all asbestos-containing material prior to occupancy of the property as a regional vocational center by the ~~district or charter school~~. Pursuant to RSA 141-E:3, the leased property shall be subject to the requirements of the Asbestos Hazard Emergency Response Act (AHERA), 15 USC 53.
- (c) The applicant shall conduct or cause to be conducted a water test prior to occupancy of the property as a regional career and technical center ~~or charter school~~. The applicant shall also conduct or cause to be conducted a water test annually on the date occupancy commenced. The applicant shall obtain water quality results either from the municipal system, if connected, or in accordance with the applicable provisions of Env-Ws 300 et seq. or successor rules in subtitle Env-Dw as required for non-transient, non-community water systems.
- (d) The applicant shall ensure the property owner will allow testing for air quality, mold, lead, asbestos, or any other hazardous materials or conditions at the expense of the school ~~district or charter school~~. The applicant shall ensure the property owner will promptly correct any deficiencies identified by such testing at the expense of the property owner. Testing shall be allowed prior to occupancy of the property as a regional career and technical center ~~or charter school~~, and at any time during such occupancy.
- (e) The applicant shall ensure property and liability insurance is maintained to fully compensate for loss or damage to property or any other costs associated with an event resulting from negligence by the owner or the owner's agents or employees.
- (f) If utility costs are included in the monthly or annual lease payment, the property owner shall separate those costs from the rental costs on the invoice submitted to the district ~~or charter school~~.

Ed322.08 Regional Career and Technical Center Programs. Each regional career and technical center program in a leased facility shall be reviewed on an annual basis by the department. The annual review shall indicate a need to lease or to continue leasing space.

Ed 322.09 School Lease Aid.

(a) Applications for school lease aid for leased facilities shall be submitted to the department prior to January 1 of each year in order to be eligible to receive a grant for school lease aid in the fiscal year following the year of submittal.

(b) In order to be eligible to receive school lease aid for a regional career and technical center program ~~or charter school~~ in a leased facility, the applicant shall meet the following requirements:

(1) The applicant shall provide the department with a transportation plan and budget for the use of the leased facility;

(2) The applicant shall submit to the department a certificate signed by the local code enforcement official, fire chief, a licensed engineer or a licensed architect that indicates that the leased facility meets:

a. The state building code under RSA 155-A;

b. The state fire code under Saf-C 6000; and

c. The New Hampshire code for barrier-free design under Abfd 300;

(3) The leased facility shall meet the minimum space requirements of RSA 198:15-b, RSA 198:15-d, RSA 198:15-e, RSA 198:15-g, and Ed 321; and

(4) If food service operations, either culinary arts education or school provided meals, are to take place in the leased facility, the district ~~or charter school~~ shall submit letters of approval to the department for the operations from the department's bureau of nutrition and from the bureau of food protection in the New Hampshire department of health and human services, as provided in He-P 2304.

(c) School lease aid grant payments for leased facilities shall be awarded to the applicant at the same time and in the same manner as grant payments for construction projects under RSA 198:15-b.

(d) In the event that the annual budget for school lease aid from funds appropriated by the general court is insufficient to give the applicant their full entitlement of school lease aid in any year, grant payments shall be prorated equally among all eligible applicants as specified in RSA 198:15-e.

(e) The application for school lease aid for a leased facility shall include:

(1) A copy of the lease agreement;

(2) An explanation of why the lease is necessary;

(3) A floor plan showing the proposed layout and use of the space to be leased for the regional career and technical center ~~or charter school~~;

(4) A site plan of the building and the surrounding property; and

(5) A description of the surrounding area that includes the specific types of residential, commercial and industrial activities that take place on the property and on all abutting properties.

(f) In order to receive school lease aid grant payments for leased facilities, the applicant shall submit to the department information on the costs and descriptions of at least 2 alternative properties that have been considered to meet the requirements for a regional career and technical center or charter school educational program in addition to the property that has been selected. The reason for choosing the selected property over the others shall be clearly explained. This requirement shall be waived by the commissioner for charter schools in existence and occupying leased space prior to July 1, 2011.

(g) The initial building costs of modifying the building to meet the requirements of the educational program shall be eligible for school lease aid if the district ~~or charter school~~ is required to pay those costs by the terms of the lease.

Ed 322.10 Costs not Eligible for School Lease Aid for Leased Facilities. The following costs shall not be eligible for school lease aid:

- (a) Costs for damages to the leased facility beyond fair wear and tear;
- (b) Any deposits of funds that the district ~~or charter school~~ is required to provide to the property owner that are subsequently returned to the district ~~or charter school~~;
- (c) Utility costs at the leased facility;
- (d) Costs associated with the activities in Ed 322.03(g);
- (e) Costs associated with a lease for the use of portable or modular classroom space;
- (f) Costs for daily cleaning of the leased facility; and
- (g) Costs for repairs for damages to the facility regardless of cause.



Kate Cassady
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EXECUTIVE SUMMARY

Initial Proposal: Donations to Regional Career and Technical Education Centers Expires: N/A- New Rule

Submitted to the State Board of Education, July 9, 2020:

- A. **ACTION NEEDED**
A vote is needed by the State Board to approve Ed 1308, Donations to Regional Career and Technical Education Centers.
- B. **RATIONALE FOR ACTION**
This rule is being proposed in response to SB 270 (attached) establishing tax credits against the business profits tax for donations to career and technical education centers, in RSA 188-E:9-a. The statute clearly lays out the requirements. The State Board is required to adopt rules relative to only the administration of the tax credits and the form (attached).
- C. **EFFECTS OF THIS ACTION**
By approving this rule today, the Department of Education can begin the rulemaking process by submitting this rule to the Office of Legislative Services (OLS) for placement on the rulemaking register and hold a public hearing for this rule on August 13, 2020.
- D. **POSSIBLE MOTION**
I move that the State Board of Education approve the initial proposal for Ed 1308, Donations to Regional Career and Technical Education Centers.

Adopt Ed 1308 to read as follows:

PART Ed 1308 DONATIONS TO REGIONAL CAREER AND TECHNICAL EDUCATION CENTERS

Ed 1308.01 Purpose. The purpose of these rules is to provide a process for uniform application of the department’s administrative requirements of RSA 188-E:9-a.

Ed 1308.02 Definitions. In addition to the definitions listed in Ed 1301.01 “state fiscal year” means the year beginning July 1 and ending June 30.

Ed 1308.03 Requirement for School Districts Accepting Donations.

(a) A school district shall acknowledge a charitable donation by completing and filing the “CTE Donation Form”, revised January 2020.

(b) For the state fiscal year 2020, forms shall be filed no later than July 1, 2020.

(c) For all fiscal years starting with fiscal year 2021, forms shall be filed within 30 days of a school district receiving a donation.

Ed 1308.04 Department Responsibilities.

(a) After July 1 and before August 1 of each state fiscal year, the department shall compute the amount of tax credits available, based on the donations submitted as outlined in Ed 1308.03, and in accordance with the requirements of RSA 188-E:9-a, V.

(b) On or before October 1 of each year, the department of education shall report all credits issued to the department of revenue administration.

(c) On or before September 1 of each year, the department of education shall provide each donor, and the school district to which they donated, with a written statement of the amount of tax credit available which may be used by a donor for purposes of the tax credit against business profits taxes provided in RSA 77-A:5, XVI, computed according to RSA 188-E:9-a, V.



Donation Form

A school district may accept a charitable donation of:

- (a) Up to 50 percent of the cost of apprenticeship and training programs offered by the regional CTE center, including the compensation of employees in direct supervision and training of students in a CTE center program.
- (b) Up to 50 percent of the salary paid to interns, apprentices, and trainees enrolled in a CTE center program.
- (c) Tangible personal property for a related use by an educational program offered by the regional CTE center.

For entire text, refer to RSA 188-E:9-a

CTE Center: _____

Program: _____

Donation category and value:

A: apprenticeship and training program

Value: _____

50%: _____

B: salary

Value: _____

50%: _____

C: property

Item: _____

Value: _____

Donation provided by:

Company name and address:

Company representative (printed name)

Signature

Date

CTE Center Director (printed name)

Signature

Date

Superintendent (printed name)

Signature

Date

Submit completed form, within 30 days, to:

NH Department of Education
Bureau of Career Development
21 S. Fruit St., Suite 20
Concord, NH 03301

CHAPTER 247
SB 270-FN - FINAL VERSION

6Jun2019... 2280h

2019 SESSION

19-0475
10/04

SENATE BILL **270-FN**

AN ACT establishing a tax credit against the business profits tax for donations to career and technical education centers.

SPONSORS: Sen. Watters, Dist 4; Sen. Bradley, Dist 3; Sen. D'Allesandro, Dist 20; Sen. Fuller Clark, Dist 21; Sen. Giuda, Dist 2; Sen. Gray, Dist 6; Sen. Levesque, Dist 12; Sen. Morgan, Dist 23; Sen. Sherman, Dist 24; Rep. Shaw, Hills. 16

COMMITTEE: Ways and Means

AMENDED ANALYSIS

This bill establishes a tax credit against business profits taxes for donations to career and technical education centers. The donation program is repealed June 30, 2022.

Explanation: Matter added to current law appears in ***bold italics***.
Matter removed from current law appears ~~[in brackets and struckthrough.]~~
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

CHAPTER 247
SB 270-FN - FINAL VERSION

6Jun2019... 2280h

19-0475
10/04

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Nineteen

AN ACT establishing a tax credit against the business profits tax for donations to career and technical education centers.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 247:1 New Section; Regional Career and Technical Education Centers; Donations. Amend
2 RSA 188-E by inserting after section 9 the following new section:

3 188-E:9-a Donations to Regional Career and Technical Education Center Programs.

4 I. For purposes of this section "state fiscal year" shall mean the year beginning July 1 and
5 ending June 30.

6 II. A school district may accept a charitable donation of:

7 (a) Up to 50 percent of the cost of apprenticeship and training programs offered by the
8 regional CTE center, including the compensation of employees in direct supervision and training of
9 students in a CTE center program.

10 (b) Up to 50 percent of the salary paid to interns, apprentices, and trainees enrolled in a
11 CTE center program.

12 (c) Tangible personal property for a related use by an educational program offered by the
13 regional CTE center.

14 III. The school district shall report within 30 days the donor name and the value of each
15 charitable donation under paragraph II to the department of education.

16 IV. A donor who makes a qualifying charitable contribution under paragraph II shall be
17 allowed a credit against the business profits tax imposed under RSA 77-A as computed by the
18 department of education in paragraph V.

19 V. On or before August 1 of each year, the department of education shall compute the
20 amount of tax credits available from the donations made during the prior state fiscal year. The
21 aggregate of tax credits issued by the department of education to all donors claiming the credit
22 under this section shall not exceed \$500,000 for any state fiscal year. Credits claimed which exceed
23 the total allowed shall be granted in the donor's proportional share of the maximum aggregate credit
24 amount. On or before October 1 of each year, the department of education shall report all credits
25 issued to the department of revenue administration.

26 VI. On or before September 1 of each year, the department of education shall provide a
27 donor with a written statement of the amount of tax credit available which may be used by a donor
28 for purposes of the tax credit against business profits taxes provided in RSA 77-A:5, XVI, computed
29 according to paragraph V.

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1 VII. No later than January 1, 2020, the commissioner of the department of education shall
2 adopt rules pursuant to RSA 541-A, relative to:

3 (a) The administration of the issuance of tax credits for qualifying charitable donations
4 under this section.

5 (b) The design and content of the reports, forms, and statements required to be filed
6 with, or issued by, the department of education under this section.

7 VIII. On or before October 1 of each year, the department of education shall report to the
8 speaker of the house of representatives, the senate president, and the chairpersons of the house and
9 senate ways and means committees on the total value of charitable donations received by school
10 districts under this section, the tax credits issued to all donors, and the department's determination
11 of the effect the tax credit program has on educational programs offered by CTE centers and their
12 apprenticeship and training programs.

13 247:2 New Paragraph; Business Profits Tax; Credit for Donations to Regional Vocational
14 Education Centers. Amend RSA 77-A:5 by inserting after paragraph XV the following new
15 paragraph:

16 XVI. The tax credit computed under RSA 188-E:9-a for donations to regional career and
17 technical education center programs, provided that the credit allowed for a taxpayer under this
18 paragraph shall not exceed 25 percent of the tax due under this chapter for such taxpayer before any
19 credits under RSA 77-A:5 are taken into account.

20 247:3 Repeal; 2022. RSA 188-E:9-a, relative to donations to regional career and technical
21 education center programs, is repealed.

22 247:4 Effective Date.

23 I. Section 3 of this act shall take effect June 30, 2022.

24 II. The remainder of this act shall take effect July 1, 2019.

Approved: July 12, 2019

Effective Date:

I. Section 3 shall take effect June 30, 2022.

II. Remainder shall take effect July 1, 2019.



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Littleton

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Phil Nazzaro
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Drew Cline, Chairman
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EXECUTIVE SUMMARY
Initial Proposal: Ed 323 – Charter School Lease Aid
Expire: N/A – New Rule

Submitted to the State Board of Education, July 9, 2020:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the Initial Proposal for Ed 323, Charter School Lease Aid.

B. RATIONALE FOR ACTION

The lease aid program was funded for the first time in FY20, since the inception of the lease aid program in 2003 under RSA 198:15-hh. And although the law limits lease aid to schools that operate career and technical education (CTE) programs or charter schools, the current HB3 further limits lease aid to just charter schools. Ed 322 currently regulates the lease aid application process for CTE centers and charter schools. The proposed changes separate the lease aid application process for CTE centers (proposed in Ed 322) and charter schools (proposed in Ed 323). The proposed changes in Ed 323 create a more efficient application process for charter schools and a more efficient process for the department to administer.

C. EFFECTS OF THIS ACTION

If the board votes to approve this rule the department will submit the rule to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing will be held on September 10, 2020.

D. POSSIBLE MOTION

I move that the State Board of Education approve Ed 323, Charter School Lease Aid.

Adopt Ed 323, to read as follows:

PART Ed 323 CHARTER SCHOOL LEASE AID

Ed 323.01 Purpose. The purpose of Ed 323 is to implement the provisions of RSA 198:15-hh relative to providing annual grants to meet the costs of leasing permanent space in buildings for chartered public schools authorized under RSA 194-B:3-a.

Ed 323.02 Definitions. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 323:

- (a) “Charter school” means a chartered public school established under RSA 194-B:3-a.
- (b) “Department” means the New Hampshire department of education.
- (c) “Lease” means an agreement to lease permanent space in a building or buildings.
- (d) “Leased facility” means permanent space in a building or buildings as described in the lease.
- (e) “Lease aid” means the annual grant for a lease under RSA 198:15-hh,I.

Ed 323.03 Lease Agreements.

- (a) Pursuant to RSA 198:15-hh, a lease shall be approved by the charter school board of trustees.
- (b) Pursuant to RSA 198:15-hh, an initial lease shall be for a term of 10 years or less to be eligible to receive lease aid.
- (c) A lease shall continue until its term expires. The sale of the property by the owner or a declaration of bankruptcy by the owner shall not terminate the agreement entered into with the charter school.
- (d) The lease shall state the parties responsible for carrying out the following activities, the procedures for carrying out such activities, and the cost of and payment for completing the activities:
 - (1) Maintenance of the facility;
 - (2) Custodial services;
 - (3) Refuse removal;
 - (4) Snow removal; and
 - (5) Grounds maintenance.
- (e) Costs for utilities, heat, and the items listed in (d) above shall not be eligible for reimbursement. If utility costs are included in the monthly or annual lease payment, the property owner shall separate those costs from the rental costs on the invoice submitted to the charter school.
- (f) Costs for space beyond what is required for the operation of the charter school is not eligible for reimbursement. If space is leased beyond what is necessary for the operation of the charter school, the property owner shall separate those costs on the invoice submitted to the charter school.

(g) The lease shall include the necessary provisions to allow for the duties identified in Ed 323.05 to be met.

(h) The lease shall include a provision to allow early termination of the lease by the applicant in the event the building is no longer required to meet the needs of the charter school.

(i) The lease shall include a provision for early termination by the charter school in the event the property owner fails to fulfill the terms of the lease.

(j) The lease shall include a provision that requires the property owner to give notice of at least 60 days prior to early termination of the lease by the property owner.

(k) Upon written request, the commissioner shall waive requirements of Ed 323.03 if the lease was signed prior to the effective date of these rules. If requirements are waived, they shall be met to the greatest extent practicable in subsequent lease renewals.

Ed 323.04 Legal Review of Lease.

(a) The lease shall be reviewed, at the applicant's expense, by the applicant's attorney licensed in New Hampshire who is knowledgeable in contract law pertaining to such lease agreements;

(b) The review shall be for the purpose of compliance with Ed 323.03;

(c) The review shall be for the purpose of compliance with factual law and shall contain no factual errors; and

(d) The review shall confirm compliance with contract law including no omissions and that the lease has been amended as necessary.

Ed 323.05 Duties of Applicant. In order for an applicant to be eligible for lease aid, the applicant shall comply with the provisions of this section.

(a) The applicant shall compete all local, state, and federal required water testing;

(b) The applicant shall compete all local, state, and federal required air quality testing, mold, lead, asbestos, or any other hazardous materials testing;

(c) The applicant shall ensure the property owner will allow testing for air quality, mold, lead, asbestos, or any other hazardous materials or conditions at the expense of the charter school. The applicant shall ensure the deficiencies identified by such testing will be promptly corrected. Testing shall be allowed prior to occupancy of the property and at any time during such occupancy.

(d) The applicant shall ensure the identification of the location of any and all asbestos-containing material prior to occupancy of the property. Pursuant to RSA 141-E:3, the leased property shall be subject to the requirements of the Asbestos Hazard Emergency Response Act (AHERA), 15 USC 53.

(e) The applicant shall ensure property and liability insurance is maintained to fully compensate for loss or damage to property or any other costs associated with an event resulting from negligence by the owner or the owner's agents or employees.

Ed 323.06 Lease Aid Application. In order for an applicant to be eligible for lease aid, the applicant shall comply with the provisions of this section.

(a) By January 1 applicants shall submit to the department the following:

- (1) A copy of the proposed lease agreement that meets the requirements in Ed 323.03;
- (2) The amount of the lease eligible for lease aid;
- (3) An explanation of why the lease is necessary;
- (4) Address and location map of the property;
- (5) A description of the surrounding area that includes the specific types of residential, commercial and industrial activities that take place on the property and on all abutting properties;
- (6) Indication if the leased facility is on municipal or domestic water and sewer;
- (7) An assurance statement that the applicant shall conduct or cause to be conducted a water test prior to occupancy of the property to ensure compliance with RSA 485:17-a, Lead in Drinking Water in Schools and Licensed Child Care Facilities;
- (8) An assurance statement that the applicant shall comply with duties of the applicant identified in Ed 323.05;
- (9) An assurance statement that the lease only includes costs for space that is required for the operation of the charter school;
- (10) A statement that the applicant is aware that per Ed 321.13, all public school construction or reconstruction projects are required to have a review completed by the State Fire Marshal's Office; and
- (11) A statement that the applicant is aware of the additional submittal requirements and deadline in (b) below.

(b) By September 1 or prior to occupancy, whichever comes first, the applicant shall submit the following:

- (1) A statement signed by the local code enforcement official, a licensed engineer, a licensed architect, or other qualified professional that indicates that the leased facility meets the state building code under RSA 155-A;
- (2) A statement signed by the local code enforcement official, fire chief, a licensed engineer or other qualified professional that indicates that the leased facility meets the state fire code under Saf-C 6000;
- (3) A statement signed by the local code enforcement official, a licensed engineer, a licensed architect, or other qualified professional that indicates that the leased facility meets the New Hampshire code for barrier-free design under Abfd 300;
- (4) If food service operations are to take place in the leased facility, proof of approval from the bureau of food protection at department of health and human services, as provided in He-P 2304;
- (5) A certification by the applicant's attorney to the department that the lease meets the requirements in Ed 323.03 and the lease has been reviewed, approved, and signed;

(6) Approval from the department of environmental services that the water supply well meets the requirements in Env-Dw 400, if applicable;

(7) A copy of the property and liability insurance that meets Ed 323.05 (e);

(8) Anticipated k-12 enrollment; and

(9) If the items submitted in (a) above have been altered, the department shall accept these revised documents provided that the revisions are in the best interest of the public and its resources.

(c) If the items in (b) above are not submitted in the timeframe required in (b) above, the applicant shall forfeit lease aid for the fiscal year which they applied for.

Ed 323.07 Review and Approval Process.

(a) For initial approval, the applicant shall apply for lease aid by submitting an application in Ed 323.06.

(b) Each year, the applicant may request to renew lease aid if no substantive changes have been made to the lease previously approved by the department through (a) above, and the following items have been submitted to the department by September 1:

(1) Assurance statement that the charter school is still operating under the same lease approved by the department through (a) above, or submit an updated lease agreement certified by the applicant's attorney to the department that the lease meets the requirements in Ed 323.03 and the lease has been reviewed, approved, and signed;

(2) Updated amount of the lease eligible for lease aid, if applicable; and

(3) An updated copy of the property and liability insurance that meets Ed 323.05 (e), if applicable.

(c) If substantive changes have been made to the lease, an applicant may reapply for lease aid by submitting an application per Ed 323.06.

(d) Upon review and approval of the items identified in (a) or (b) above, the department shall notify the charter school of their eligibility of lease aid.

Ed 323.08 Payments.

(a) The amount of lease aid shall be in accordance with RSA 198:15-hh. If the lease appropriation is insufficient, the appropriation grant payments shall be prorated equally among all eligible applicants.

(b) If the items identified in Ed 323.07 (a) or (b) are not submitted in the timeframe required, the applicant shall forfeit lease aid for the fiscal year which they applied for.

(c) Lease aid grant payments shall be made annually in November of each fiscal year and shall only be made if the school has students enrolled on opening day.

(d) The applicant shall be responsible for paying to the property owner all costs incurred through the lease. Lease aid shall be considered a reimbursement of a portion of rental costs as authorized by RSA 198:15-hh, provided that sufficient funds are appropriated by the legislature and made available to the department.

(e) Lease aid shall be terminated if the leased space is no longer being used for the purposes proposed under the approval of lease aid.

Ed 323.09 Eligibility

(a) The initial building costs of modifying the building to meet the requirements of the educational program shall be eligible for lease aid if the charter school is required to pay those costs by the terms of the lease.

(b) The following costs shall not be eligible for lease aid:

- (1) Costs for space beyond what is required for the operation of the charter school;
- (2) Costs for utilities, heat, and the activities in Ed 323.03 (d).
- (3) Costs for repairs for damages to the facility regardless of cause;
- (4) Any deposits of funds that the charter school is required to provide to the property owner that are subsequently returned to the charter school;
- (5) Costs for the use of portable or modular classroom space; and
- (6) Costs to make permanent upgrades or renovations to the leased space.



Frank Edelblut
Commissioner

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Deputy Commissioner

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EXECUTIVE SUMMARY

Final Proposal: Robotics Education Grant Fund Expire: 7-14-2028

Submitted to the State Board of Education, January 9, 2020:

A. ACTION NEEDED

A vote is needed by the State Board to approve the final proposal for Ed 1307, Robotics Education Grant Fund.

B. RATIONALE FOR ACTION

A public hearing was held for these rules on June 11, 2020. No written or oral testimony was received by the June 18, 2020 deadline noticed in the Rulemaking Register.

One edit has been made to this rule concerning application periods in 1307.07(e).

C. EFFECTS OF THIS ACTION

By approving this final proposal today, the Department of Education will submit the rule to the Office of Legislative Services (OLS) to be placed on the agenda of the next meeting of the Joint Legislative Committee on Administrative Rules on August 20, 2020.

D. POSSIBLE MOTION

I move that the State Board of Education approve the final proposal for Ed 1307, Robotics Education Grant Fund.

Readopt with amendment Ed 1307, effective 10-10-19 (Document #12896, Emergency), to read as follows:

PART Ed 1307 RULES FOR THE ROBOTICS EDUCATION FUND

Ed 1307.01 Purpose of the Robotics Education Fund. The purpose of the robotics education fund is to motivate and encourage public school and chartered public school students in New Hampshire to pursue education and career opportunities in science, technology, engineering, and mathematics while building critical life and work-related skills.

Ed 1307.02 Scope. Grants from the robotics education fund shall be available to any eligible public school or chartered public school for the purpose of financing the establishment of a robotics team and its participation in competitive events.

Ed 1307.03 Definitions.

(a) “Department” means the commissioner’s office of the department of education, or designee.

(b) “Eligible public school or chartered public school” means any public school which meets the minimum standards or a chartered public school as defined in RSA 194-B in the state of New Hampshire.

Ed 1307.04 Uses of Grant Funds for the Robotics Education Fund.

(a) Grant funds administered through the robotics education fund shall be limited to:

- (1) The purchase of robotics kits;
- (2) Stipends for coaches; ~~and~~
- (3) The payment of associated costs from participation in competitions; and
- (4) Costs associated with events, including, but not limited to:
 - (1) Registration fees;
 - (2) Transportation costs; and
 - (3) Required uniforms and supplies; and

(b) Grant recipients shall submit a report to the department detailing expenditures at the end of each fiscal year for which grant funds are received.

Ed 1307.05 Eligibility Criteria. A public school or chartered public school which is applying for a grant from the robotics education fund shall demonstrate that:

- (a) It has established a partnership with, or has a valid letter of commitment from, at least one sponsor, business entity, institution of higher education or technical school for the purpose of participation in a robotics competition;
- (b) It has developed a budget for the current year of the application;
- (c) It has not received a grant from the robotics education development program in the prior year; and
- (d) It has identified at least one competitive event in which the team or club will participate.

Ed 1307.06 Robotics Education Development Program Grant Application.

- (a) A public or chartered public school shall complete and file the “New Hampshire Robotics Education Application Form,” January 2020 edition, electronically to the department of education.
- (b) To be considered for robotics education grant funds for the following biennium, applications shall be completed and filed with the department no later than July 1 of the year prior to the biennium in which grants are to be dispersed.
- (d) Pursuant to RSA 188-E:25, V, no school shall receive more than one grant every two years, however, a school district may receive multiple grant awards. A school may support multiple teams through the use of a single grant.

Ed 1307.07 Application Review and Approval.

- (a) The department shall review all grant applications within 15 business days of the application deadline as established in Ed 1410.06(b). In making a decision the department shall approve an application if the school has met all the criteria set forth in Ed 1410.05 (a)-(d).
- (b) Approval of an application does not constitute a grant award. Grant allocations for all approved applications will be based on the funds available in the following biennium.
- (c) If the amount of grant funds requested exceeds the balance in the fund that is available in any year, the commissioner shall not prorate the grant awards, but preference shall be given to schools that have a higher percentage of students in the school’s average daily membership in attendance who are eligible for a free or reduced-price meal as defined in RSA 198:38, VII. Secondary preference shall be given to schools which did not receive a grant in the previous year due to lack of funds.
- (d) In the event that additional funds exist after all initial grant application requests have been met, the commissioner shall award schools additional grants for additional requested teams in accordance with (b) above and RSA 188-E:24-a, V.(b).

(e) In the event that additional funds exist after all initial grant application requests have been met, and additional teams have been funded pursuant to (d) above, the department shall open a 30-day grant application period no later than December 1 of the year prior to the biennium in which grants are to be dispersed.

Ed 1307.08 Robotics Education Development Program Grant Disbursement. Grants will be disbursed as a single payment each year of the grant through the business office of the department of education.

Appendix I

Rule	Statute
Ed 1307	RSA 188-E:24-a



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EXECUTIVE SUMMARY
Emergency Rule – Vocational Rehabilitation Programs
Interim Expired: July 8, 2020

Submitted to the State Board of Education, July 9, 2020:

A. ACTION NEEDED

A vote is needed by the State Board of Education to adopt the emergency rules for Ed 1000 Vocational Rehabilitation Programs which expired as interim rules on July 8, 2020.

B. RATIONALE FOR ACTION

Interim rules were adopted by the Board in January in order to allow more time for regular rulemaking. COVID-19 restrictions delayed the regular rulemaking process. An emergency rule is necessary to keep the current rules in place while the Department navigates the remainder of the regular rulemaking process. A second public hearing for the regular rulemaking process will be held at the August State Board meeting and the Final Proposal should be available for approval by September.

C. EFFECTS OF THIS ACTION

If the board votes to adopt these rules the department will submit the rules to the Office of Legislative Services (OLS) and they will become effective upon receipt.

D. POSSIBLE MOTION

I move that the State Board of Education adopt the emergency rule for Vocational Rehabilitation Programs, Ed 1000.

Adopt Ed 1000 to read as follows:

CHAPTER Ed 1000 VOCATIONAL REHABILITATION PROGRAMS

PART Ed 1001 PURPOSE

Ed 1001.01 Purpose. The purpose of the New Hampshire vocational rehabilitation services program is to assess, plan, develop, and provide vocational rehabilitation services for individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so that they can prepare for and engage in gainful employment. The rules for the New Hampshire vocational rehabilitation services program implement the State Vocational Rehabilitation Services Program authorized by Title I of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 701 et seq.

PART Ed 1002 DEFINITIONS

Ed 1002.01 "Act" means the Rehabilitation Act of 1973, as amended, 29 U.S.C. 701 et seq.

Ed 1002.02 "Administrative costs under the state plan" means "administrative costs under the state plan" as defined in 34 CFR 361.5(b)(2).

Ed 1002.03 "Applicant" means an individual who submits an application for vocational rehabilitation services in accordance with 34 CFR §361.41 (b), (2)

Ed 1002.04 "Appropriate modes of communication" means "appropriate modes of communication" as defined in 34 CFR 361.5(b)(5).

Ed 1002.05 "Assessment for determining eligibility and vocational rehabilitation needs" means "assessment for determining eligibility and vocational rehabilitation needs" as defined in 34 CFR 361.5(b)(6).

Ed 1002.06 "Assistive technology device" means "assistive technology device" as defined in 34 CFR 361.5(b)(7).

Ed 1002.07 "Assistive technology service" means "assistive technology service" as defined in 34 CFR 361.5(b)(8).

Ed 1002.08 "Community rehabilitation program" means "community rehabilitation program" as defined in 34 CFR 361.5(b)(9).

Ed 1002.09 "Comparable services and benefits" means "comparable services and benefits" as defined in 34 CFR 361.5(b)(10).

Ed 1002.10 "Competitive employment" means "competitive employment" as defined in 34 CFR 361.5(b)(11).

Ed 1002.11 "Designated state agency" means the New Hampshire department of education, which is the state agency responsible for administering the state plan for vocational rehabilitation services in accordance with 34 CFR 361.13(a).

Ed 1002.12 “Designated state unit” means the division of career technology and adult learning in the New Hampshire department of education pursuant to 34 CFR 361.5(b)(14).

Ed 1002.13 "Eligible individual" means an applicant for vocational rehabilitation services who meets the eligibility requirements of 34CFR361.5(b)(15).

Ed 1002.14 "Employment outcome" means "employment outcome" as defined in 34 CFR 361.5(b)(16).

Ed 1002.15 "Establishment, development, or improvement of a public or nonprofit community rehabilitation program" means "establishment, development, or improvement of a public or nonprofit community rehabilitation program" as defined in 34 CFR 361.5(b)(17).

Ed 1002.16 "Extended employment" means "extended employment" as defined in 34 CFR 361.5(b)(19).

Ed 1002.17 "Extended services" means "extended services" as defined in 34 CFR 361.5(b)(20).

Ed 1002.18 "Extreme medical risk" means "extreme medical risk" as defined in 34 CFR 361.5(b)(21).

Ed 1002.19 "Family member", for purposes of receiving vocational rehabilitation services in accordance with Ed 1010.16(a)(9), means "family member" as defined in 34 CFR 361.5(b)(23).

Ed 1002.20 "Impartial hearing officer" means "impartial hearing officer" as defined in 34 CFR 361.5(b)(25), and includes “presiding officer” as defined in RSA 541-A:1,XIV.

Ed 1002.21 "Independent living program" means the state independent living services program set out in 34 CFR§364 and RSA 200-C:24 and includes the services set out in 34 CFR §365.1

Ed 1002.22 "Individual who is blind" means a person whose central acuity does not exceed 20/200 in the better eye with correcting lenses or whose visual acuity, if better than 20/200 is accompanied by a limit to the field of vision in the better eye to such a degree that its widest diameter subtends an angle of no greater than 20 degrees, and who has been examined by a physician skilled in diseases of the eye, or by an optometrist, whichever the individual selects, to make the determination that the individual is blind.

Ed 1002.23 "Individual with a disability" means "individual with a disability" as defined in 34 CFR 361.5(b)(28) and (29).

Ed 1002.24 "Individual with a most significant disability" means an individual with a significant disability:

(a) Who has a significant mental or physical impairment that seriously limits 2 or more functional capacities such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance and work skills, or work tolerance or work skills in terms of employment outcomes; and

(b) Whose vocational rehabilitation can be expected to require 2 or more vocational rehabilitation services, in addition to the vocational rehabilitation counselor provided services of guidance, counseling, service coordination and job placement, over an extended period of time of 6 months or longer.

Ed 1002.25 "Individual with a significant disability" means "individual with a significant disability" as defined in 34 CFR 361.5(b)(31).

Ed 1002.26 "Individual's representative" means "individual's representative" as defined in 34 CFR 361.5(b)(32).

Ed 1002.27 "Integrated setting" means "integrated setting" as defined in 34 CFR 361.5(b)(33).

Ed 1002.28 "Maintenance" means "maintenance" as defined in 34 CFR 361.5(b)(35)

Ed 1002.29 "Mediation" means "mediation" as defined in 34 CFR 361.5(b)(36).

Ed 1002.30 "Nonprofit" means "nonprofit" as defined in 34 CFR 361.5(b)(37).

Ed 1002.31 "Ongoing support services" means "ongoing support services" as defined in 34 CFR 361.5(b)(38).

Ed 1002.32 "Personal assistance services" means "personal assistance services" as defined in 34 CFR 361.5(b)(39).

Ed 1002.33 "Physical and mental restoration services" means "physical and mental restoration services" as defined in 34 CFR 361.5(b)(40).

Ed 1002.34 "Physical or mental impairment" means "physical or mental impairment" as defined in 34 CFR 361.5(b)(41).

Ed 1002.35 "Post-employment services" means "post-employment services" as defined in 34 CFR 361.5(b)(42).

Ed 1002.36 "Program for the deaf and hard of hearing" means the program established under RSA 200-C:18.

Ed 1002.37 "Qualified and impartial mediator" means "qualified and impartial mediator" as defined in 34 CFR 361.5(b)(43).

Ed 1002.38 "Rehabilitation engineering" means "rehabilitation engineering" as defined in 34 CFR 361.5(b)(44).

Ed 1002.39 "Rehabilitation technology" means "rehabilitation technology" as defined in 34 CFR 361.5(b)(45).

Ed 1002.40 "Review " means the procedure for determining whether decisions made by personnel of the designated state unit that affect the provision of vocational rehabilitation services are consistent with the Act and rules adopted thereunder.

Ed 1002.41 "State workforce investment board" means a board established under section 111 of the Workforce Investment Act of 1998, 29 U.S.C. 705(33).

Ed 1002.42 "Statewide workforce investment system" means a system described in section 111(d)(2) of the Workforce Investment Act of 1998, 29 U.S.C. 705(34).

Ed 1002.43 "State plan" means "state plan" as defined in 34 CFR 361.5(b)(51).

Ed 1002.44 "Substantial impediment to employment" means "substantial impediment to employment" as defined in 34 CFR 361.5(b)(52).

Ed 1002.45 "Supported employment" means "supported employment" as defined in 34 CFR 361.5(b)(53).

Ed 1002.46 "Supported employment program" means the program established under RSA 200-C:21 and 34 CFR 363.1.

Ed 1002.47 "Supported employment services" means "supported employment services" as defined in 34 CFR 361.5(b)(54).

Ed 1002.48 "Transition services" means "transition services" as defined in 34 CFR 361.5(b)(55).

Ed 1002.49 "Transitional employment" means "transitional employment" as defined in 34 CFR 361.5(b)(56).

Ed 1002.50 "Transportation" means "transportation" as defined in 34 CFR 361.5(b)(57).

Ed 1002.51 "Vocational rehabilitation services" means "vocational rehabilitation services" as defined in 34 CFR 361.5(b)(58).

PART Ed 1003 PROTECTION, USE AND RELEASE OF PERSONAL INFORMATION

Ed 1003.01 Confidentiality.

(a) All current and stored information as to personal facts given or made available to the designated state unit, its representative, or its employee, in the course of the administration of the vocational rehabilitation program, including photographs, lists of names and addresses and records of agency evaluation, shall be held to be confidential by the division and by individuals, service providers, other cooperating agencies and organizations, and interested parties to whom such information is disseminated.

(b) All personal information in the possession of the designated state unit shall be used only for purposes directly connected with the administration of the vocational rehabilitation program. Information containing identifiable personal information shall not be shared with advisory or other bodies which do not administer the program.

(c) All applicants, eligible individuals, representatives of applicants or individuals, service providers, other cooperating agencies and organizations, and interested parties shall be informed through appropriate modes of communication consistent with the choice, used by the individual of the confidentiality of personal information and the conditions in Ed 1003.03 for accessing and releasing this information.

(d) The designated state unit shall inform all applicants, eligible individuals, and representatives of applicants or individuals about the division's need to collect personal information and the provisions of this section governing its use.

(e) In the administration of the vocational rehabilitation program, the designated state unit shall obtain personal information from service providers and cooperating agencies under assurances that the

information shall not be further divulged, except as provided under Ed 1003.02, Ed 1003.03, and Ed 1003.04.

(f) Individuals, agencies, and organizations shall pay a fee of \$.06 per page to cover costs of duplicating records and making extensive searches required for the release of information in Ed 1003.03 and the exchange of information in Ed 1003.04.

Ed 1003.02 Data Collection.

(a) The collection of personal information by designated state unit personnel concerning applicants and eligible individuals shall be authorized by the applicant or individual through completion of a release of information permit containing the:

- (1) Date;
- (2) Applicant or individual's name;
- (3) Signature;
- (4) Social security number optional: may be required for eligibility for certain state and federal programs; and
- (5) A statement authorizing release to the designated state unit of medical, psychological, psychiatric, educational, and vocational information necessary for the determination of eligibility and development and implementation of an individualized plan for employment.

(b) The signature of the parent or guardian shall be required when the applicant or eligible individual is under 18 years old or has a legal guardian.

(c) The designated state unit shall collect personal information under 29 U.S.C. 709(c), 29 U.S.C. 721(a)(6)(A), and 34 CFR 361.38. Failure by the applicant or eligible individual to provide sufficient personal information to the designated state unit to determine eligibility, or to prepare an individualized plan for employment or to monitor progress of services provided, shall result in the case being closed.

Ed 1003.03 Release of Information.

(a) Personal information concerning the applicant or eligible individual shall not be released to any individual or organization except as authorized by the applicant, individual, or law. When personal information has been obtained from another agency or organization, it shall be released only by, or under the conditions established by, the other agency or organization. However, when such information has been used to make a determination regarding the applicant or eligible individual that is being contested through the hearing process it shall be available for release as evidence in the hearing unless precluded by law.

(b) When requested in writing by the applicant or eligible individual or his or her representative, the designated state unit shall make all information in the record of vocational rehabilitation services accessible to the individual and release the information to him or her or the representative except when:

- (1) Medical, psychological, or other information that the designated state unit determines might be harmful to the applicant or eligible individual after consultation with a qualified medical or mental health professional, in which case the information shall not be released

directly to the applicant or individual but shall be provided to the applicant or individual through a third party chosen by the applicant or individual. The third party may include an advocate, a family member, or a qualified medical or mental health professional, unless a representative has been appointed by a court to represent the applicant or individual, in which case the information shall be released to the court-appointed representative; or

(2) Personal information has been obtained from another agency or organization, in which case the information shall be released only by, or under the conditions established by, the other agency or organization.

(c) An applicant or eligible individual who believes that information in his or her record of services is inaccurate or misleading may request that the designated state unit amend the information. If the information is not amended, the request for an amendment shall be documented in the record of services, consistent with Ed 1010.16(a)(12).

(d) When a third party requests particular information about an applicant or eligible individual, the third party shall provide a written request signed by the applicant or individual or their guardian designating the third party as a representative who may have access to client information. Third parties may include attorneys, service providers, and other public or private agency or organizations.

(e) The request shall include:

(1) The applicant's or eligible individual's name;

(2) The information being requested;

(3) The reasons why the material is being requested; and

(4) The name of the individual, agency, or organization assuming responsibility for the information and giving assurance that the information will not be released to any other individual, agency or organization.

(5) The request shall also include the following statement:

"I _____, hereby authorize the release of information for the purpose of providing vocational rehabilitation services relating to me which is in the custody or control of the New Hampshire Department of Education, Division of Career Technology and Adult Learning. I have considered and understand the implications of this waiver. The release of this information is more important to me than the loss of privacy which may result directly or indirectly from the release. I agree to hold harmless the New Hampshire Department of Education, Division of Career Technology and Adult Learning and their authorized representatives for any damages arising out the release of the information I am requesting. "

(f) Personal information shall be released under Ed 1003.03(g) only if the organization, agency, or individual assures that:

(1) The information will be used only for the purposes for which it is being provided;

(2) The information will be released only to persons officially responsible for conducting the audit, evaluation, or research;

- (3) The information will not be released to the involved applicant or individual;
- (4) The information will be managed in a manner to safeguard confidentiality; and
- (5) The final product will not reveal any personal identifying information without the informed written consent of the involved applicant or individual or the applicant's or individual's representative.

(g) Upon receiving the informed written consent of the applicant or eligible individual or, if appropriate, the applicant's or individual's representative, the designated state unit shall release personal information to another agency or organization for its program purposes if:

- (1) The information may be released to the involved applicant or individual or the applicant's or individual's representative; and
- (2) The other agency or organization demonstrates that the information requested is necessary for its program.
- (3) Medical or psychological information that the designated state unit determines might be harmful to the applicant or eligible individual shall be released only if the other agency or organization assures the designated state unit that the information will be used only for the purpose for which it is being provided and will not be further released to the applicant or individual.

(h) Personal information concerning the applicant or eligible individual shall be released to an organization, agency, or individual engaged in audit, evaluation, or research.

(i) The designated state unit shall release personal information as required by federal law.

(j) The designated state unit shall release personal information in response to investigations in connection with law enforcement, fraud, or abuse, unless expressly prohibited by federal or state laws or regulations, and in response to an order issued by a judge or other authorized judicial officer.

(k) The designated state unit shall release personal information in order to protect the applicant or eligible individual or others if the applicant or individual poses a threat to his or her safety or to the safety of others.

Ed 1003.04 Exchanging Information with Other Parties.

(a) When the designated state unit is working with an agency or organization on behalf of an applicant or eligible individual, information shall be exchanged after obtaining a written release of information authorization described in Ed 1003.03(d), signed by the individual, or his or her parent or guardian if the individual is under 18 years old or has a legal guardian. For agencies and organizations having an agreement with the designated state unit to exchange information, information regarding mutual applicants or eligible individual's information shall be exchanged without obtaining an individual's release. The agencies and organizations having such cooperative agreements shall be identified by the designated state unit on the application for vocational rehabilitation services described in Ed 1010.02.

(b) Agencies and organizations with which the designated state unit shall exchange information include but are not limited to:

- (1) The New Hampshire department of health and human services;
- (2) The New Hampshire department of labor, division of workers' compensation;
- (3) New Hampshire WORKS Partners established under the Workforce Investment Act of 1998, 29 U.S.C. 705, as described in the cooperative agreement;
- (4) Community rehabilitation programs;
- (5) New Hampshire disability determination services; and
- (6) The Social Security Administration.

(c) In situations not covered by the provisions of Ed 1003.04(a), upon receiving the informed written consent of the applicant or eligible individual or, if appropriate, the applicant's or individual's representative, the designated state unit shall release personal information to another agency or organization for its program purposes only to the extent that the information shall be released to the involved applicant or individual or the applicant's or individual's representative and only to the extent that the other agency or organization demonstrates that the information requested is necessary for its program.

PART Ed 1004 REVIEW PROCEDURE

Ed 1004.01 Review Procedures.

- (a) Review procedures shall comply with 34 CFR 361.57 and New Hampshire law.
- (b) An individual who is dissatisfied with any determination made by personnel of the designated state unit that affects the provision of vocational rehabilitation services may request, or, if appropriate, may request through the individual's representative, a timely review of that determination.
- (c) The designated state unit shall make reasonable accommodation for the individual's disability in conducting hearings and mediation procedures. Reasonable accommodation shall include using appropriate modes of communication consistent with the informed choice of the individual.

Ed 1004.02 Notification of Right to Mediation and Hearings.

- (a) The designated state unit shall provide an individual or, as appropriate, the individual's representative, notice of:
 - (1) The right to obtain review of designated state unit determinations that affect the provision of vocational rehabilitation services through a hearing under Ed 1004.07 and Ed 1004.15;
 - (2) The availability of informal dispute resolution under Ed 1004.03
 - (3) The right to pursue mediation under Ed 1004.05 with respect to determinations made by designated state unit personnel that affect the provision of vocational rehabilitation services to an individual;
 - (4) The names and addresses of department of education personnel with whom requests for mediation or hearings may be filed;

(5) The manner in which a neutral mediator or hearing officer is selected; and

(6) The availability of the client assistance program, established under 34 CFR 370, to assist the individual during neutral evaluation, mediation sessions or hearings.

(b) The notice required in Ed 1004.04(a) shall be provided by using the appropriate mode of communication consistent with the informed choice of the individual:

(1) At the time the individual applies for vocational rehabilitation services;

(2) At the time the individual is assigned to a category in the order of selection, if an order of selection is established under Ed 1006;

(3) At the time the individualized plan for employment is developed; and

(4) Whenever vocational rehabilitation services for an individual are reduced, suspended, or terminated;

(c) Determinations for which a review may be requested include the designated state unit's failure to release harmful information directly to the individual.

Ed 1004.03 Informal Dispute Resolution.

(a) An individual, or a representative of the individual, seeking review of a determination shall file a complaint with the administrator for policy and law at the bureau of vocational rehabilitation, in the designated state unit.

(b) Filing a complaint shall not prevent the individual from requesting mediation or a due process hearing in the case where the complaint is not resolved to the individual's satisfaction.

Ed 1004.04 Mediation.

(a) Mediation shall be voluntary and available to individuals in accordance with 34 CFR 361.57(d), and Ed 205.

(b) If mediation as described in Ed 205.03 is selected by the parties and resolution is not achieved, the individual selected as a mediator shall not be the same individual who is subsequently appointed as a hearing officer to preside at a hearing in the same matter pursuant to Ed 1004.10(c).

(c) Inconsistencies between mediation procedures in Ed 205.03 and Ed 1004.05 shall be resolved in favor of the provisions of Ed 1004.05.

Ed 1004.05 Mediation Procedure.

(a) An individual shall have the option of using mediation to resolve disputes involving designated state unit determinations that affect the provision of vocational rehabilitation services. Mediation shall be made available, at a minimum, whenever an individual or, as appropriate, the individual's representative requests a hearing. Mediation may also be requested without filing a complaint or requesting a hearing.

(b) Mediation shall not be used to deny or delay the individual's right to pursue resolution of the dispute through a hearing held within the 60 day time period for holding hearings required by 34 CFR 361.57(e). At any point during the mediation process either the individual or the mediator shall have the option of electing to terminate the mediation. In the event mediation is terminated, the individual shall have the option of pursuing resolution through a hearing.

(c) An individual may be represented during mediation sessions by counsel or another advocate selected and paid for by the applicant or individual.

(d) Mediation sessions shall be conducted by a qualified and impartial mediator. The mediator shall be chosen at random from a pool of mediators who are knowledgeable about vocational rehabilitation services.

(e) Mediation sessions shall be arranged by the office of legislation and hearings in the designated state agency. Mediation shall be scheduled within 30 days from the date a written request for mediation is received by the designated state unit.

(f) Discussions that occur during the mediation sessions shall be kept confidential and shall not be used as evidence in any subsequent hearings or civil proceedings. The parties to the mediation sessions shall sign a confidentiality pledge prior to the commencement of the sessions.

(g) An agreement reached by the parties to the dispute in the mediation sessions shall be described in a written mediation agreement that is developed by the parties with the assistance of the qualified and impartial mediator and signed by both parties. Copies of the agreement shall be sent to both parties.

(h) The costs of the mediation process shall be paid by the designated state unit.

Ed 1004.06 Scheduling of Mediation, Prehearing Conference, and Hearing.

(a) At the time of the filing of a request to initiate a hearing under Ed 1004.07, the parties shall notify the office of legislation and hearings in the designated state agency of whether they wish to pursue mediation prior to a prehearing conference and a hearing.

(b) If the parties choose not to engage in mediation the office of legislation and hearings in the department of education shall schedule the prehearing conference and hearing based on hearing officer availability, as provided in Ed 1004.10.

(c) The scheduling shall allow for the following:

- (1) A day for an alternative dispute resolution, if the parties so decide;
- (2) A half day for a prehearing conference; and
- (3) A minimum of 2 days for a hearing.

Ed 1004.07 Initiation of Hearing by Applicant or Individual.

(a) An individual who is dissatisfied with any determination made by personnel of the designated state unit that affects the provision of vocational rehabilitation services shall notify the office of legislation and hearings in the designated state agency, in writing, if he or she wishes to request a due process hearing. The written request for a hearing shall be made within 30 days after the designated state

unit notifies the individual of its determination or completion of an alternative dispute resolution procedure.

(b) The written request required to initiate the hearing process shall include:

- (1) The full name and address of the individual;
- (2) A description of why the individual is not satisfied with the determination; and
- (3) The desired outcome of the complaint or mediation procedure, if applicable.

(c) When providing a written request for a hearing is a burden to the individual because of the individual's disability, the office of legislation and hearings shall accept a request in the appropriate mode of communication that is consistent with the informed choice of, and used by, the individual in order to promote the fair, accurate, and efficient resolution of issues.

Ed 1004.08 Commencement of Hearing Process. The hearing shall be held no later than 60 days after the office of legislation and hearings receives a request for the hearing under Ed 1004.07, unless an agreement is reached prior to the 60th day, or unless the parties agree to a specific extension of time.

Ed 1004.09 Denial, Dismissal, or Withdrawal of Request for Hearing.

(a) The office of legislation and hearings in the department of education shall not deny or dismiss a request for a hearing unless the individual:

- (1) Withdraws the request in writing;
- (2) Is held by the hearing officer to be in default for failure to appear at the hearing without good cause that constitutes illness, accident, or any other circumstances beyond the control of the individual; or
- (3) The hearing officer grants a motion to dismiss.

(b) An individual may withdraw a request for a hearing without prejudice until such time as he or she retains legal counsel.

(c) When withdrawing a request for a hearing in writing is a burden to the individual because of the individual's disability, the office of legislation and hearings shall accept requests in the appropriate mode of communication that are consistent with the informed choice of, and used by, the individual in order to promote the fair, accurate, and efficient resolution of issues.

Ed 1004.10 Scheduling Mediation Proceedings and Hearings.

(a) The office of legislation and hearings in the department of education shall schedule mediation, if requested, and a prehearing conference and a hearing as follows:

(b) As soon as the mediation, if any, the prehearing conference, and the hearing have been scheduled, the office of legislation and hearings shall notify the parties in writing of:

- (1) The date, time and place of the requested mediation and the prehearing conference;

- (2) The date, time, place, and nature of the hearing;
 - (3) Legal authority under which the hearing is to be held;
 - (4) The particular sections of the statutes and rules involved, including a copy of Ed 1004;
 - (5) A short and plain statement of the issues involved; and
 - (6) The party's right to have an attorney present to represent the party at the party's expense.
- (c) The name and address of the hearing officer who will preside at a hearing shall be selected:
- (1) From a list of hearing officers, who have knowledge of state and federal vocational rehabilitation law, that is maintained by the office; and
 - (2) On a random basis.

Ed 1004.11 Elements of a Hearing. A hearing shall include the following elements:

- (a) A prehearing conference, governed by Ed 1004.13;
- (b) A hearing, governed by Ed 1004.15, that shall, except for good cause shown, be limited to 2 days; and
- (c) A hearing officer's decision under Ed 1004.16(a) shall be considered the final decision of the designated state unit.

Ed 1004.12 Prehearing Procedures. The prehearing conference required by Ed 1004.10(a) shall be conducted by a hearing officer and governed by the following:

- (a) Parties shall be prepared to discuss the issues described in RSA 541-A:31, V(c);
- (b) Parties shall exchange, and provide to the hearing officer, witness lists including a brief description of each witness's testimony, and documentary evidence at least 5 business days before the hearing. Documentary evidence exchanged shall be legibly labeled in the upper right-hand corner with consecutive Arabic numerals as either "Individual Exhibit (number)" or "designated state unit (number)", as appropriate. An index, by title, of all exhibits submitted shall also be exchanged;
- (c) In order to limit testimony at the hearing to only those factual matters which remain in dispute between the parties, each party shall submit a statement of facts;
- (d) The party who has initiated the hearing shall present his or her case first unless the hearing officer determines that the change in the order of presentation would not materially prejudice any party's right to a full and fair hearing and:
 - (1) The hearing would proceed in a more timely manner if the party not initiating the hearing presents his or her case first; or
 - (2) The hearing would proceed in a more efficient manner if the party not initiating the hearing presents his or her case first.

Ed 1004.13 Voluntary Production of Information.

(a) Each party shall attempt in good faith to make a complete response to requests, as soon as practicable, for the voluntary production of information.

(b) When a dispute between parties arises concerning a request for the voluntary production of information, releases, or documents, any party may file a motion to compel the production of the requested information under Ed 1004.14.

Ed 1004.14 Motion to Compel Production of Information.

(a) Any party may file a motion requesting that the hearing officer compel the parties to comply with information requests. The motion shall be filed at least 15 days before the date scheduled for the hearing, or as soon as possible after receiving the notice of hearing. Any objection to the motion to compel shall be filed within 5 days of the date receipt of the motion.

(b) The moving party's motion shall:

- (1) Set forth in detail those factors which it believes justify its request for information; and
- (2) List with specificity the information it is seeking to discover.

(c) When a party has demonstrated that such requests for information are relevant to the issues described in the hearing notice and might be necessary for a full and fair presentation of the evidence at the hearing because they have the potential to affect the outcome of the hearing, the hearing officer shall grant the motion to compel.

Ed 1004.15 Hearing Procedures. The hearing shall be conducted by a hearing officer, governed by the following:

(a) All hearings shall be electronically recorded by the hearing officer or his or her designee. The hearing officer's recording shall be the official record of the hearing unless a party requests and pays for stenographic recording of such hearing. If a party requests and pays for a stenographic recording of the hearing, the stenographic record shall be under the control of the hearing officer and shall be the official record;

(b) Any party to a hearing shall have the right to:

- (1) Be accompanied and advised by counsel, who shall be an attorney, or by an individual with special knowledge or training with respect to vocational rehabilitation services and whose services shall be paid for by the party retaining counsel;
- (2) Present evidence and confront and cross-examine witnesses;
- (3) Request that the hearing officer prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least 5 business days before the first day of the scheduled hearing;
- (4) Obtain a verbatim record of the hearing, at any point during the hearing or afterwards;
- (5) Obtain written findings of facts and decisions; and

(6) Record the hearing;

(c) At the conclusion of the hearing an applicant, eligible individual, or previously eligible individual may request, at no cost, a verbatim record of the hearing in either electronic or written format and written findings of fact and decisions at no cost for the first copy of each item. Any additional copies or copies of any of the items in the case file shall be available at the department's cost to produce them;

(d) An applicant, eligible individual, or previously eligible individual shall have the right to open the hearing to the public. However, if a hearing is open to the public, the hearing officer shall seat the members of the public and position their equipment in such a way that the public and equipment do not interfere with the proceedings;

(e) Each party shall have a maximum of one day to present its case, unless additional time is necessary for a full, fair disclosure of the facts necessary to arrive at a conclusion;

(f) The hearing officer shall limit the number of additional witnesses to eliminate redundant, cumulative, or irrelevant testimony; and

(g) The hearing officer shall limit examination of a witness by either party to avoid redundant, cumulative, or irrelevant testimony.

Ed 1004.16 Agreement Prior to Hearing.

(a) If the parties reach an agreement prior to the hearing, both parties shall sign a written statement requesting the cancellation of the hearing.

(b) When signing a written statement requesting the cancellation of the hearing is a burden to the applicant, eligible individual, or previously eligible individual because of the individual's disability, the office of legislation and hearings shall accept such requests in the appropriate mode of communication that is consistent with the informed choice of and used by the applicant, eligible individual, or previously eligible individual in order to promote the fair, accurate, and efficient resolution of issues.

Ed 1004.17 Continuance of Hearing.

(a) A hearing officer shall grant extensions of time beyond the period set out in Ed 1004.(15)(e) for specific periods of time at the request of either party if:

(1) The party's vocational rehabilitation services would not be jeopardized by the delay;

(2) The party would not have adequate time to prepare and present the party's position at the hearing in accordance with the requirements of due process; and

(3) The need for the delay is greater than any financial or other detrimental consequences likely to be suffered by a party in the event of delay.

(b) A hearing shall not be continued by the hearing officer because of the hearing officer's schedule.

Ed 1004.18 Decision.

(a) The hearing officer shall issue a final decision not later than 30 days after the hearing is completed. The final decision shall be consistent with RSA 541-A:35. The final decision shall be based on the provisions of the approved state plan, the Act, federal vocational rehabilitation regulations, and state rules that are consistent with federal requirements.

(b) The hearing officer shall provide to the individual or, if appropriate, to the individual's representative, and to the designated state unit a full written report of the findings and grounds for the final decision within 30 days after the hearing is completed.

(c) A copy of the final decision shall be sent by certified mail to each of the parties.

Ed 1004.19 Impact on Provision of Services During Proceedings.

(a) The designated state unit shall not institute a suspension, reduction, or termination of vocational rehabilitation services being provided to an applicant or eligible individual, including evaluation and assessment services and individualized plan for employment development, pending resolution of a request for review of a determination through mediation or pending a decision by a hearing officer unless:

(1) The individual or, in appropriate cases, the individual's representative requests a suspension, reduction, or termination of services;

(2) The designated state unit has evidence that the services have been obtained through misrepresentation, fraud, collusion, or criminal conduct on the part of the individual or the individual's representative; or

(3) The individual or the individual's representative engages in delaying tactics to avoid a determination of the issue for the purpose of continuing services the designated state unit believes are inappropriate or inconsistent with the program or the employment aptitudes and interests of the individual. In the case of apparent delaying tactics, the following shall apply:

a. Any case that remains open after 180 days shall be presumed to be a case where delay tactics are being employed; and

b. In any case open longer than 180 or whenever the hearing officer believes a party is hindering the prosecution of the case, the hearing officer shall require the offending party to show good cause pursuant to Ed 206.04(a) why the hearing officer should not dismiss the case with prejudice.

(b) If a party brings a civil action under Ed 1004.20 to challenge the final decision of the hearing officer made under Ed 1004.18(f), the final decision of the hearing officer shall be implemented pending review by the court.

Ed 1004.20 Civil Action. Any party who disagrees with the findings and decision of the hearing officer may bring a civil action to appeal that decision in a state or a United States district court of competent jurisdiction as provided in 34 CFR 361.57(i).

PART Ed 1005 ABILITY TO SERVE ALL ELIGIBLE INDIVIDUALS

Ed 1005.01 Ability to Provide Full Range of Vocational Rehabilitation Services.

(a) The designated state unit shall either provide the full range of vocational rehabilitation services listed in 29 U.S.C. 723(a) and Ed 1010.16, as appropriate, to all eligible individuals or, in the event that vocational rehabilitation services cannot be provided to all eligible individuals who apply for the services, implement the order of selection established in Ed 1006 to be followed in selecting eligible individuals to be provided vocational rehabilitation services.

(b) The designated state unit shall provide the full range of vocational rehabilitation services to all eligible individuals if a determination is also made that, on the basis of the designated state unit's projected fiscal and personnel resources and its assessment of the rehabilitation needs of individuals with significant disabilities within New Hampshire, the designated state unit can:

- (1) Continue to provide services to all individuals currently receiving services;
- (2) Provide assessment services to all individuals expected to apply for services in the next fiscal year;
- (3) Provide services to all individuals who are expected to be determined eligible in the next fiscal year; and
- (4) Meet all program requirements.

(c) The designated state unit shall establish and implement an order of selection according to the provisions of Ed 1006 if the designated state unit determines that it is unable to provide the full range of vocational rehabilitation services to all eligible individuals in New Hampshire who apply for the services.

(d) The designated state unit shall consult with the state rehabilitation council established under 34 CFR 361.16 that meets the requirements of 34 CFR 361.17 regarding the:

- (1) Need to establish an order of selection, including any reevaluation of the need as provided in Ed 1006.01(b);
- (2) Priority categories of the particular order of selection;
- (3) Criteria for determining individuals with the most significant disabilities; and
- (4) Administration of the order of selection.

PART Ed 1006 ORDER OF SELECTION FOR SERVICES

Ed 1006.01 Determining Need for Establishing and Implementing An Order of Selection.

(a) Prior to the beginning of each fiscal year the designated state unit shall determine whether to establish and implement an order of selection.

(b) If the designated state unit determines that it does not need to establish an order of selection, the designated state unit shall reevaluate this determination whenever changed circumstances during the course of a fiscal year indicate that it might no longer be able to provide the full range of vocational rehabilitation services, as appropriate, to all eligible individuals according to the requirements in Ed 1005.01(c).

(c) If the designated state unit establishes an order of selection, but determines that it does not need to implement that order at the beginning of the fiscal year, the designated state unit shall continue to meet the requirements of Ed 1005.01(c). If the designated state unit does not continue to meet the requirements of Ed 1005.01(c) it shall implement the order of selection by closing one or more priority categories.

Ed 1006.02 Establishing an Order of Selection. An order of selection shall be based only on the 3 criteria in the definition of "individual with a significant disability."

Ed 1006.03 Administering and Implementing an Order of Selection.

(a) The designated state unit shall administer an order of selection as follows:

- (1) The order of selection shall be implemented on a statewide basis;
- (2) All eligible individuals shall be notified of the priority categories in the order of selection, their assignment to a particular category, and their right to appeal their category assignment;
- (3) The designated state unit shall continue to provide all needed services to any eligible individual who has begun to receive services under an individualized plan for employment prior to the effective date of the order of selection, irrespective of the severity of the individual's disability;
- (4) The designated state unit shall ensure that its funding arrangements for providing services under the state plan, including third-party arrangements and awards under the establishment authority, are consistent with the order of selection; and
- (5) The designated state unit shall renegotiate any funding arrangements that are inconsistent with the order of selection so that they are consistent with the order of selection.

(b) The designated state unit shall implement an order of selection for eligible individuals according to the following priority categories:

- (1) Priority one shall include individuals who are determined to be eligible for services prior to the effective date of the implementation of the order of selection as provided in Ed 1006.03(a)(3), and individuals who are determined to be eligible for services after the effective date of the implementation of the order of selection and who are individuals with a most significant disability;
- (2) Priority 2 shall include individuals with a significant disability and public safety officers as defined in RSA 507:8-h who are disabled in the line of duty in law enforcement or protection of life or property and who are not included in priority one; and
- (3) Priority 3 shall include all other eligible individuals who do not have a significant disability.

PART Ed 1007 COMPARABLE SERVICES AND BENEFITS

Ed 1007.01 Determination of Availability of Comparable Services and Benefits.

(a) Prior to providing any vocational rehabilitation services, except those services listed in Ed 1007.02, to an eligible individual or to members of the individual's family, the designated state unit shall

determine whether comparable services and benefits exist under any other program and whether those services and benefits are available to the individual.

(b) A determination of the availability of comparable services and benefits shall not be required if the determination would interrupt or delay:

(1) The progress of the individual toward achieving the employment outcome identified in the individualized plan for employment;

(2) An immediate job placement; or

(3) The provision of vocational rehabilitation services to any individual who is determined to be at extreme medical risk, based on medical evidence provided by an appropriately licensed medical professional acting within the scope of his or her authority, unless the extreme medical risk requires intensive hospitalization or surgery in those circumstances, such as but not limited to, where organ or bone marrow transplantations are required.

Ed 1007.02 Exempt Services. The following vocational rehabilitation services described in Ed 1010.16 shall be exempt from a determination of the availability of comparable services and benefits:

(a) Assessment for determining eligibility and priority for services and assessment for determining vocational rehabilitation needs;

(b) Counseling and guidance, including information and support services, to assist an individual in exercising informed choice;

(c) Referral and other services to secure needed services from other agencies, including other components of the statewide workforce investment system, if those services are not available under the vocational rehabilitation services program;

(d) Job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services;

(e) Rehabilitation technology, including telecommunications, sensory, and other technological aids and devices; and

(f) Post-employment services consisting of the services listed under Ed 1007.02(a)-(e).

Ed 1007.03 Using Comparable Services or Benefits.

(a) If comparable services or benefits exist under any other program and are available to the individual at the time needed to ensure the progress of the individual toward achieving the employment outcome in the individual's individualized plan for employment, the designated state unit shall use those comparable services or benefits to meet, in whole or part, the costs of the vocational rehabilitation services.

(b) If comparable services or benefits exist under any other program, but are not available to the individual at the time needed to ensure the progress of the individual toward achieving the employment outcome in the individual's individualized plan for employment, the designated state unit shall provide vocational rehabilitation services until those comparable services and benefits become available.

PART Ed 1008 PARTICIPATION OF INDIVIDUALS IN COST OF SERVICES BASED ON FINANCIAL NEED

Ed 1008.01 Financial Needs Assessment.

(a) The designated state unit shall consider the financial need of eligible individuals or of individuals who are receiving services through trial work experiences under Ed 1010.07 or during an extended evaluation under Ed 1010.08. The financial needs assessment shall be used for determining the extent of the individual's participation in the costs of vocational rehabilitation services. The services listed in Ed 1008.02 shall be exempt from a financial needs assessment.

(b) The financial needs assessment shall:

(1) Explain the method for determining the financial need of an eligible individual as follows:

- a. The method shall be a review of the person's financial status; and
- b. The method shall compare income and resources to determine the amount of monthly resources that shall be utilized for specific vocational rehabilitation services; and

(2) Specify the types of vocational rehabilitation services from the following services for which the designated state unit has established a financial needs test:

- a. Physical and mental restoration;
- b. Vocational and other training services;
- c. Maintenance;
- d. Transportation;
- e. Vocational rehabilitation services to family members of an applicant or eligible individual if necessary to enable the applicant or eligible individual to achieve an employment outcome;
- f. Supported employment services;
- g. Post employment services;
- h. Occupational licenses, tools, equipment, initial stocks, and supplies;
- i. Rehabilitation technology, including vehicular modification, telecommunications, sensory, and other technological aids and devices;
- j. Transition services; and
- k. Technical assistance and other consultation services to conduct market analyses, develop business plans and otherwise provide resources, to the extent those resources are authorized to be provided through the statewide workforce investment system, to eligible individuals who are pursuing self-employment.

(c) The financial needs assessment shall be applied uniformly to all individuals in similar circumstances.

(d) Although the financial needs assessment might require different levels of need for different geographic regions in the state, the assessment shall be applied uniformly to all individuals within each geographic region.

(e) The financial needs assessment shall ensure that the level of an individual's participation in the cost of vocational rehabilitation services is:

- (1) Based on the individual's financial need, including consideration of any disability-related expenses paid by the individual; and
- (2) Not so high as to effectively deny the individual a necessary service.

Ed 1008.02 Services Exempt from Financial Needs Assessment.

(a) The designated state unit shall not apply a financial needs assessment or require the financial participation of the individual as a condition for furnishing the following vocational rehabilitation services:

- (1) Assessment for determining eligibility and priority for vocational rehabilitation services under Ed 1010.04, except those non-assessment services that are provided to an individual with a significant disability during either an exploration of the individual's abilities, capabilities, and capacity to perform in work situations through the use of trial work experiences under Ed 1010.07 or an extended evaluation under Ed 1010.08;
- (2) Assessment for determining vocational rehabilitation needs under Ed 1010.12;
- (3) Vocational rehabilitation counseling and guidance under Ed 1010.11;
- (4) Referral and other services under Ed 1009;
- (5) Job-related services under Ed 1010.15(a)(12);
- (6) Personal assistance services; and
- (7) Any auxiliary aid or interpreter services under Ed 1010.15(a)(10) or reader services under Ed 1010.15(a)(11) that an individual with a disability requires under section 504 of the Act, 29 U.S.C. 794, or under the Americans with Disabilities Act, 42 U.S.C. 12101, et seq., or regulations implementing those laws, in order for the individual to participate in the vocational rehabilitation program.

(b) The designated state unit shall not apply a financial needs assessment or require the financial participation of the individual as a condition for furnishing any vocational rehabilitation service if the individual in need of the service has been determined eligible for Social Security benefits under Titles II or XVI of the Social Security Act.

PART Ed 1009 INFORMATION AND REFERRAL SERVICES

Ed 1009.01 Referring Individuals Under an Order of Selection. The designated State agency shall implement an information and referral system adequate to ensure that individuals with disabilities, including eligible individuals who do not meet the agency's order of selection criteria for receiving vocational rehabilitation services if the agency is operating on an order of selection, are provided accurate vocational rehabilitation information and guidance which may include counseling and referral for job placement using appropriate modes of communication to assist them in preparing for, securing, retaining, or regaining employment.

Ed 1009.02 Referring Individuals to Extended Employment Providers.

(a) The designated state unit shall refer to local extended employment providers an individual with a disability who makes an informed choice to pursue extended employment as the individual's employment goal.

(b) Before making the referral required by this section, the designated state unit shall:

(1) Consistent with Ed 1010.04(f), explain to the individual that the purpose of the vocational rehabilitation program is to assist individuals to achieve an employment outcome;

(2) Consistent with Ed 1012, provide the individual with information concerning the availability of employment options, and of vocational rehabilitation services, in integrated settings;

(3) Inform the individual that services under the vocational rehabilitation program can be provided to eligible individuals in an extended employment setting if necessary for purposes of training or otherwise preparing for employment in an integrated setting;

(4) Inform the individual that, if he or she initially chooses not to pursue employment in an integrated setting, he or she can seek services from the designated state unit at a later date if, at that time, he or she chooses to pursue employment in an integrated setting; and

(5) Refer the individual, as appropriate, to the Social Security Administration in order to obtain information concerning the ability of individuals with disabilities to work while receiving benefits from the Social Security Administration.

Ed 1009.03 Criteria for Appropriate Referrals.

(a) The designated state unit shall refer individuals with disabilities to federal or state programs, including programs carried out by other components of the statewide workforce investment system, best suited to address the specific employment needs of an individual with a disability.

(b) The designated state unit shall provide the individual who is being referred with a notice of the referral by the designated state unit to the agency carrying out the program that includes:

(1) Information identifying a specific point of contact within the agency to which the individual is being referred; and

(2) Information and advice regarding the most suitable services to assist the individual to prepare for, secure, retain, or regain employment.

PART Ed 1010 PROVISION AND SCOPE OF SERVICES

Ed 1010.01 Processing Referrals.

(a) The designated state unit shall promptly and equitably handle referrals of individuals for vocational rehabilitation services, including referrals of individuals made through the One-Stop service delivery systems established under section 121 of the Workforce Investment Act of 1998, 29 U.S.C. 721(a)(6)(A) and 723(a)(6). Good faith efforts shall be made in a timely manner to inform these individuals of application requirements and to gather information necessary to initiate an assessment for determining eligibility and priority for services.

(b) The following minimum information shall be furnished for each individual who is referred to the designated state unit for vocational rehabilitation services:

- (1) Name and address;
- (2) Disability;
- (3) Age and gender;
- (4) Date of referral; and
- (5) Source of referral.

Ed 1010.02 Processing Applications.

(a) Once an individual has submitted an application for vocational rehabilitation services, including applications made through common intake procedures in One-Stop centers established under section 121 of the Workforce Investment Act of 1998, 29 U.S.C. 721(a)(6)(A) and 723(a)(6), an eligibility determination shall be made within 60 days, unless:

- (1) Exceptional and unforeseen circumstances beyond the control of the designated state unit preclude making an eligibility determination within 60 days and the designated state unit and the individual agree to a specific extension of time; or
- (2) An exploration of the individual's abilities, capabilities, and capacity to perform in work situations is carried out in accordance with Ed 1010.07 or, if appropriate, an extended evaluation is carried out in accordance with Ed 1010.08.

(b) If no agreement can be reached under subparagraph (a)(1), the eligibility determination shall be made on the available information.

(c) An individual shall be considered by the designated state unit to have submitted an application when the individual or the individual's representative, as appropriate:

- (1) Has completed and signed a designated state unit application form;
- (2) Has completed a common intake application form in a One-Stop center requesting vocational rehabilitation services;

(3) Has provided to the designated state unit information necessary to initiate an assessment to determine eligibility and priority for services;

(4) Is available to complete the assessment process; or

(5) Has otherwise requested services from the designated state unit through a verbal request, a request through an interpreter, or a request from the individual's representative.

(d) The designated state unit shall ensure that its application forms are available throughout New Hampshire, particularly in the One-Stop centers established under section 121 of the Workforce Investment Act of 1998, 29 U.S.C. 721(a)(6)(A) and 723(a)(6).

Ed 1010.03 Assessment for Determining Eligibility and Priority for Services.

(a) In order to determine whether an individual is eligible for vocational rehabilitation services and the individual's priority under an order of selection for services in the event NewHampshire operates under an order of selection, the designated state unit shall conduct an assessment.

(b) The assessment shall be conducted in the most integrated setting possible, consistent with the individual's needs and informed choice, and in accordance with the provisions of Ed 1010.04 through Ed 1010.09.

Ed 1010.04 Eligibility Requirements.

(a) An applicant shall be determined eligible for vocational rehabilitation services if:

(1) A determination is made by qualified personnel that the applicant has a physical or mental impairment;

(2) A determination is made by qualified personnel that the applicant's physical or mental impairment constitutes or results in a substantial impediment to employment for the applicant;

(3) A determination is made by a vocational rehabilitation counselor employed by the designated state unit that the applicant requires vocational rehabilitation services to prepare for, secure, retain, or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice; and

(4) A determination is made by the designated state unit that the applicant can benefit in terms of an employment outcome from the provision of vocational rehabilitation services.

(b) An applicant who meets the eligibility requirements in Ed 1010.04(a)(1) and (2) shall be deemed as being able to benefit in terms of an employment outcome unless the designated state unit demonstrates, based on clear and convincing evidence, that the applicant is incapable of benefiting in terms of an employment outcome from vocational rehabilitation services due to the severity of the applicant's disability.

(c) Any applicant who has been determined eligible for Social Security benefits under Title II or Title XVI of the Social Security Act shall be:

(1) Presumed to be eligible for vocational rehabilitation services under Ed 1010.04(a) and (b); and

(2) Considered to be an individual with a significant disability.

(d) If an applicant for vocational rehabilitation services asserts that he or she is eligible for Social Security benefits under Title II or Title XVI of the Social Security Act and is therefore presumed eligible for vocational rehabilitation services under Ed 1010.04(c)(1), but is unable to provide appropriate evidence, such as an award letter, to support that assertion, the designated state unit shall verify the applicant's eligibility under Title II or Title XVI of the Social Security Act by contacting the Social Security Administration. This verification shall be made within a period of time that enables the designated state unit to determine the applicant's eligibility for vocational rehabilitation services within 60 days of the individual submitting an application for services in accordance with Ed 1010.02(a) and (c).

(e) Any eligible individual shall intend to achieve an employment outcome that is consistent with the applicant's:

(1) Unique strengths;

(2) Resources;

(3) Priorities;

(4) Concerns;

(5) Abilities;

(6) Capabilities;

(7) Interests; and

(8) Informed choice.

(f) The designated state unit shall inform individuals, through its application process for vocational rehabilitation services, that individuals who receive services under the program shall intend to achieve an employment outcome.

(g) The applicant's completion of the application process for vocational rehabilitation services shall be sufficient evidence of the individual's intent to achieve an employment outcome, and no additional demonstration on the part of the applicant shall be required for purposes of satisfying Ed 1010.04(e).

(h) Nothing in this section shall be construed to create an entitlement to any vocational rehabilitation service.

Ed 1010.05 Prohibited Factors. In making a determination of eligibility under Ed 1010.03 through Ed 1010.04 and under Ed 1010.06 through Ed 1010.09:

(a) No applicant or group of applicants shall be excluded or found ineligible solely on the basis of the type of disability; and

(b) The eligibility requirements shall be applied without regard to the:

- (1) Age, gender, race, color, or national origin of the applicant;
- (2) Type of expected employment outcome;
- (3) Source of referral for vocational rehabilitation services;
- (4) Particular service needs or anticipated cost of services required by an applicant; and
- (5) The income level of an applicant or applicant's family.

Ed 1010.06 Review and Assessment of Data for Eligibility Determination.

(a) Except as provided in Ed 1010.07, the designated state unit shall base its determination of each of the basic eligibility requirements in Ed 1010.04 on:

- (1) A review and assessment of existing data, including:
 - a. Counselor observations;
 - b. Education records;
 - c. Information provided by the individual or the individual's family;
 - d. Information used by education officials; and
 - e. Determinations made by officials of other agencies; and
- (2) To the extent existing data do not describe the current functioning of the individual or are unavailable, insufficient, or inappropriate to make an eligibility determination, an assessment of additional data resulting from the provision of vocational rehabilitation services, including:
 - a. Trial work experiences;
 - b. Assistive technology devices and services;
 - c. Personal assistance services; and
 - d. Any other support services that are necessary to determine whether an individual is eligible.

(b) Except as provided in Ed 1010.07, the designated state unit shall base its presumption under Ed 1010.04(c) that an applicant who has been determined eligible for Social Security benefits under Title II or Title XVI of the Social Security Act satisfies each of the basic eligibility requirements in Ed 1010.04 on determinations made by the Social Security Administration.

Ed 1010.07 Trial Work Experiences for Individuals with Significant Disabilities.

(a) Prior to any determination that an individual with a disability is incapable of benefiting from vocational rehabilitation services in terms of an employment outcome because of the severity of that individual's disability, the designated state unit shall conduct an exploration of the individual's abilities,

capabilities, and capacity to perform in realistic work situations to determine whether there is clear and convincing evidence to support such a determination.

(b) The designated state unit shall develop a written plan to assess periodically the individual's abilities, capabilities, and capacity to perform in work situations through the use of trial work experiences. Such trial work experience shall be provided in the most integrated setting possible, consistent with the informed choice and rehabilitation needs of the individual.

(c) Trial work experiences shall include supported employment, on-the-job training, and other experiences using realistic work settings.

(d) Trial work experiences shall be of sufficient variety and over a sufficient period of time for the designated state unit to determine that:

(1) There is sufficient evidence to conclude that the individual can benefit from the provision of vocational rehabilitation services in terms of an employment outcome; or

(2) There is clear and convincing evidence that the individual is incapable of benefiting from vocational rehabilitation services in terms of an employment outcome due to the severity of the individual's disability.

(e) The designated state unit shall provide appropriate supports, including assistive technology devices and services and personal assistance services, to accommodate the rehabilitation needs of the individual during the trial work experiences.

Ed 1010.08 Extended Evaluation for Certain Individuals with Significant Disabilities.

(a) If an individual cannot take advantage of trial work experiences or if options for trial work experiences have been exhausted before the designated state unit is able to make the determinations described in Ed 1010.07(d), the designated state unit shall conduct an extended evaluation to make these determinations.

(b) During the extended evaluation period, vocational rehabilitation services shall be provided in the most integrated setting possible, consistent with the informed choice and rehabilitation needs of the individual.

(c) During the extended evaluation period, the designated state unit shall develop a written plan for providing services necessary to make a determination under Ed 1010.07(d).

(d) During the extended evaluation period, the designated state unit shall provide only those services that are necessary to make the determination described in Ed 1010.07(d) and shall terminate extended evaluation services when the designated state unit is able to make the determination.

Ed 1010.09 Data for Determination of Priority for Services under an Order of Selection.

(a) If the designated state unit is operating under an order of selection for services as provided in Ed 1006, the designated state unit shall base its priority assignments on:

(1) A review of the data that was developed under Ed 1010.06 and Ed 1010.07 to make the eligibility determination; and

- (2) An assessment of additional data, to the extent necessary.

Ed 1010.10 Procedures for Ineligibility Determination.

(a) If the designated state unit determines that an applicant is ineligible for vocational rehabilitation services or determines that an individual receiving services under an individualized plan for employment is no longer eligible for services, the designated state unit shall:

- (1) Make the determination only after providing an opportunity for full consultation with the individual or, as appropriate, with the individual's representative;
- (2) Inform the individual in writing, supplemented as necessary by other appropriate modes of communication consistent with the informed choice of the individual, of:
 - a. The ineligibility determination, including the reasons for that determination;
 - b. The requirements under this section; and
 - c. The means by which the individual may express and seek remedy for any dissatisfaction, including the procedures for review of designated state unit personnel determinations in accordance with Ed 1004;
- (3) Provide the individual with a description of services available from a client assistance program established under 34 CFR 370 and with information on how to contact that program;
- (4) Refer the individual:
 - a. To other programs that are part of the One-Stop service delivery system under the Workforce Investment Act, 29 U.S.C 705, that can address the individual's training or employment-related needs; or
 - b. To local extended employment providers if the ineligibility determination is based on a finding that the individual is incapable of achieving employment; and
- (5) Review within 12 months and annually thereafter if requested by the individual or, if appropriate, by the individual's representative any ineligibility determination that is based on a finding that the individual is incapable of achieving an employment outcome.

(b) The review required under Ed 1010.10(a)(5) shall not be conducted in situations in which the individual has refused it, the individual is no longer present in New Hampshire, the individual's whereabouts are unknown, or the individual's medical condition is rapidly progressive or terminal.

Ed 1010.11 Closure without Eligibility Determination. The designated state unit shall not close an applicant's record of services prior to making an eligibility determination unless the applicant declines to participate in, or is unavailable to complete, an assessment for determining eligibility and priority for services, and the designated state unit has made a minimum number of 2 attempts to contact the applicant or, if appropriate, the applicant's representative to encourage the applicant's participation.

Ed 1010.12 Development of the Individualized Plan for Employment.

(a) An individualized plan for employment meeting the requirements of this section and Ed 1010.13 shall be developed and implemented in a timely manner for each individual determined to be eligible for vocational rehabilitation services or, if the designated state unit is operating under an order of selection in accordance with Ed 1006, for each eligible individual to whom the designated state unit is able to provide services. Services shall be provided in accordance with the provisions of the individualized plan for employment.

(b) The designated state unit shall conduct an assessment for determining vocational rehabilitation needs for each eligible individual or, if the designated state unit is operating under an order of selection, for each eligible individual to whom the designated state unit is able to provide services. The purpose of this assessment shall be to determine the employment outcome, and the nature and scope of vocational rehabilitation services to be included in the individualized plan for employment.

(c) The individualized plan for employment shall be designed to achieve a specific employment outcome that is selected by the individual consistent with the individual's:

- (1) Unique strengths;
- (2) Resources;
- (3) Priorities;
- (4) Concerns;
- (5) Abilities;
- (6) Capabilities;
- (7) Interests; and
- (8) Informed choice.

(d) The designated state unit shall provide the following information to each eligible individual or, as appropriate, the individual's representative, in writing and, if appropriate, in the native language or mode of communication of the individual or the individual's representative:

- (1) Information on the available options for developing the individualized plan for employment, including the option that an eligible individual or, as appropriate, the individual's representative may develop all or part of the individualized plan for employment with or without assistance from the designated state unit or other entity or individual; and
- (2) Additional information to assist the eligible individual or, as appropriate, the individual's representative in developing the individualized plan for employment, including:
 - a. Information describing the full range of components that shall be included in an individualized plan for employment;
 - b. As appropriate to each eligible individual:
 1. An explanation of the criteria in Ed 1008 for determining an eligible individual's financial commitments under an individualized plan for employment;

2. Information on the availability of assistance in completing designated state unit forms required as part of the individualized plan for employment; and

3. Additional information that the eligible individual requests or the designated state unit determines to be necessary to the development of the individualized plan for employment;

c. A description of the rights and remedies available to the individual, including, if appropriate, recourse to the processes described in Ed 1004; and

d. A description of the availability of a client assistance program established under 34 CFR 370 and information on how to contact the client assistance program.

(e) The individualized plan for employment shall be:

(1) A written document prepared on forms provided by the designated state unit that contain the information in Ed 1010.13;

(2) Developed and implemented in a manner that gives eligible individuals the opportunity to exercise informed choice, consistent with Ed 1012, in selecting:

a. The employment outcome, including the employment setting;

b. The specific vocational rehabilitation services needed to achieve the employment outcome, including the settings in which services will be provided;

c. The entity or entities that will provide the vocational rehabilitation services; and

d. The methods available for procuring the services;

(3) Agreed to and signed by the eligible individual or, as appropriate, the individual's representative;

(4) Approved and signed by a vocational rehabilitation counselor or other qualified personnel employed by the designated state unit;

(5) Provided to the eligible individual along with a copy of any amendments to the individualized plan for employment in writing or, as appropriate, to the individual's representative, and, if appropriate, in the native language or mode of communication of the individual;

(6) Reviewed at least annually by a vocational rehabilitation counselor or other qualified personnel and the eligible individual or, as appropriate, the individual's representative to assess the eligible individual's progress in achieving the identified employment outcome;

(7) Amended, as necessary, by the individual or, as appropriate, the individual's representative as follows:

a. The individualized plan for employment shall be amended in collaboration with a representative of the designated state unit or a vocational rehabilitation counselor or other qualified personnel, to the extent determined to be appropriate by the individual;

b. The individualized plan for employment shall be amended if there are substantive changes in the employment outcome, the vocational rehabilitation services to be provided, or the providers of the vocational rehabilitation services; and

c. Amendments to the individualized plan for employment shall not take effect until agreed to and signed by the eligible individual or, as appropriate, the individual's representative and by a vocational rehabilitation counselor employed by the designated state unit; and

(8) Developed for a student with a disability receiving special education services:

a. In consideration of the student's individualized education plan; and

b. In accordance with the plans, policies, procedures, and terms of the interagency agreement required under the state plan.

(f) The designated state unit shall establish and implement standards for the prompt development of individualized plan for employment for the individuals identified under Ed 1010.12(a), including timelines that take into consideration the needs of the individuals.

(g) To the extent possible, the employment outcome and the nature and scope of rehabilitation services to be included in the individual's individualized plan for employment shall be determined based on the data used for the assessment of eligibility and priority for services under Ed 1010.03 through Ed 1010.09 without a comprehensive assessment.

(h) The individualized plan for employment shall be prepared based on a comprehensive assessment as follows:

(1) If additional data are necessary to determine the employment outcome and the nature and scope of services to be included in the individualized plan for employment of an eligible individual, the division shall conduct a comprehensive assessment of the unique:

a. Strengths;

b. Resources;

c. Priorities;

d. Concerns;

e. Abilities;

f. Capabilities;

g. Interests; and

h. Informed choice, including the need for supported employment services, of the eligible individual, in the most integrated setting possible, and consistent with the informed choice of the individual in accordance with the provisions of 34 CFR 361.5(b)(6)(ii); and

(2) In preparing the comprehensive assessment, the designated state unit shall use, to the maximum extent possible and appropriate and in accordance with confidentiality requirements, existing information that is current as of the date of the development of the individualized plan for employment, including:

- a. Information available from other programs and providers, including information used by education officials and the Social Security Administration;
- b. Information provided by the individual and the individual's family; and
- c. Information obtained under the assessment for determining the individual's eligibility and vocational rehabilitation needs.

Ed 1010.13 Content of the Individualized Plan for Employment.

(a) Each individualized plan for employment shall include:

(1) A description of the specific employment outcome that is chosen by the eligible individual and that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, career interests, and informed choice;

(2) A description of the specific rehabilitation services under Ed 1010.15 that are:

- a. Needed to achieve the employment outcome, including, as appropriate, the provision of assistive technology devices, assistive technology services, and personal assistance services, including training in the management of those services; and
- b. Provided in the most integrated setting that is appropriate for the services involved and that is consistent with the informed choice of the eligible individual;

(3) Timelines for the achievement of the employment outcome and for the initiation of services;

(4) A description of the entity or entities chosen by the eligible individual or, as appropriate, the individual's representative that will provide the vocational rehabilitation services and the methods used to procure those services;

(5) A description of the criteria that will be used to evaluate progress toward achievement of the employment outcome; and

(6) The terms and conditions of the individualized plan for employment, including, as appropriate, information describing:

- a. The responsibilities of the designated state unit;
- b. The responsibilities of the eligible individual, including:

1. The responsibilities the individual will assume in relation to achieving the employment outcome;
2. If applicable, the extent of the individual's participation in paying for the cost of services; and
3. The responsibility of the individual with regard to applying for and securing comparable services and benefits as described in Ed 1007; and

c. The responsibilities of other entities as the result of arrangements made pursuant to the comparable services or benefits requirements in Ed 1007.

(b) An individualized plan for employment for an individual with a most significant disability for whom an employment outcome in a supported employment setting has been determined to be appropriate shall:

- (1) Specify the supported employment services to be provided by the designated state unit;
- (2) Specify the expected extended services needed, which may include natural supports provided through the people and environments a person encounters that enhance the potential for inclusion more effectively than relying on specialized services and personnel, such as:
 - a. Relationships with coworkers;
 - b. The social support of family and friends;
 - c. Social networks; and
 - d. Established resources within one's community including religious centers, recreational activities and support groups;
- (3) Identify the source of extended services or, to the extent that it is not possible to identify the source of extended services at the time the individualized plan for employment is developed, include a description of the basis for concluding that there is a reasonable expectation that those sources will become available;
- (4) Provide for periodic monitoring to ensure that the individual is making satisfactory progress toward meeting the weekly work requirement established in the individualized plan for employment by the time of transition to extended services;
- (5) Provide for the coordination of services provided under an individualized plan for employment with services provided under other individualized plans established under other federal or state programs;
- (6) To the extent that job skills training is provided, identify that the training will be provided on site; and
- (7) Include placement in an integrated setting for the maximum number of hours possible based on the unique:

- a. Strengths;
- b. Resources;
- c. Priorities;
- d. Concerns;
- e. Abilities;
- f. Capabilities;
- g. Interests; and
- h. Informed choice of individuals with the most significant disabilities.

(c) The individualized plan for employment for each individual shall contain, as determined to be necessary, statements concerning:

- (1) The expected need for post-employment services prior to closing the record of services of an individual who has achieved an employment outcome;
- (2) A description of the terms and conditions for the provision of any post-employment services; and
- (3) If appropriate, a statement of how post-employment services will be provided or arranged through other entities as the result of arrangements made pursuant to the comparable services or benefits requirements in Ed 1007.

(d) The individualized plan for employment for a student with a disability who is receiving special education services shall be coordinated with the individualized education plan of that individual in terms of the goals, objectives, and services identified in the individualized education plan.

(e) Notwithstanding the content of the individualized plan for employment set out above, the designated state unit of vocational rehabilitation, department of education shall not fund or assist in the funding of intensive hospitalization or surgery including, but not limited to, organ or bone marrow transplantations pursuant to Chapter 252:2 of the laws of 1993 as set forth in Ed 1010.13.

Ed 1010.14 Record of Services. The designated state unit shall maintain for each applicant and eligible individual a record of services that includes, to the extent pertinent, the following documentation:

(a) If an applicant has been determined to be an eligible individual, documentation in the form of written notification of eligibility supporting that determination in accordance with the requirements under Ed 1010.03 through Ed 1010.09;

(b) If an applicant or eligible individual receiving services under an individualized plan for employment has been determined to be ineligible, documentation in the form of written notification of ineligibility supporting that determination in accordance with the requirements under Ed 1010.10;

(c) Documentation in the form of case notes, an amendment to the individualized plan for employment, or a letter to an applicant or eligible individual that describes the justification for closing an

applicant's or eligible individual's record of services if that closure is based on reasons other than ineligibility, including, as appropriate, documentation indicating that the designated state unit has satisfied the requirements in Ed 1010.11;

(d) If an individual has been determined to be an individual with a significant disability or an individual with a most significant disability, documentation in accordance with 34 CFR 361.42(d) supporting that determination;

(e) Documentation supporting the need for, and the plan relating to, the extended evaluation or trial work experiences in accordance with the requirements under Ed 1010.07 and Ed 1010.08 if an individual with a significant disability requires trial work experiences or an extended evaluation;

(f) The individualized plan for employment, and any amendments to the individualized plan for employment, consistent with the requirements under Ed 1010.13;

(g) Documentation describing the extent to which the applicant or eligible individual exercised informed choice regarding the provision of assessment services and the extent to which the eligible individual exercised informed choice in the development of the individualized plan for employment with respect to the selection of the:

- (1) Specific employment outcome;
- (2) Specific vocational rehabilitation services needed to achieve the employment outcome;
- (3) Entity to provide the services;
- (4) Employment setting;
- (5) Settings in which the services will be provided; and
- (6) Methods to procure the services;

(h) In the event that an individual's individualized plan for employment provides for vocational rehabilitation services in a non-integrated setting, a justification in the individualized plan for employment to support the need for the non-integrated setting;

(i) In the event that an individual obtains competitive employment, verification that the individual is compensated at or above the minimum wage and that the individual's wage and level of benefits are not less than that customarily paid by the employer for the same or similar work performed by non-disabled individuals in accordance with 34 CFR 361.5(b)(11)(ii);

(j) In the event an individual achieves an employment outcome in which the individual is compensated in accordance with section 14(c) of the Fair Labor Standards Act, 29 CFR 525, or the designated state unit closes the record of services of an individual in extended employment on the basis that the individual is unable to achieve an employment outcome or that an eligible individual through informed choice chooses to remain in extended employment, documentation of the:

- (1) Results of the annual reviews required under Ed 1013;
- (2) Individual's input into those reviews; and

- (3) Individual's or, if appropriate, the individual's representative's acknowledgment that those reviews were conducted;
- (k) Documentation concerning any action or decision resulting from a request by an individual under Ed 1004 for a review of determinations made by the designated state unit;
- (l) In the event that an applicant or eligible individual requests under Ed 1003.03(i) that documentation in the record of services be amended and the documentation is not amended, documentation of the request;
- (m) In the event an individual is referred to another program through the designated state unit's information and referral system under Ed 1009, including other components of the statewide workforce investment system, documentation on the nature and scope of services provided by the designated state unit to the individual and on the referral itself, consistent with the requirements of Ed 1009;
- (n) In the event an individual's record of service is closed under Ed 1014, documentation that demonstrates the services provided under the individual's individualized plan for employment contributed to the achievement of the employment outcome; and
- (o) In the event an individual's record of service is closed under Ed 1014, documentation verifying that the provisions of Ed 1014 have been satisfied.

Ed 1010.15 Scope of Vocational Rehabilitation Services for Individuals with Disabilities.

- (a) As appropriate to the vocational rehabilitation needs of each individual and consistent with each individual's informed choice, the following vocational rehabilitation services shall be available to assist the individual with a disability in preparing for, securing, retaining, or regaining an employment outcome that is consistent with the individual's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice:
- (1) Assessment for determining eligibility and priority for services by qualified personnel, including, if appropriate, an assessment by personnel skilled in rehabilitation technology, in accordance with Ed 1010.03 through Ed 1010.09;
 - (2) Assessment for determining vocational rehabilitation needs by qualified personnel, including, if appropriate, an assessment by personnel skilled in rehabilitation technology, in accordance with Ed 1010.12;
 - (3) Vocational rehabilitation counseling and guidance, including information and support services to assist an individual in exercising informed choice in accordance with Ed 1012;
 - (4) Referral and other services necessary to assist applicants and eligible individuals to secure needed services from other agencies, including other components of the statewide workforce investment system, in accordance with 34 CFR 361.23 and 34 CFR 361.24, and Ed 1008, and to advise those individuals about client assistance programs established under 34 CFR 370;
 - (5) Physical and mental restoration services, to the extent that financial support is not readily available from a source other than the designated state unit such as through health insurance or a comparable service or benefit;

- (6) Vocational and other training services, including personal and vocational adjustment training, books, tools, and other training materials, except that no training or training services in an institution of higher education such as universities, colleges, community or junior colleges, vocational schools, technical institutes, or hospital schools of nursing, shall be paid for with funds under the state vocational rehabilitation services program unless maximum efforts have been made by the designated state unit and the individual to secure grant assistance in whole or in part from other sources to pay for that training;
 - (7) Maintenance;
 - (8) Transportation in connection with the rendering of any vocational rehabilitation service;
 - (9) Vocational rehabilitation services to family members of an applicant or eligible individual if necessary to enable the applicant or eligible individual to achieve an employment outcome;
 - (10) Interpreter services, including sign language and oral interpreter services, for individuals who are deaf or hard of hearing, and tactile interpreting services for individuals who are deaf-blind provided by qualified personnel;
 - (11) Reader services, rehabilitation teaching services, and orientation and mobility services for individuals who are blind;
 - (12) Job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services;
 - (13) Supported employment services;
 - (14) Personal assistance services;
 - (15) Post-employment services;
 - (16) Occupational licenses, tools, equipment, initial stocks, and supplies;
 - (17) Rehabilitation technology, including vehicular modification, telecommunications, sensory, and other technological aids and devices;
 - (18) Transition services;
 - (19) Technical assistance and other consultation services to conduct market analyses, develop business plans, and otherwise provide resources, to the extent those resources are authorized to be provided through the statewide workforce investment system, to eligible individuals who are pursuing self-employment or telecommuting or establishing a small business operation as an employment outcome; and
 - (20) Other goods and services necessary for the individual with a disability to achieve an employment outcome as determined in the individualized plan for employment.
- (b) Scope of services shall not include services prohibited by Chapter 252:2 of the laws of 1993 as set out in Ed 1010.13(e).

(a) The provision of services shall be based on the rehabilitation needs of each individual as identified in that individual's individualized plan for employment and shall be consistent with the individual's informed choice. There shall not be any arbitrary limits on the nature and scope of vocational rehabilitation services to be provided to the individual to achieve an employment outcome, or on the timely authorization of services that shall be consistent with the individualized plan for employment.

(b) If the individual chooses an out-of-state service at a higher cost than an in-state service, if either service would meet the individual's rehabilitation needs, the designated state unit shall not be responsible for those costs in excess of the cost of the in-state service.

(c) The designated state unit:

(1) Shall establish for each provider a provider fee schedule to govern the rates of payment for all purchased vocational rehabilitation services listed under Ed 1010.15; and

(2) Shall not place absolute dollar limits on specific service categories or on the total services provided to an individual.

(d) The provider fee schedule shall be consistent with:

(1) The fees charged by medical and psychological providers;

(2) Rates negotiated between the designated state unit and community rehabilitation programs;

(3) Interpreter fees charged for services under Ed 1010.15(a)(10);

(4) Tuition rates charged by an institution of higher education such as universities, colleges, community or junior colleges, vocational schools, technical institutes, or hospital schools of nursing; and

(5) The cost of services provided to individuals under Ed 1010.15(a)(7), (8), (9), (10), (16), (17), (19), and (20).]

(e) Time periods for the provision of services shall not be so short as to effectively deny an individual a necessary service. Time periods shall not be absolute and shall be extended in the event the individual cannot get the services in the identified time frame so that individual needs can be addressed.

PART Ed 1011 STANDARDS FOR PROVIDERS OF SERVICES

Ed 1011.01 Special Communication Needs Personnel. Providers of vocational rehabilitation services shall be able to communicate:

(a) In the native language of applicants and eligible individuals who have limited English speaking ability; and

(b) By using appropriate modes of communication used by applicants and eligible individuals consistent with the informed choice of those applicants and individuals.

PART Ed 1012 INFORMED CHOICE

Ed 1012.01 Informed Choice.

(a) Each applicant or eligible individual shall exercise informed choice throughout the vocational rehabilitation process.

(b) The designated state unit shall implement informed choice by:

(1) Informing each applicant and eligible individual, including students with disabilities who are making the transition from programs under the responsibility of an educational agency to programs under the responsibility of the designated state unit, through appropriate modes of communication, about the availability of and opportunities to exercise informed choice, including the availability of support services for individuals with cognitive or other disabilities who require assistance in exercising informed choice throughout the vocational rehabilitation process;

(2) Assisting applicants and eligible individuals in exercising informed choice in decisions related to the provision of assessment services;

(3) Affording eligible individuals meaningful choices among the methods used to procure vocational rehabilitation services; and

(4) Assisting eligible individuals or, as appropriate, the individuals' representatives, in acquiring information that enables them to exercise informed choice in the development of their individualized plan for employment with respect to the selection of the:

a. Employment outcome;

b. Specific vocational rehabilitation services needed to achieve the employment outcome;

c. Entity that will provide the services;

d. Employment setting and the settings in which the services will be provided; and

e. Methods available for procuring the services.

Ed 1012.02 Information and Assistance in the Selection of Vocational Rehabilitation Services and Service Providers.

(a) In assisting an applicant and eligible individual in exercising informed choice during the assessment for determining eligibility and vocational rehabilitation needs and during development of the IPE, the designated state unit shall provide the individual or the individual's representative, or assist the individual or the individual's representative in acquiring, information necessary to make an informed choice about the specific vocational rehabilitation services, including the providers of those services, that are needed to achieve the individual's employment outcome.

(b) The information in Ed 1012.02(a) shall include, at a minimum, information relating to the:

(1) Cost, accessibility, and duration of potential services;

- (2) Consumer satisfaction with those services to the extent that information relating to consumer satisfaction is available;
- (3) Qualifications of potential service providers;
- (4) Types of services offered by the potential providers;
- (5) Degree to which services are provided in integrated settings; and
- (6) Outcomes achieved by individuals working with service providers, to the extent that such information is available.

Ed 1012.03 Methods or Sources of Information.

(a) In providing or assisting the individual or the individual's representative in acquiring the information required under Ed 1012.02, the designated state unit shall use, to the extent available, the following methods or sources of information:

- (1) Lists of services and service providers;
- (2) Periodic consumer satisfaction surveys and reports;
- (3) Referrals to other consumers, consumer groups, or disability advisory councils qualified to discuss the services or service providers;
- (4) Relevant accreditation, certification, or other information relating to the qualifications of service providers; and
- (5) Opportunities for individuals to visit or experience various work and service provider settings.

PART Ed 1013 ANNUAL REVIEW OF INDIVIDUALS IN EXTENDED EMPLOYMENT AND OTHER EMPLOYMENT UNDER SPECIAL CERTIFICATE PROVISIONS OF THE FAIR LABOR STANDARDS ACT

Ed 1013.01 Annual Review.

(a) The provisions of Ed 1013 shall apply to any individual with a disability served under the state vocational rehabilitation services program:

- (1) Who has achieved an employment outcome in which the individual is compensated in accordance with section 14(c) of the Fair Labor Standards Act, 29 CFR 525; or
- (2) Whose record of services is closed while the individual is in extended employment on the basis that the individual is unable to achieve an employment outcome or that the individual made an informed choice to remain in extended employment.

(b) For each individual with a disability who meets the criteria in Ed 1013.01(a), the designated state unit shall:

(1) Annually review and reevaluate the status of each individual for 2 years after the individual's record of services is closed, and thereafter if requested by the individual or, if appropriate, the individual's representative, determine the interests, priorities, and needs of the individual with respect to competitive employment or training for competitive employment;

(2) Enable the individual or, if appropriate, the individual's representative to provide input into the review and reevaluation and shall document that input in the record of services, consistent with Ed 1010.14(j), with the individual's or, as appropriate, the individual's representative's signed acknowledgment that the review and reevaluation have been conducted; and

(3) Identify and provide vocational rehabilitation services, reasonable accommodations, and other necessary support services, to assist the individual in engaging in competitive employment.

PART Ed 1014 REQUIREMENTS FOR CLOSING THE RECORD OF SERVICES OF AN INDIVIDUAL WHO HAS ACHIEVED AN EMPLOYMENT OUTCOME

Ed 1014.01 Closing the Record of Services. The record of services of an individual who has achieved an employment outcome shall be closed only if all the requirements of Ed 1014.02 through Ed 1014.05 have been met.

Ed 1014.02 Employment Outcome Achieved. The individual shall have achieved the employment outcome that is described in the individual's individualized plan for employment in accordance with Ed 1010.13(a)(1) and that is consistent with the individual's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

Ed 1014.03 Employment Outcome Maintained. The individual shall have maintained the employment outcome for not less than 90 days necessary to ensure the stability of the employment outcome, and that the individual no longer needs vocational rehabilitation services.

Ed 1014.04 Satisfactory Outcome. At the end of the 90 day period under Ed 1014.03, the individual and the rehabilitation counselor employed by the designated state unit shall have considered the employment outcome to be satisfactory, and shall have agreed that the individual is performing well in the employment.

Ed 1014.05 Post-Employment Services. The individual shall be informed through appropriate modes of communication of the availability of post-employment services.

PART Ed 1015 SUPPORTED EMPLOYMENT SERVICES PROGRAM

Ed 1015.01 Purpose. The purpose of Ed 1015 is to develop and implement a collaborative program with appropriate entities, consistent with state and federal law, to provide a program of supported employment services for individuals with the most significant disabilities who require supported employment services to enter or retain competitive employment.

Ed 1015.02 Definitions. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 1015:

- (a) “Competitive employment” means “competitive employment” as defined in 34 CFR 363.6(c)(2)(i).
- (b) “Extended services” means “extended services” as defined in 34 CFR 363.6(c)(iv).
- (c) “Individual with a disability” means “individual with a disability” as defined in 34 CFR 369.4(b).
- (d) “Integrated setting” means “integrated setting” as defined in 34 CFR 363.6(c)(2)(ii).
- (e) “Nonprofit” means “nonprofit” as defined in 34 CFR 77.1(c).
- (f) “On-going support services” means “on-going support services” as defined in 34 CFR 363.6(c)(3).
- (g) “Supported employment” means “supported employment” as defined in 34 CFR 363.6(c)(1).
- (h) “Supported employment services” means “supported employment services” as defined in 34 CFR 363.6(c)(2)(iii).
- (i) “Transitional employment” means “transitional employment” as defined in 34 CFR 363.6(c)(v).

Ed 1015.03 Eligibility for Services. In order to be considered for services under the state supported employment services program, an individual shall:

- (a) Be eligible for vocational rehabilitation services in accordance with the provisions in Ed 1010.04 through Ed 1010.09;
- (b) Be an individual with the most significant disabilities; and
- (c) Have supported employment identified as the appropriate rehabilitation objective for the individual on the basis of a comprehensive assessment of rehabilitation needs, including an evaluation of rehabilitation, career, and job needs.

Ed 1015.04 Authorized Activities. Activities authorized by the state supported employment services program shall include the following:

- (a) A particularized assessment that is needed to supplement the assessment for determining eligibility and vocational rehabilitation needs done under Ed 1010.04 through Ed 1010.09 and that is provided subsequent to the development of the IPE in accordance with 34 CFR 363.4(a);
- (b) Development of and placement in jobs for individuals with the most significant disabilities; and
- (c) Supported employment services that are needed to support individuals with the most significant disabilities in employment including but not be limited to the following:
 - (1) Intensive on-the-job skills training and other training provided by skilled job trainers, co-workers, and other qualified individuals, and other services specified in the Act, 29 USC 701.103(a), in order to achieve and maintain job stability;

(2) Follow-up services, including regular contact with employers, trainees with the most significant disabilities, parents, guardians or other representatives of trainees, and other suitable professional and informed advisors in order to reinforce and stabilize the job placement; and

(3) Discrete post-employment services following transition that are unavailable from an extended services provider and that are necessary to maintain the job placement, such as job station redesign, repair and maintenance of assistive technology, and replacement of prosthetic and orthotic devices.

Ed 1015.05 Developing Collaborative Agreements.

(a) The designated state unit shall enter into one or more written cooperative agreements or memoranda of understanding with other state agencies, private nonprofit organizations, and other available funding sources to ensure collaboration in a plan to provide supported employment services and extended services to individuals with the most significant disabilities.

(b) A cooperative agreement or memorandum of understanding shall, at a minimum, specify the following:

(1) The supported employment services to be provided by the designated state unit with funds received under a federal grant for the state supported employment services program;

(2) The extended services to be provided by state agencies, private nonprofit organizations, or other sources following the cessation of supported employment services under Ed 1015;

(3) The estimated funds to be expended by the participating party or parties in implementing the agreement or memorandum; and

(4) The projected number of individuals with the most significant disabilities who will receive supported employment services and extended services under the agreement or memorandum.

Ed 1015.06 Information Collection and Reporting Requirements.

(a) The designated state unit shall collect and report information as required under the Act, 29 USC 701.13, for each individual with the most significant disabilities served under the supported employment services program.

(b) The designated state unit shall collect and report separately information for:

(1) Supported employment clients served under the supported employment services program; and

(2) Supported employment clients served under Ed 1010.15 and Ed 1010.16.

Ed 1015.07 Coordinating Services and Activities. The designated state unit shall coordinate the services provided to an individual under Ed 1015 and under Ed 1010.15 and Ed 1010.16 to ensure that the services are complementary and not duplicative.

Ed 1015.08 Transition of an Individual to Extended Services. The designated state unit shall provide for the transition of an individual with the most significant disabilities to extended services no later than 18 months after placement in supported employment, unless a longer period is established in the IPE, and only if the individual has made substantial progress toward meeting the hours-per-week work goal provided for in the IPE, the individual is stabilized in the job, and extended services are available and can be provided without a hiatus in services.

Ed 1015.09 Requirements for Successfully Rehabilitating an Individual in Supported Employment. An individual with the most significant disabilities who is receiving supported employment services shall be considered to be successfully rehabilitated if the individual maintains a supported employment placement for 90 days after making the transition to extended services.

Ed 1015.10 Client Assistance Program. The designated state unit shall advise applicants for or recipients of services under Ed 1015, or as appropriate, the parents, family members, guardians, advocates, or authorized representatives of those individuals, of the availability and purposes of the Client Assistance Program established in New Hampshire under the Act, 29 USC 701.112, including information on seeking assistance from that program.

PART Ed 1016 GENERAL PROVISIONS FOR INDEPENDENT LIVING SERVICES PROGRAM AND CENTERS FOR INDEPENDENT LIVING PROGRAM

Ed 1016.01 Purpose. The purpose of the state independent living services program and the centers for independent living program is to promote a philosophy of independent living, including a philosophy of consumer control, peer support, self-help, self-determination, equal access, and individual and system advocacy, to maximize the leadership, empowerment, independence, and productivity of individuals with significant disabilities, and to promote and maximize the integration and full inclusion of individuals with significant disabilities into the mainstream of American society.

Ed 1016.02 Definitions. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 1016:

(a) “Administrative support services” means “administrative support services” as defined in 34 CFR 364.4(b).

(b) “Advocacy” means “advocacy” as defined in 34 CFR 364.4(b).

(c) “Applicant” means “applicant” as defined in 34 CFR 77.1(c).

(d) “Application” means “application” as defined in 34 CFR 77.1(c).

(e) “Attendant care” means “attendant care” as defined in 34 CFR 364.4(b).

(f) “Award” means “award” as defined in 34 CFR 74.2.

(g) “Center for independent living” (CIL) means “center for independent living” as defined in 34 CFR 364.4(b).

(h) “Centers for independent living program” means the centers for independent living program authorized by chapter 1 of title VII of the Act.

(i) “Consumer control” means “consumer control” as defined in 34 CFR 364.4(b).

- (j) “Cross-disability” means “cross-disability” as defined in 34 CFR 364.4(b).
- (k) “Department” means the U.S. Department of Education.
- (l) “Decision making position” means “decision making position” as defined in 34 CFR 366.5.
- (m) “Eligible agency” means “eligible agency” as defined in 34 CFR 364.4(b).
- (n) “Fiscal year” means “fiscal year” as defined in 34 CFR 77.1(c).
- (o) “Independent living core services” mean “independent living core services” as defined in 34 CFR 364.4(b).
- (p) “Independent living services” (IL) mean “independent living services” as defined in 34 CFR 364.4(b).
- (q) “Individual with a disability” means “individual with a disability” as defined in 34 CFR 364.4(b).
- (r) “Individual with a significant disability” means “individual with a significant disability” as defined in 34 CFR 364.4(b).
- (s) “Legally authorized advocate or representative” means “legally authorized advocate or representative” as defined in 34 CFR 364.4(b).
- (t) “Minority group” means “minority group” as defined in 34 CFR 364.4(b).
- (u) “Nonprofit” means “nonprofit” as defined in 34 CFR 77.1(c).
- (v) “Nonresidential” means “nonresidential” as defined in 34 CFR 364.4(b).
- (w) “Peer relationships” mean “peer relationships” as defined in 34 CFR 364.4(b).
- (x) “Peer role models” means “peer role models” as defined in 34 CFR 364.4(b).
- (y) “Personal assistance services” means “personal assistance services” as defined in 34 CFR 364.4(b).
- (z) “Private” means “private” as defined in 34 CFR 77.1(c).
- (aa) “Project” means “project” as defined in 34 CFR 77.1(c).
- (ab) “Public” means “public” as defined in 34 CFR 77.1(c).
- (ac) “Secretary” means the Secretary of the U.S. Department of Education.
- (ad) “Service provider” means:
 - (1) A CIL that receives financial assistance under Parts B or C of Chapter 1 of Title VII of the section 711(c) and 29 U.S.C. 796(e); or

- (2) Any other entity or individual that meets the requirements of 34 CFR 364.43(e) and provides IL services under a grant or contract from the designated state unit pursuant to 34 CFR 364.43(b).
- (ae) “Significant disability” means “significant disability” as defined in 34 CFR 364.4(b).
- (af) “Staff position” means “staff position” as defined in 34 CFR 366.5.
- (ag) “State independent living services program” (SILS) means the state independent living services program authorized by chapter 1 of title VII of the Act.
- (ah) “Statewide independent living council” (SILC) means the statewide independent living council established under 34 CFR 364.21.
- (ai) “State plan” means “state plan” as defined in 34 CFR 364.4(b).
- (aj) “Transportation” means “transportation” as defined in 34 CFR 364.4(b).
- (ak) “Unserved and underserved groups or populations” means “unserved and underserved groups or populations” as defined in 34 CFR 364.4(b).

Ed 1016.03 Requirements for Processing Referrals and Applications. The service provider shall apply the standards and procedures established by the designated state unit under Ed 1017.04 to handle referrals and applications for IL services from individuals with significant disabilities.

Ed 1016.04 Requirements for Determining Eligibility.

(a) Before or at the same time that an applicant for IL services may begin receiving IL services funded under Ed 1016, the service provider shall determine the applicant's eligibility and maintain documentation that the applicant has met the basic requirements specified in 34 CFR 364.40 relative to assuring that any individual with a significant disability is eligible to receive IL services.

(b) The documentation for eligibility shall be dated and signed by a staff member of the service provider.

Ed 1016.05 Requirements for Determining Ineligibility.

(a) If a determination is made that an applicant for IL services is not an individual with a significant disability, the service provider shall provide documentation of the ineligibility determination that is dated and signed by a staff member.

(b) The service provider shall determine an applicant to be ineligible for IL services only after full consultation with the applicant or, if the applicant chooses, the applicant's parent, guardian, or other legally authorized advocate or representative, or after providing a clear opportunity for this consultation.

(c) The service provider shall notify the applicant in writing of the action taken for the ineligibility determination and inform the applicant or, if the applicant chooses, the applicant's parent, guardian, or other legally authorized advocate or representative, of the applicant's rights and the means by which the applicant may appeal the action taken.

(d) The service provider shall provide a detailed explanation of the availability and purposes of the Client Assistance Program established in New Hampshire under the Act, 29 USC 701.112, including information on how to contact the program.

(e) If appropriate, the service provider shall refer the applicant to other agencies and facilities, including the designated state unit.

Ed 1016.06 Review of Ineligibility Determination.

(a) If an applicant for IL services has been found ineligible, the service provider shall review the applicant's ineligibility at least once within 12 months after the ineligibility determination has been made and whenever the service provider determines that the applicant's status has materially changed.

(b) The review shall not be conducted in situations where the applicant has refused the review, the applicant is no longer present in New Hampshire, or the applicant's whereabouts is unknown.

Ed 1016.07 Requirements for an Independent Living Plan.

(a) Unless the individual who is to be provided IL services under Ed 1016 signs a waiver in accordance with Ed 1016.07(b), the service provider, in collaboration with the individual with a significant disability, shall develop and periodically review an IL plan for the individual in accordance with the requirements in Ed 1016.08-Ed 1016.11.

(b) The requirements of Ed 1016.07 with respect to an IL plan shall not apply if the individual knowingly and voluntarily signs a waiver stating that an IL plan is unnecessary.

(c) Subject to Ed 1016.07(b), the service provider shall provide each IL service in accordance with the IL plan.

Ed 1016.08 Initiation and Development of an Independent Living Plan.

(a) Development of an individual's IL plan shall be initiated after documentation of eligibility under Ed 1016.04(a) and shall indicate the goals or objectives established, the services to be provided, and the anticipated duration of the service program and each component service.

(b) The IL plan shall be developed jointly and signed by a staff member of the service provider and the individual with a significant disability or, if the individual chooses, by the individual's guardian, parent, or other legally authorized advocate or representative.

(c) A copy of the IL plan, and any amendments, shall be provided in an accessible format to the individual with a significant disability that uses appropriate modes of communication consistent with the informed choice of the individual.

Ed 1016.09 Review.

(a) The IL plan shall be reviewed as often as necessary but at least on an annual basis to determine whether services should be continued, modified, or discontinued, or whether the individual should be referred to a program of vocational rehabilitation services under Ed 1010.15 and Ed 1010.16 or to any other program of assistance.

(b) Each individual with a significant disability or, if consistent with state law and the individual chooses, the individual's guardian, parent, or other legally authorized advocate or representative, shall be given an opportunity to review the IL plan and, if necessary, jointly redevelop and agree by signature to its terms.

Ed 1016.10 Coordination with Vocational Rehabilitation, Developmental Disabilities, and Special Education Programs. The development of the IL plan and the provision of IL services shall be coordinated to the maximum extent possible with any individualized:

(a) Written rehabilitation program for vocational rehabilitation services for that individual;

(b) Habilitation program for the individual prepared under the Developmental Disabilities Assistance and Bill of Rights Act, 42 USC 15001; and

(c) Education program for the individual prepared under part B of the Individuals with Disabilities Education Act, 34 CFR 300 and 303.

Ed 1016.11 Termination of Services. If the service provider intends to terminate services to an individual receiving IL services under an IL plan, the service provider shall follow the procedures in Ed 1016.05(c)-(e) and Ed 1016.06.

Ed 1016.12 Maintaining Records for the Individual.

(a) For each applicant for IL services other than information and referral and for each individual receiving IL services other than information and referral, the service provider shall maintain a service record that includes:

(1) Documentation concerning eligibility or ineligibility for services;

(2) The services requested by the applicant or individual;

(3) Either the IL plan developed with the applicant or individual or a waiver signed by the applicant or individual stating that an IL plan is unnecessary;

(4) The services actually provided to the applicant or individual; and

(5) The IL goals or objectives:

a. Established with the applicant or individual, whether or not in the applicant's or individual's IL plan; and

b. Achieved by the applicant or individual.

(b) A service record for an applicant and an individual shall be maintained either electronically or in written form, except that the IL plan and waiver shall be in writing.

Ed 1016.13 Durational Limitations on Independent Living Services. The service provider shall not impose any uniform durational limitations on the provision of IL services, except as otherwise provided by federal law or regulation.

Ed 1016.14 Standards for Service Providers. In providing IL services to individuals with significant disabilities, service providers shall comply with:

(a) The written standards for IL service providers established by the designated state unit pursuant to Ed 1017.05; and

(b) All applicable state or federal licensure or certification requirements.

Ed 1016.15 Use of Personal Information by Service Providers.

(a) All personal information in the possession of the service provider shall be used only for the purposes directly connected with the provision of IL services.

(b) Information containing identifiable personal information shall not be shared with advisory or other bodies that do not have official responsibility for the provision of IL services.

(c) In the provision of IL services or the administration of the IL program under which IL services are provided, the service provider shall only obtain personal information from other service providers and cooperating agencies under assurances that the information shall not be further divulged, except as provided under Ed 1016.16 and Ed 1016.17.

Ed 1016.16 Release of Personal Information to Recipients of Independent Living Services.

(a) Except as provided in Ed 1016.16(b) and (c), if requested in writing by a recipient of IL services, the service provider shall release all information in that individual's record of services to the individual or the individual's legally authorized representative.

(b) Medical, psychological, or other information that the service provider determines may be harmful to the individual shall not be released directly to the individual, but shall be provided through a qualified medical or psychological professional or the individual's legally authorized representative.

(c) If personal information has been obtained from another agency or organization, it shall be released only by, or under the conditions established by, the other agency or organization.

Ed 1016.17 Release of Personal Information for Audit, Evaluation, and Research.

(a) Personal information may be released to an organization, agency, or individual engaged in audit, evaluation, or research activities subject to the provisions of Ed 1016.17(b).

(b) Personal information shall be released only if the organization, agency, or individual assures that:

(1) The information will be used only for the purposes for which it is being provided;

(2) The information will be released only to persons officially connected with the audit, evaluation, or research;

(3) The information will not be released to the involved individual;

(4) The information will be managed in a manner to safeguard confidentiality; and

(5) The final product will not reveal any personally identifying information without the informed written consent of the involved individual or the individual's legally authorized representative.

Ed 1016.18 Release to Other Programs or Authorities.

(a) Upon receiving the informed written consent of the individual or, if appropriate, the individual's legally authorized representative, the service provider shall release personal information to another agency or organization for the latter's program purposes only to the extent that the information is released to the involved individual under Ed 1016.16 and only to the extent that the other agency or organization demonstrates that the information requested is necessary for the proper administration of its program.

(b) Medical or psychological information shall be released under Ed 1016.18(a) only if the other agency or organization assures the service provider that the information will be used only for the purpose for which it is being provided and will not be further released to the individual.

(c) The service provider shall release personal information if required by federal laws or regulations.

(d) The service provider shall release personal information in response to investigations in connection with law enforcement, fraud, or abuse, unless expressly prohibited by federal or state laws or regulations, and in response to judicial order.

(e) The service provider also shall release personal information to protect the individual or others if the individual poses a threat to his or her safety or to the safety of others.

Ed 1016.19 Review Procedures Available to Individuals.

(a) The review procedures in Ed 1004 shall be available to an individual to request and receive a timely review of any adverse decision made by the service provider concerning the individual's request for IL services or the provision of IL services to the individual.

(b) Each service provider shall inform each individual who seeks or is receiving IL services from the service provider about the review procedures required by Ed 1016.19(a). The information about the review procedures shall be in an accessible format that uses appropriate modes of communication consistent with the informed choice of the individual.

PART Ed 1017 STATE INDEPENDENT LIVING SERVICES AND CENTERS FOR INDEPENDENT LIVING

Ed 1017.01 Definitions. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 1017:

(a) "Administrative support services" means "administrative support services" as defined in 34 CFR 364.4(b).

(b) "Advocacy" means "advocacy" as defined in 34 CFR 364.4(b).

(c) "Applicant" means "applicant" as defined in 34 CFR 77.1(c).

(d) "Application" means "application" as defined in 34 CFR 77.1(c).

(e) “Attendant care” means “attendant care” as defined in 34 CFR 364.4(b).

(f) “Award” means “award” as defined in 34 CFR 74.2.

(g) “Center for independent living” (CIL) means “center for independent living” as defined in 34 CFR 364.4(b).

(h) “Centers for independent living program” means the centers for independent living program authorized by chapter 1 of title VII of the Act.

(i) “Consumer control” means “consumer control” as defined in 34 CFR 364.4(b).

(j) “Cross-disability” means “cross-disability” as defined in 34 CFR 364.4(b).

(k) “Department” means the U.S. Department of Education.

(l) “Decision making position” means “decision making position” as defined in 34 CFR 366.5.

(m) “Eligible agency” means “eligible agency” as defined in 34 CFR 364.4(b).

(n) “Fiscal year” means “fiscal year” as defined in 34 CFR 77.1(c).

(o) “Independent living core services” mean “independent living core services” as defined in 34 CFR 364.4(b).

(p) “Independent living services (IL)” mean “independent living services” as defined in 34 CFR 364.4(b).

(q) “Individual with a disability” means “individual with a disability” as defined in 34 CFR 364.4(b).

(r) “Individual with a significant disability” means “individual with a significant disability” as defined in 34 CFR 364.4(b).

(s) “Legally authorized advocate or representative” means “legally authorized advocate or representative” as defined in 34 CFR 364.4(b).

(t) “Minority group” means “minority group” as defined in 34 CFR 364.4(b).

(u) “Nonprofit” means “nonprofit” as defined in 34 CFR 77.1(c).

(v) “Nonresidential” means “nonresidential” as defined in 34 CFR 364.4(b).

(w) “Peer relationships” mean “peer relationships” as defined in 34 CFR 364.4(b).

(x) “Peer role models” means “peer role models” as defined in 34 CFR 364.4(b).

(y) “Personal assistance services” means “personal assistance services” as defined in 34 CFR 364.4(b).

(z) “Private” means “private” as defined in 34 CFR 77.1(c).

(aa) “Project” means “project” as defined in 34 CFR 77.1(c).

(ab) “Public” means “public” as defined in 34 CFR 77.1(c).

(ac) “Secretary” means the Secretary of the U.S. Department of Education.

(ad) “Service provider” means:

(1) A CIL that receives financial assistance under Parts B or C of Chapter 1 of Title VII of the Act, section 711(c) and 29 U.S.C. 796(e); or

(2) Any other entity or individual that meets the requirements of 34 CFR 364.43(e) and provides IL services under a grant or contract from the designated state unit pursuant to 34 CFR 364.43(b).

(ae) “Significant disability” means “significant disability” as defined in 34 CFR 364.4(b).

(af) “Staff position” means “staff position” as defined in 34 CFR 366.5.

(ag) “State independent living services program” (SILS) means the state independent living services program authorized by chapter 1 of title VII of the Act.

(ah) “Statewide independent living council” (SILC) means the statewide independent living council established under 34 CFR 364.21.

(ai) “State plan” means “state plan” as defined in 34 CFR 364.4(b).

(aj) “Transportation” means “transportation” as defined in 34 CFR 364.4(b).

(ak) “Unserved and underserved groups or populations” means “unserved and underserved groups or populations” as defined in 34 CFR 364.4(b).

Ed 1017.02 Independent Living Core Services.

(a) The designated state unit shall provide directly, or through grants or contracts, the following IL core services:

(1) Information and referral services;

(2) IL skills training;

(3) Peer counseling, including cross-disability peer counseling; and

(4) Individual and systems advocacy.

(b) Funding for the core services provided under this section shall meet the requirements of 34 CFR 365.21.

(c) The provisions of 34 CFR 365.23 shall apply relative to making subgrants and contracts to provide IL services.

Ed 1017.03 Additional Independent Living Services. In addition to the IL core services provided under Ed 1017.02, the designated state unit shall also provide other IL services defined in 34 CFR 364.4(b). Funding for additional IL services shall meet the requirements of 34 CFR 365.22.

Ed 1017.04 Standards for Processing Referrals and Applications. The following standards and procedures shall be applied by service providers to handle referrals and applications for IL services from individuals with significant disabilities:

(a) An individual shall be eligible for IL services if the individual has a significant physical, mental, cognitive, or sensory impairment that limits the individual's ability to function independently in the family or in the community.

(b) Referrals shall be accepted for IL services from individuals, community-based organizations, family members, and service providers.

Ed 1017.05 Standards for Service Providers.

(a) Service providers that are not CILs shall meet the following minimum standards for providing IL services:

- (1) Be community based;
- (2) Be nonprofit;
- (3) Provide cross-disability services and programs;
- (4) Be consumer controlled so that a majority of the members of the governing body are individuals with disabilities; and
- (5) Promote and practice a philosophy of independent living.

(b) CILs under a contract with the designated state unit shall meet the following minimum standards and provide the following specialized IL services to individuals with significant disabilities:

- (1) Accessible van transportation;
- (2) A transportation reimbursement program;
- (3) Adaptive equipment and home access;
- (4) Youth services; and
- (5) Outreach to populations of individuals with significant disabilities.

(c) Participating service providers shall provide the designated state unit with the information necessary to show that they meet all applicable state licensure or certification requirements in order to be eligible to enter into grants or contracts with the designated state unit.

Ed 1017.06 Awarding Grants to Centers for Independent Living.

(a) The director of the designated state unit shall award grants under the Act, section 723, 29 USC 796f-1(a)(2) and Ed 1017.07-08 to CILs located within New Hampshire or in a bordering state in a fiscal year if:

(1) The director submits to the Secretary and obtains approval of an application to award grants for that fiscal year under the Act, section 722, 29 USC 796f-1(a) and 34 CFR 366.32 (a) and (b); and

(2) The Secretary determines that the amount of state funds that were earmarked by New Hampshire to support the general operation of CILs meeting the requirements of part C of chapter 1 of title VII of the Act in the second fiscal year preceding the fiscal year for which the application is submitted equaled or exceeded the amount of federal funds allotted to New Hampshire under the Act, 29 USC 701.721, or part B of title VII of the Act as in effect on October 28, 1992 for that preceding fiscal year.

(b) For the purposes of Ed 1017.06-Ed 1017.15, the second fiscal year preceding the fiscal year for which New Hampshire submits an application to administer the CIL program shall be considered the preceding fiscal year."

(c) For the purposes of Ed 1017.06-Ed 1017.15, earmarked funds are those funds described in 34 CFR 366.30 and 31.

Ed 1017.07 Order of Priorities for Allocating Funds Among Centers for Independent Living.

(a) The director of the designated state unit shall follow the order of priorities in 34 CFR 366.22 for allocating funds among CILs within New Hampshire, to the extent funds are available.

(b) If the order of priorities in 34 CFR 366.22 is followed and, after meeting the priorities in 34 CFR 366.22(a)(1) and (2), there are insufficient funds under New Hampshire's allotment under the Act, 29 USC 701.721(c) and (d), to fund a new CIL under 34 CFR 366.22(a)(3), the director shall:

(1) Use the excess funds in New Hampshire to assist existing CILs consistent with the state plan; or

(2) Return these funds to the Secretary for reallocation in accordance with the Act, 29 USC 701.721(d).

Ed 1017.08 Procedures for Making a Grant for a New Center for Independent Living.

(a) In selecting from among applicants for a grant for a new CIL under 34 CFR 366.24, the director of the designated state unit and the chairperson of the SILC, or other individual designated by the SILC to act on behalf of and at the direction of the SILC, shall jointly appoint a peer review committee that shall rank applications in accordance with the standards and assurances in section 725(b) and (c) of the Act, 29 USC 701.725(b) and (c), and 34 CFR 366.50 and 34 CFR 366.60-63.

(b) The peer review committee shall consider the ability of each applicant to operate a CIL and shall recommend an applicant to receive a grant for a new CIL based on either the selection criteria in 34 CFR 366.27 or the following:

- (1) Evidence of the need for a CIL, consistent with the state plan;
- (2) Any past performance of the applicant in providing services comparable to IL services;
- (3) The plan for complying with, or demonstrated success in complying with, the standards and the assurances in the Act, 29 USC 701.725(b) and (c), and 34 CFR 366.50 and 34 CFR 366.60-63;
- (4) The quality of key personnel of the applicant and the involvement of individuals with significant disabilities by the applicant;
- (5) The budget and cost-effectiveness of the applicant;
- (6) The evaluation plan of the applicant; and
- (7) The ability of the applicant to carry out the plans identified in Ed 1017.05(b)(3) and (6).

(c) The director of the designated state unit shall award the grant on the basis of the recommendations of the peer review committee if the actions of the committee are consistent with federal and state law.

Ed 1017.09 Procedures for Review of Centers for Independent Living.

(a) The director of the designated state unit shall, in accordance with the Act, 29 USC 701.723(g)(1) and (h), review each CIL receiving funds under 29 USC 723 to determine whether the CIL is in compliance with the standards and assurances in the Act, 29 USC 701.725(b) and (c), and 34 CFR 366.50 and 34 CFR 366.60-63.

(b) The reviews of CILs shall include annual on-site compliance reviews of at least 15 percent of the CILs assisted under the Act, 29 USC 701.723, in each year.

(c) Each team that conducts an on-site compliance review of a CIL shall include at least one person who is not an employee of the designated state unit, who has experience in the operation of CILs, and who is jointly selected by the director of the designated state unit and the chairperson of the SILC, or other individual designated by the SILC to act on behalf of and at the direction of the SILC.

(d) A copy of each review shall be provided to the Secretary and the SILC.

Ed 1017.10 Initiation of Enforcement Procedures by Director.

(a) If the director of the designated state unit determines that any CIL receiving funds under 34 CFR 366 is not in compliance with the standards and assurances in the Act, 29 USC 701.725(b) and (c) and 34 CFR 366.50 and 34 CFR 366.60-63, the director shall immediately provide the CIL by certified mail, return receipt requested, with an initial written notice that the CIL is out of compliance with the standards and assurances and that the director shall terminate the CIL's funds or take other proposed significant adverse action against the CIL 90 days after the CIL's receipt of this initial written notice. The director of the designated state unit shall provide technical assistance to the CIL to develop a corrective action plan to comply with the standards and assurances.

(b) Unless the CIL submits, within 90 days after receiving the notification required by Ed 1017.10(a), a corrective action plan to achieve compliance that is approved by the director of the

designated state unit or, if appealed, by the Secretary, the director shall terminate all funds under the Act, 29 USC 796f-4, to a CIL 90 days after the later of:

- (1) The date that the CIL receives the initial written notice required by Ed 1017.10(a); or
- (2) The date that the CIL receives the Secretary's final decision issued pursuant to 34 CFR 366.46(c) if:
 - a. The CIL files a formal written appeal of the director's final written decision pursuant to Ed 1017.10(a); or
 - b. The CIL files a formal written appeal of the decision described in the director's initial written notice pursuant to Ed 1017.14(b).
- (c) Other proposed significant adverse action that may be taken includes:
 - (1) Excluding the CIL from the development of the state plan for independent living; and
 - (2) Having the SILC prohibit the CIL from participating in SILC activities.

Ed 1017.11 Information to be Included in Initial Written Notice from Director.

- (a) The initial written notice required by Ed 1017.10(a) shall include, at a minimum, the following:
 - (1) The name of the CIL;
 - (2) The reason or reasons for proposing the termination of funds or other significant adverse action against the CIL, including any evidence that the CIL has failed to comply with any of the evaluation standards or assurances in the Act, 29 USC 701.725(b) and (c), and 34 CFR 366.50 and 34 CFR 366.60-63; and
 - (3) The effective date of the proposed termination of funds or other significant adverse action against the CIL.
- (b) The initial written notice required by Ed 1017.10(a) shall be given 90 days in advance of the date the director of the designated state unit intends to terminate a CIL's funds or take any other significant adverse action against the CIL.
- (c) The initial written notice required by Ed 1017.10(a) shall inform the CIL that it has 90 days from the date the CIL receives the notice to submit a corrective action plan.
- (d) The initial written notice required by Ed 1017.10(a) shall inform the CIL that it may seek alternative dispute resolution under Ed 200 in accordance with a corrective action plan under Ed 1017.10(a) to resolve any dispute with the director of the designated state unit within the 90 days before the proposed termination of funds or other significant adverse action against the CIL.
- (e) The initial written notice required by Ed 1017.10(a) shall inform the CIL that, if alternative dispute resolution is not successful and the director of the designated state unit does not issue a final written decision pursuant to Ed 1017.12, the CIL may appeal to the Secretary the decision described in the director's initial written notice on or after the 90th day, but not later than the 120th day, after the CIL receives the director's initial notice.

Ed 1017.12 Issuing A Final Written Decision.

(a) If the CIL submits a corrective action plan in accordance with Ed 1017.10(b), the director of the designated state unit shall provide to the CIL, not later than the 120th day after the CIL receives the director's initial written notice, a final written decision approving or disapproving the CIL's corrective action plan and informing the CIL, if appropriate, of the termination of the CIL's funds or any other proposed significant adverse action against the CIL.

(b) The director of the designated state unit shall send the final written decision to the CIL by registered or certified mail, return receipt requested.

(c) The director of the division's final written decision to terminate funds or take any other adverse action against a CIL shall not take effect until 30 days after the date that the CIL receives the final written decision.

(d) If a CIL appeals the final written decision pursuant to Ed 1017.14, the director of the designated state unit's final written decision to terminate funds or take any other adverse action against a CIL shall not take effect until the Secretary issues a final decision.

Ed 1017.13 Information Included in Final Written Decision. The director of the designated state unit's final written decision to disapprove a CIL's corrective action plan required by Ed 1017.12 shall:

(a) Address any response from the CIL to the director's initial written notice to terminate funds or take other significant adverse action against the CIL;

(b) Include a statement of the reasons why the director could not approve the corrective action plan; and

(c) Inform the CIL of its right to appeal to the Secretary the director's final written decision to terminate funds or take any other significant adverse action against the CIL.

Ed 1017.14 Appealing a Decision.

(a) To obtain the Secretary's review of the director of the designated state unit's final written decision to disapprove a CIL's corrective action plan submitted pursuant to Ed 1017.10(b), the CIL shall file, within 30 days from receipt of the director's final written decision, a formal written appeal with the Secretary giving the reasons why the CIL believes that the director should have approved the CIL's corrective action plan.

(b) To obtain the Secretary's review of a decision described in the director of the designated state unit's initial written notice, a CIL that does not submit a corrective action plan to the director shall file, in accordance with Ed 1017.14(c)(1)(a), a formal written appeal with the Secretary giving the reasons why the CIL believes that the director should have found the CIL in compliance with the standards and assurances in the Act, 29 USC 701.725(b) and (c), and 34 CFR 366.50 and 34 CFR 366.60-63.

(c) To appeal to the Secretary a decision described in the director of the designated state unit's initial written notice or the director's final written decision to disapprove a CIL's corrective action plan and to terminate or take other significant adverse action, a CIL shall file with the Secretary:

(1) A formal written appeal:

a. On or after the 90th day but not later than the 120th day following a CIL's receipt of a director's initial written notice; or

b. On or before the 30th day after a CIL's receipt of the director's final written decision to disapprove a CIL's corrective action plan and to terminate or take other significant adverse action;

(2) A copy of the corrective action plan, if any, submitted to the director; and

(3) One copy each of any other written submissions sent to the director in response to the director's initial written notice to terminate funds or take other significant adverse action against the CIL.

(d) The date of filing a formal written appeal to the Secretary under Ed 1017.14(c) shall be determined pursuant to the requirements of 34 CFR 81.12.

(e) If the CIL files a formal written appeal with the Secretary, the CIL shall send a separate copy of this appeal to the director of the designated state unit by registered or certified mail, return receipt requested.

(f) The CIL's formal written appeal to the Secretary shall state why:

(1) The director of the designated state unit has not met the burden of showing that the CIL is not in compliance with the standards and assurances in the Act, 29 USC 701.725(b) and (c), and in 34 CFR 366.50 and 34 CFR 366.60-63;

(2) The corrective action plan, if any, should have been approved; or

(3) The director of the designated state unit has not met the procedural requirements of Ed 1017.10-Ed 1017.15.

(g) As part of its submissions under this section, the CIL may request an informal meeting with the Secretary at which representatives of both parties shall have an opportunity to present their views on the issues raised in the appeal, in accordance with 34 CFR 366.46.

(h) The director of the designated state unit's decision to terminate funds that is described in an initial written notice or final written decision shall be stayed as of the date determined pursuant to Ed 1017.14(d) that the CIL files a formal written appeal with the Secretary.

Ed 1017.15 Action by Director upon Receipt of Center for Independent Living's Formal Written Appeal to the Secretary.

(a) If the CIL files a formal written appeal in accordance with Ed 1017.14(c), the director of the designated state unit shall, within 15 days of receipt of the CIL's appeal, submit to the Secretary one copy each of the following:

(1) The director's initial written notice sent to the CIL to terminate funds or take any other significant adverse action against the CIL;

(2) The director's final written decision, if any, to disapprove the CIL's corrective action plan and to terminate the CIL's funds or take any other significant adverse action against the CIL;

(3) Any other written documentation or submissions the director wishes the Secretary to consider; and

(4) Any other information requested by the Secretary.

(b) As part of its submissions under Ed 1017.15(a), the director of the designated state unit may request an informal meeting with the Secretary at which representatives of both parties shall have an opportunity to present their views on the issues raised in the appeal, in accordance with 34 CFR 366.46.

PART Ed 1018 INDEPENDENT LIVING SERVICES FOR OLDER INDIVIDUALS WHO ARE BLIND

Ed 1018.01 Purpose. The purpose of the independent living services for older individuals who are blind program is to support projects that:

(a) Provide any of the IL services to older individuals who are blind that are described in 34 CFR 367.3(b);

(b) Conduct activities that will improve or expand services for older individuals who are blind; and

(c) Conduct activities to help improve public understanding of the problems of older individuals who are blind.

Ed 1018.02 Definitions. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 1018:

(a) “Independent living services for older individuals who are blind” means “independent living services for older individuals who are blind” as defined in 34 CFR 367.5.

(b) “Older individual who is blind” means “older individual who is blind” as defined in 34 CFR 367.5.

Ed 1018.03 Services for Older Individuals Who Are Blind. For the purposes of Ed 1018.01(a), IL services for older individuals who are blind shall include:

(a) Services to help correct blindness that include:

(1) Outreach services;

(2) Visual screening;

(3) Surgical or therapeutic treatment to prevent, correct, or modify disabling eye conditions; and

(4) Hospitalization related to these services;

(b) The provision of eyeglasses and other visual aids;

(c) The provision of services and equipment to assist an older individual who is blind to become more mobile and more self-sufficient;

(d) Mobility training, Braille instruction, and other services and equipment to help an older individual who is blind adjust to blindness;

(e) Guide services, reader services, and transportation;

(f) Any other appropriate service designed to assist an older individual who is blind in coping with daily living activities, including supportive services and rehabilitation teaching services;

(g) IL skills training, information and referral services, peer counseling, and individual advocacy training; and

(h) Other IL services as defined in the Act, 29 USC 707(30), and as listed in 34 CFR 365.22.

Ed 1018.04 Administering the Program.

(a) The designated state unit shall administer the program in Ed 1018 in order to carry out the purposes listed in Ed 1018.01 either directly or through:

(1) Grants to public or private nonprofit agencies or organizations; or

(2) Contracts with individuals, entities, or organizations that are not public or private nonprofit agencies or organizations.

(b) Notwithstanding Ed 1018.04(a), the designated state unit may enter into assistance contracts with public or private nonprofit agencies or organizations by following the requirements in 34 CFR 366.32(e).

(c) Notwithstanding Ed 1018.04(a), the designated state unit shall not enter into procurement contracts with public or private nonprofit agencies or organizations, as provided in 34 CFR 366.32(f).

PART Ed 1019 NEWHAMPSHIRE BUSINESS ENTERPRISE PROGRAM

Ed 1019.01 Purpose. The purpose of the New Hampshire Business Enterprise Program (BEP) is to support self-employment for individuals who are legally blind through career opportunities in cafeteria, snack bar, and vending services. The New Hampshire department of Education, through the BEP of the office of services for blind and visually impaired,(SBVI) is the state licensing agency (SLA) for legally blind individuals who operate food and vending service facilities on federal, state, and other properties.

Ed 1019.02 Definitions.

(a) “Individual who is legally blind” means “blind person” as defined in 34 CFR 395.1(c).

(b) “License” means “license” as defined in 34 CFR 395.1(i).

(c) “Net proceeds” means “net proceeds” as defined in 34 CFR 395.1(k).

(d) “Operator” means an individual who is legally blind who is licensed to operate a vending facility on federal or other property.

(e) “Other property” means “other property” as defined in 34 CFR 395.1(n).

(f) “Program” means the New Hampshire business enterprise program in the Designated State Agency, the Designated State Unit.

(g) “Secretary” means the United States Secretary of Education.

(h) “Services for Blind and Visually Impaired” means “Blind Services” as defined in 186-B:10-II.

(i) “State Committee of Licensed Operators” or “Committee” means “Committee of Licensed Operators” as described in 34 CFR 395.14 (a).

(j) “Vending facility” means “vending facility” as defined in 34 CFR 395.1(x).

(k) “Vending machine” means “vending machine” as defined in 34 CFR 395.1(y).

(l) “Vending machine income” means “vending machine income” as defined in 34 CFR 395.1(z).

(m) “VendingRoute” means a combination of vending locations which as a whole are treated administratively for bidding, reporting and other purposes as a single location.

Ed 1019.03 Issuance of Vending Facility Licenses.

(a) SBVI shall license qualified candidates to operate vending facilities on federal, state, and other property in accordance with Ed 1019.04.

(b) Licenses shall be issued only to qualified individuals who are legally blind and on the roster.

Ed 1019.04 Licensing Procedure.

(a) The licensing procedure shall be as follows:

(1) SBVI shall maintain a roster of blind persons who are eligible and who desire to qualify as vending facility operators;

(2) Preference shall be given to qualified candidates who:

a. Are in need of employment;

b. Are residents of the state of New Hampshire; and

c. Have the experience and training for the location on which they are bidding; and

(3) In selecting a candidate who is deemed appropriate to enter the BEP training program, SBVI shall focus on the candidates' individual skills, abilities, and personal qualifications especially suited to the operation of a vending facility as determined by materials submitted by the individual and/or VR counselor if applicable, including but not limited to evaluation reports, educational background, work experience, and resumes. The candidate shall also meet with the committee chair and administrator of SBVI during the initial interview phase of the acceptance process.

(b) Candidates, who have been accepted and have satisfactorily completed the training program in Ed 1019.15, shall be placed on a roster.

(c) When a location becomes available for bid, an individual on the roster may bid along with the licensed operators.

(d) There shall be a probationary period not to exceed 6 months for candidates taken from the roster when awarded a first location.

(e) At the end of the probationary period a candidate who is acceptable to SBVI and wishes to remain in the program shall be issued a license based on the following criteria:

(1) The candidate receives satisfactory evaluation reports as acknowledged by SBVI, and these reports have been reviewed with the VR counselor if applicable and the committee chair; and

(2) The evaluation reports attest that the candidate effectively demonstrates the ability to:

- a. Provide good customer service;
- b. Maintain proper food service sanitation standards;
- c. Understand the principles of:
 1. Product inventory control;
 2. Daily cash control;
 3. Banking procedures;
 4. Proper licensing procedures; and
 5. Submission of city, state and federal taxes; and
- d. Maintain the required monthly profit and loss reports.

(f) A candidate whose performance is not acceptable to SBVI shall not be licensed by SBVI and shall be removed from the program when the candidate fails to meet the criteria listed in Ed 1019.07(b) during the training or the probationary periods.

(g) Licenses shall be issued to the operator by SBVI for an indefinite period. Licenses shall be subject to termination as provided in Ed 1019.05.

(h) SBVI shall select operators for vending facilities. Generally one operator will be selected, however, 2 operators may bid jointly on a location. Two co-operators may be selected by SBVI when a facility has sufficient earning power to adequately support more than one operator. Such selection shall be approved by a majority vote of the licensed operators in the state. Preference for a bid shall be towards a single operator unless it is deemed the location will be more adequately serviced by joint operators or an operator and assistant.

(i) Operators selected shall be compatible and mutually acceptable to each other, with compensation determined on a profit-sharing basis agreeable to the operators concerned and SBVI.

(j) Candidates, who have satisfactorily completed the probationary period and who have completed the training program in Ed 1019.15, shall be issued a license.

(k) The administrative appeal of any licensing decision made under this section shall be pursuant to Ed 1019.18 (a),(2).

Ed 1019.05 Partnerships.

(a) An operator may enter into a partnership with a private vendor only when the following criteria are met:

(1) The operator initiating a partnership shall have made a qualified bid on the location in response to a bid notification by SBVI; and

(2) The operator shall demonstrate his or her active role in the partnership as the person responsible for all reports and accountabilities under applicable federal and state laws and regulations.

(b) If no other qualified single or joint operator bid has been submitted, the development of a partnership agreement with another entity by the single bidder shall be considered for approval by SBVI.

Ed 1019.06 Vending Routes.

(a) Individual vending routes may be established when deemed appropriate by SBVI, only when accepted by the state committee of licensed operators by a simple majority vote.

(b) A proposal for the establishment of a vending route may be brought to SBVI and/or the committee by individual operators or other interested parties.

(c) Once a vending route has been established it shall remain an intact route. In the event that the operator no longer wishes to, or cannot, serve one or more of the locations on the established vending route the vending route as a whole shall go out to bid as a single vending location. To alter the composition of a vending route requires the submission of a new proposal consistent with this section.

Ed 1019.07 Termination of Licenses.

(a) Written notice shall be given to any operator whose license is to be terminated or who is in jeopardy of losing the license, including a statement of the reason. Such notice shall also inform the operator of the operator's right to request an administrative review, an evidentiary hearing, and arbitration under Ed 1019.15.

(b) A license issued to an operator shall be terminated after affording the operator an opportunity for an administrative review, an evidentiary hearing, and arbitration under Ed 1019.15, when one or more of the following conditions apply:

(1) When vision is improved so that the operator no longer meets the definition of an individual who is legally blind;

- (2) When there is extended illness with medically documented diagnosis of prolonged incapacity of the operator to operate the vending facility in a manner consistent with the needs of the location or other available locations in the vending facility program;
- (3) When SBVI finds that a vending facility is not being operated in accordance with the Ed 1019;
- (4) When the operator does not comply with the terms and conditions contained in the licensing agreement between the operator and SBVI;
- (5) When the operator does not comply with terms and conditions of the vending facility's contract SBVI and the manager of the property on which the vending facility is located; and
- (6) When the operator withdraws from the program.

Ed 1019.08 Vending Facility Equipment and Initial Stock. The following procedures shall apply to vending facility equipment and initial stocks of merchandise:

(a) SBVI shall furnish each vending facility with adequate, suitable equipment and initial stocks of merchandise sufficient for the establishment and operation of the facility for an initial 2 week period. If the operator obtaining the agreement to operate the location is on the roster or in a probationary period per Ed 1019.04 he or she shall not be eligible to obtain additional locations or inventory until a license has been obtained.

(b) If a licensed operator is provided with initial inventory for a new location it shall be sufficient to operate the location for no more than a 2 week period. The funds used shall be as an interest free loan from the set aside account. SBVI shall establish a monthly payment plan to begin 3 months after the operator has begun providing full service at the location.

(c) The right, title to and interest in the equipment of each vending facility used in the program and in the initial stocks of merchandise shall be vested in accordance with the laws of the state in either the name of SBVI or the operator.

Ed 1019.09 Maintenance and Replacement of Equipment. The following procedures shall apply to the maintenance and replacement of equipment:

(a) Except as provided in Ed 1019.07(b), (c), and (d), SBVI shall not be responsible for repair and maintenance of equipment after such equipment is furnished to the vending facilities;

(b) SBVI shall be responsible for repair and maintenance of equipment for the first 4 months after such equipment is furnished to the vending facilities when:

- (1) A new operator begins operating a vending facility;
- (2) An operator transfers to a different vending facility; or
- (3) An operator adds a new vending facility;

(c) The operators shall bear the responsibility for repair and maintenance of equipment in their respective facilities after the time limits in Ed 1019.07(b) expire;

(d) SBVI shall review repairs and maintenance that exceed \$500.

(e) The final decision shall be based upon funds available and the following criteria:

(1) If it is deemed to be more cost effective to repair, SBVI shall do so; or

(2) If it is more efficient to replace the unit, SBVI shall cover the full expense of the replacement;

(f) SBVI shall repair and maintain or cause to be repaired and maintained any equipment in need of repair and maintenance in order to keep the facility operable and in an attractive condition, after reasonable notice if the operator fails to do so under Ed 1019.09(d)(1);

(g) The operators shall be assessed the amounts needed to repair and maintain equipment when SBVI has undertaken the responsibility in (d)(2) above; and

(h) SBVI shall replace equipment that it determines to be worn out or obsolete. If the licensed operator feels that equipment should be replaced, the operator shall make a request to this effect. SBVI shall fulfill requests based on priority and urgency of all requests.

Ed 1019.10 Operator Ownership of Vending Facilities.

(a) If the operator desires to purchase part of the operator's own equipment and retain title thereto, the operator shall be responsible for repair and maintenance of such equipment to assure that the vending facility shall be kept operational and in an attractive condition.

(b) If the operator-owner ceases to be an operator or transfers to another vending facility site, ownership of the equipment shall become vested in SBVI and transferred to a successor operator subject to an obligation on SBVI's part to pay to such operator-owner or the operator's estate the fair value of the operator-owned equipment.

(c) The operator-owner, operator's personal representative or next of kin shall be entitled to an opportunity for an administrative review and an evidentiary hearing under Ed 1019.15 with respect to the determination of the amount to be paid by SBVI for an operator's ownership in the equipment. When the operator-owner is dissatisfied with any decision rendered as a result of the evidentiary hearing, the operator-owner may file a complaint with the Secretary under 34 CFR 395.13 to request the convening of an ad hoc arbitration panel.

(d) If an operator desires to retain title to vending facility equipment which the operator has purchased SBVI shall enter into a written agreement with such operator-owner delineating conditions of ownership.

(e) No person shall be denied the opportunity to become an operator because of their unwillingness or inability to purchase the vending facility equipment or the initial stock.

Ed 1019.11 Setting Aside of Funds.

(a) SBVI shall set aside funds from the net proceeds of the operation of vending facilities and vending machine income to the extent necessary for the following purposes:

(1) Maintenance and replacement of equipment;

(2) Purchase of new equipment;

(3) Management services such as but not limited to:

- a. Ongoing training;
- b. Upward mobility training;
- c. Food service related education;
- d. Liability insurance; and
- e. Annual dues in vending and food service organization; and

(4) Retirement and pension funds, health insurance contributions, paid sick leave and vacation time if it is determined by a majority vote of the operators licensed by SBVI to contribute and use funds set aside for these purposes after SBVI provides each operator information on all matters relevant to such funds.

(b) The charge for each purpose listed in Ed 1019.11(a) shall be determined by SBVI with the active participation of the state committee of licensed operators and shall be designed to prevent, so far as is practicable, a greater charge than is reasonably required. SBVI shall maintain adequate records to support the reasonableness of the charges, including any reserves necessary to assure that these purposes can be achieved on a consistent basis.

(c) The amount of funds set aside Ed 1019.11(a) shall:

- (1) Be assessed monthly; and
- (2) Be a percentage of net proceeds of the monthly profit and loss statement provided that:
 - a. The operator has net proceeds before set aside of over \$1,700 for that month; and
 - b. Either:
 1. The set aside charge does not reduce the net proceeds below \$1,700; or
 2. In order to assure a fair minimum return to operators, any set aside assessment which lowers an operator's net proceeds below \$ 1,700 for that month shall be reduced by the amount required to raise the net proceeds to \$1,700.

(d) The percentage in Ed 1019.11(c) shall be 10% of net proceeds assessed in Ed 1019.11(a) and shall be reviewed every 2 years by SBVI with the active participation of the committee of licensed operators. The new percentage shall be set utilizing the running average balance of the set aside account over the previous 2-year period, the Consumer Price Index and projected needs.

Ed 1019.12 Distribution and Use of Income from Vending Machines on Federal Property.

(a) Vending machine income from vending machines on federal property which has been disbursed to SBVI by a property managing department, agency or instrumentality of the United States under 34 CFR 395.32 shall:

(1) Accrue to each operator operating a vending facility on such federal property in New Hampshire in an amount not to exceed the average net income of the total number of operators within the state, as determined each fiscal year on the basis of each prior year's operation; and

(2) Not accrue to any operator in any amount exceeding the average net income of the total number of operators in the United States.

(b) No operator shall receive less vending machine income than an operator was receiving during the calendar year prior to January 1, 1974, as a direct result of any limitation imposed on such income under Ed 1019.12 as provided in 34 CFR 395.8(a).

(c) No limitation shall be imposed on income from vending machines, combined to create a vending facility, when the facility is maintained, serviced, or operated by an operator.

(d) Vending machine income disbursed by a property managing department, agency or instrumentality of the United States to SBVI in excess of the amounts eligible to accrue to operators in accordance with Ed 1019.12 shall be retained by SBVI.

(e) SBVI shall disburse vending machine income to operators within the state on at least a quarterly basis.

(f) Vending machine income which is retained by SBVI under Ed 1019.12 shall be used for:

(1) The establishment and maintenance of retirement or pension plans;

(2) Health insurance contributions; and

(3) The provision of paid sick leave and vacation time for operators, if it is so determined by a majority vote of operators licensed by SBVI, after SBVI has provided to each operator information on all matters relevant to such purposes.

(g) Any vending machine income not necessary for the purposes in Ed 1019.12(f) shall be used by SBVI for maintenance and replacement of equipment, purchase of new equipment, management services, and assuring a fair minimum return to operators.

Ed 1019.13 Operating Agreement Between SBVI and Operator. To obtain a license to operate one or more vending locations, the operator shall agree to the rules in Ed 1019 as well as the terms and conditions under which the license is issued in accordance with the following:

(a) The terms and conditions shall take the form of an agreement between the operator and SBVI stating what responsibilities the operator has and what responsibilities SBVI has.

(b) The agreement shall include:

(1) The operator's name;

- (2) The vending facility name and location;
- (3) The hours of operation for the vending facility;
- (4) The articles to be sold at the vending facility;
- (5) The insurance requirements for the vending facility;
- (6) The financial records that must be kept by the operator; and
- (7) The rights and obligations of the operator and SBVI relative to assignments, subcontracts, and default.

(c) The agreement shall contain but not be limited to the following items adapted to the individual conditions applying to the specific location:

- (1) The duties of the operator and the performance of such duties in accordance with standards prescribed by:
 - a. SBVI and developed with the active participation of the state committee of operators;
 - b. Applicable health laws and regulations;
 - c. Terms of the permit granted by, or the contract entered into with, the federal or other agency or organization in control of the site of the vending facility; and
 - d. Security clearance requirements for the vending facility such as the process to obtain access cards. This may include background checks and security clearance applications for the operator and their employees or partners. If a licensed operator cannot receive clearance for a particular location, the location be released from the operator and put out to bid;
- (2) The responsibilities of SBVI to provide management services to the operator including assistance and supervision, and the ways in which such responsibilities shall be carried out;
- (3) A statement that operator shall receive the net proceeds from the vending facility that the operator operates;
- (4) The responsibility of the operator to furnish:
 - a. A monthly profit and loss statement that includes payment for assessed set asides no later than the last day of the month following the close of the previous month's accounting period;
 - b. One copy each of business liability insurance and workers compensation insurance; and
 - c. One copy of automobile collision and liability insurance in the case of operators with vending delivery vehicles;
- (5) The right of the operator to terminate the operating agreement at any time;

(6) The termination of the operating agreement upon termination of the permit or contract; and

(7) The termination or revocation of the operating agreement upon the failure of the operator to operate the vending facility in accordance with the operating agreement or applicable federal, state, or local laws or regulations.

(d) The operator and the administrator of SBVI shall both sign the agreement.

Ed 1019.14 Transfer and Promotion of Operators. The following procedures shall apply to transfer and promotion of operators:

(a) A selection committee shall be convened by the administrator of SBVI when new opportunities become available for promotion or transfer. The selections committee shall include a representative of the state committee of licensed operators assigned by the chair or co-chairs, the BEP coordinator, the program assistant coordinator, and a counselor from the designated state agency's office of SBVI. The duties of the committee shall be to oversee and manage the provisions of Ed 1019.14(b)-(f) relative to the transfer and promotion of operators.

(b) Each operator shall be given every possible opportunity by way of the bidding process for promotion to facilities of greater earning capacity or more convenient location or both, as the knowledge skills and abilities of the individual are developed.

(c) When experience has proven that an operator is assigned to a location or locations beyond the operator's capacities, the operator shall be given opportunities for training. However if training does not result in improved operation, an assignment to a location commensurate with the operator's ability shall be made pending the availability of such a location or locations. Alternatively the number and nature of the facilities that the operator manages shall be reviewed and modified accordingly.

(d) When an opportunity to bid on a location is announced an operator may bid or not bid without prejudice to future consideration if another opportunity occurs that will be advantageous to the operator.

(e) An operator shall not be assigned to a facility of lesser income or convenient location without an explanation and an evidentiary hearing if requested by the operator.

(f) Promotion to facilities of greater capacity and earning power shall be applied using the following criteria:

(1) Past performances at vending locations; and

(2) Active participation in such things as training events, ongoing training opportunities, committee meetings, bid reviews; and

(3) Seniority.

Ed 1019.15 Training Program.

(a) All operator candidates shall complete a training program in accordance with the training plan developed by SBVI. The training program shall include evaluation and training in blind/low vision rehabilitation as well as formal classroom instruction and on the job training on an individual basis.

(b) The training program will generally be no less than 6 months but may take longer if individual situations require, provided that the candidate is showing successful progress.

Ed 1019.16 Election, Organization and Functions of State Committee of Licensed Operators.

(a) The operators licensed by the state shall comprise the membership of the state committee of licensed operators.

(b) The committee chairperson shall be elected by a majority vote of committee members. The chairperson shall be elected every 2 years and serve 2 years. The chairperson shall not succeed him or herself. The election shall also include an election for an alternate chair that may succeed him or herself. The alternate chair shall assume the responsibilities of the chair if the chair is unable to attend to his or her duties.

(c) Quarterly meetings shall be held between the committee and SBVI to discuss policy administrative changes affecting the program provide a training opportunity and carry on other business of the committee and/or SBVI.

(d) Between the regular meetings individual committee members shall be designated, or sub-committees established, by the chair(s) to carry on the functions of the committee.

(e) All written material pertaining to the administration of the program shall be provided to the chairperson of the committee by SBVI in a format that is accessible by the chairperson(s). When policy or administrative changes that have been discussed with the committee members cannot be adopted, the chairperson(s) of the committee shall be notified in writing stating the reasons therefore. The committee shall receive and transmit to SBVI grievances at the request of operators and serve as advocates for such grievances.

Ed 1019.17 Administrative Reviews, Evidentiary Hearings, and Arbitration of Operator Complaints. If an operator is aggrieved by any action of SBVI with regard to the administration of the program the operator may file a written complaint to resolve the matter as follows:

(a) If the blind operator and SBVI agree, the dispute may be submitted to the designated state unit's administrator for policy and law for review and decision using the following criteria:

(1) The decision to elect informal dispute resolution shall not preclude the blind operator from seeking an evidentiary hearing if the informal dispute resolution process does not resolve the matter to the operator's satisfaction;

(2) The decision from an informal dispute resolution session may not be used in an evidentiary hearing;

(3) In the case of disputes involving candidates for a license, pursuant to Ed 1019.04, the parties shall submit the dispute to said administrator. The decision rendered shall represent the final administrative remedy for issues arising out of the licensing process;

(4) A request for an administrative dispute resolution session shall be filed with SBVI within 15 business days of action out of which the dispute arises;

- (5) Within 10 business days, the administrator shall set a date and time for the parties to present their case. The hearing itself shall be held within 30 days of the request having been made;
 - (6) The administrator shall render a decision in writing in the matter within 14 calendar days of the completion of the hearing;
 - (7) The decision shall include:
 - a. The facts and law relied on to make the decision; and
 - b. A rationale for the decision, based on the information submitted; and
 - (8) An operator aggrieved by the administrator's decision may request an evidentiary hearing within 10 business days from the receipt of the administrator's report.
- (b) Evidentiary hearings shall comply with the following:
- (1) The operator shall make written application for an evidentiary hearing to the office of legislation and hearings and state the reasons for such application, within 15 days after the occurrence of the condition which caused the operator to file the request for an evidentiary hearing, or as prescribed in Ed 1019.17,(a)(8) when appealing the decision of an informal dispute resolution process;
 - (2) The operator shall be advised of the following:
 - a. The date, time, and place the hearing will be held;
 - b. That the hearing will be held within 15 days after receipt of application and at a time and place reasonably convenient to the operator;
 - c. The right to be represented or accompanied at the hearing by counsel, friends, and witnesses;
 - d. The right to adequate opportunity to present the operator's case;
 - e. The right to give evidence pertinent to the issue involved;
 - f. The right to cross examine witnesses appearing against the operator; and
 - g. The request for a full evidentiary hearing indicates consent by the operator for the release of information necessary for the conduct of the hearing;
 - (3) The hearing shall be conducted by a hearing officer, assigned by the office of legislation and hearings within the department of education pursuant to Ed 200;
 - (4) Within 15 working days of completion of the hearing, the hearing officer shall prepare an official written report and recommendations to the director of the designated state unit;

(5) The director of the designated state unit, within 5 working days of receipt of the report, shall review the report and make a final decision which shall constitute the official action in regard to the subject of the hearing. The decision shall be:

- a. In writing and shall set forth the issue, the relevant facts brought out at the hearing, the pertinent provisions in law and the division policy, and the reasoning that led to the decision; and
- b. Forwarded to the operator immediately upon its issuance and a copy shall be furnished to the designated state unit; and

(6) Reasonable accommodations for disability(ies) shall be arranged by the designated state unit for the operator at the operator's request.

(c) Persons aggrieved by a decision of the designated state unit in an evidentiary hearing under Ed 1019.15(b) may appeal as follows:

- (1) In accordance with RSA 541 for causes of action arising out of the action or operation of the program pursuant to RSA 186-B:13, I; or
- (2) In accordance with 20 U.S.C. §107d-2 for causes of action arising out of the action or operation of the program pursuant to 20 U.S.C. §107e (3) or 23 U.S.C. §111.

Ed 1019.18 Access to Program and Financial Information. Each operator shall be provided access to all financial data of SBVI relevant to the operation of the program, including quarterly and annual financial reports, provided that such disclosure does not violate applicable federal or state laws pertaining to disclosure of confidential information. At the request of an operator, SBVI shall arrange a convenient time to assist in interpretation of such financial data.

Ed 1019.19 Operator and SBVI Responsibilities.

(a) Each operator shall submit to SBVI a monthly operating statement along with the set aside assessment detailing, among other things, gross sales, purchases, operating costs, and net profits. Forms for this purpose shall be furnished to each operator by SBVI. SBVI shall retain complete access to the operator's records.

(b) The operator shall:

- (1) Perform faithfully and to the best of operator's ability the necessary duties in connection with the operation of the vending facility in accordance with the department's rules;
- (2) Cooperate with officials and duly authorized representatives of SBVI in connection with their official program responsibilities;
- (3) Operate the vending facility in accordance with all applicable health laws and regulations, as well as the regulations of the agency controlling property upon which the facility is located; and
- (4) Furnish such reports as SBVI may from time to time require.

(c) SBVI shall assume responsibility for providing to operators such supervision and assistance as may be necessary to insure the operation of each vending facility in the most productive and efficient manner possible.

Ed 1019.20 State Licensing Rules. SBVI shall furnish a copy of the state licensing rules to each candidate or operator in addition to all written documents pertaining to the administration and management of the program.

PARTS Ed 1020 through Ed 1022 - RESERVED

PART Ed 1023 INTERPRETER CLASSIFICATION SYSTEM

Ed 1023.01 Purpose. The purpose of the classification system program shall be to evaluate competency skills of sign language interpreters, to maintain records of interpreter classification, and to maintain records of continuing education units required for maintenance of classification.

Ed 1023.02 Program Designation. This program shall be designated “The New Hampshire Interpreter Classification System” (NHICS).

Ed 1023.03 Classification. An individual who applies for and meets the requirements for classification under Ed 1023.10 shall be qualified as a sign language interpreter by the program for the deaf and hard of hearing of the department.

Ed 1023.04 Applicability; Administration of Classification System Program. These rules shall apply to the classification process for sign language interpreters as conducted and managed by the program for the deaf and hard of hearing, division of career technology and adult learning, vocational rehabilitation, department. The classification system program shall be managed by a coordinator appointed by the director of the division of career technology and adult learning.

Ed 1023.05 Definitions. The following terms are defined for the purposes of part Ed 1023:

(a) “Deaf Interpreter” means a person who is deaf and provides interpreting services as defined in section (e), below

(b) “Director” means the director of the division of career technology and adult learning.

(c) “Classification system program” means the New Hampshire interpreter classification system operated by the coordinator.

(d) “Coordinator” means the person appointed by the program for the deaf and hard of hearing, division of career technology and adult learning, vocational rehabilitation, department to coordinate the classification.

(e) “Interpreting” means the process of converting spoken English into American Sign Language (ASL) and the process of converting ASL into spoken English.

(f) “Rater” means an individual who has successfully completed training approved under Ed 1023.12 by the program for the deaf and hard of hearing in the evaluation of interpreter skills.

(g) “State classification test” means the test administered under Ed 1023.08 for the purposes of determining an interpreter’s classification as a qualified interpreter under Ed 1023.10.

(h) “Rater stipend” means the appropriate level payment made to the rater for their work.

Ed 1023.06 Administration of State Classification Test; Classification Fees.

(a) The state classification test for the purpose of classifying interpreters shall be administered at least once every 6 months, unless there have been no requests for a test. If 3 or more individuals request a test, a test shall be scheduled at a date sooner than the next regularly scheduled test.

(b) The fee for the state classification test shall be \$225.00.

(c) A re-test fee of \$140 shall allow a retake of the performance test by an applicant for initial classification within one year after passing the structured interview portion.

(d) Applicants shall obtain a refund for a scheduled state classification test when providing at least 30 days’ advance written notification of cancellation to the coordinator. Otherwise, test fees shall be nonrefundable.

(e) The coordinator or designee shall collect fees and maintain receipt records and invoices from raters and expenses incurred by the program for:

- (1) Rater and interviewer stipends for the evaluation of candidates
- (2) The cost of the interpreter for the deaf or hard of hearing rater during the testing process; and
- (3) Testing equipment.

Ed 1023.07 Application Process.

(a) Applicants shall contact the program for the deaf and hard of hearing for an information packet which contains:

- (1) A description of the classification process;
- (2) An application form;
- (3) A description of the fee charged for testing; and
- (4) A description of the appeal procedure.

(b) Each applicant shall submit an application and the fee for the test. Individuals shall not take the test until payment and a complete application are received, and the application is approved as complete by the coordinator or designee.

(c) The coordinator or designee shall notify each applicant who has submitted an application approved as complete of the scheduled date, time, and place for the test.

Ed 1023.08 State Classification Test.

(a) The state classification test shall consist of 2 sections. Section one shall be a structured interview scored by a minimum of 4 raters. Section 2 shall be a pass/fail performance test scored by a minimum of 4 raters.

(b) The structured interview shall be pass/fail and demonstrate the following:

(1) Knowledge of and ability to make practical use of the code of professional conduct of the RID;

(2) Knowledge of the role and responsibilities of an interpreter;

(3) Understanding of professional business practices, including the limitations of an interpreter's role, diplomacy required of an interpreter, and the need for attire that enhances the background for signing such as plain clothing and jewelry that does not distract from the interpreting process;

(4) Communication skills in ASL and English; and

(5) The interpreter's overall professional presentation.

(c) The performance test shall consist of an interpreting dialogue, preceded by a warm-up.

(d) Each applicant's performance on sections 1 and 2 of the test shall be videotaped.

(e) The performance test scoring sheet shall consist of a numerical rating covering the following areas:

(1) The rater's ability to comprehend the applicant, based on the applicant's clarity, use of grammar, level of discourse, and use of classifiers;

(2) The message equivalency transmitted by the applicant, including:

a. Message accuracy;

b. Accurate use of morphology;

c. Use of affect and register of the original message; and

d. The amount of information transmitted;

(3) The interpreting process, including:

a. Phrasing; and

b. Process management; and

(4) The applicant's professionalism, including:

a. Composure; and

b. Objectivity.

Ed 1023.09 Administration of State Classification Test.

(a) The coordinator or designee shall videotape section 1, the interview, and section 2, the performance portion, of the test.

(b) The coordinator or designee shall send the rater scoring packet to 4 qualified raters within one week of the taping. The coordinator shall make sure each packet includes a copy of the candidates tape, scoring sheets and the rater instruction information.

(c) Candidates who pass both the performance section and the interview section will be state classified and notified.

(d) Candidates who successfully pass the performance portion of the test but do not successfully pass the interview portion of the test shall not be considered for state classification. They shall need to retake both sections of the test.

(e) The coordinator shall mail to each applicant who has completed the performance test written notice of the test results within one month of the date of the test.

(f) A person who fails either the structured interview or the performance test may request from the coordinator, in writing, copies of the raters' scoring sheets. The coordinator shall supply such sheets, upon written request.

(g) Applicants for initial classification not passing the performance test may retake the performance portion of the test, within one year after passing the structured interview portion.

Ed 1023.10 Classification of Interpreters. An applicant shall be classified as a qualified sign language interpreter who:

- (a) Has a high school diploma or its equivalent;
- (b) Is 18 years of age or older; and
- (c) Receives a score of 75% or more on the performance test.

Ed 1023.11 Maintenance of Classification.

(a) "Continuing education units," for the purpose of this rule means:

- (1) Participation in professional workshops sponsored by a post-secondary interpreter training program, the RID, the National Association of the Deaf (NAD) or the state chapters of such organizations, or any other professional training organization which focus on issues related to the deaf community and/or the interpreting process;
- (2) Conventions/conferences of either deafness or interpreting organizations;
- (3) Tutoring sessions, if such sessions are qualified under paragraph (b); and

- (4) For the 20% required in areas not related to deafness or interpreting, participation in a course, workshop, or training session on a topic unrelated to deafness, but which has an impact on the interpreter's activities as a sign language interpreter.
- (b) To qualify, a tutoring session shall be provided by RID certified interpreters those who hold their NIC, Certificate of Interpretation (CI) or NAD level V.
- (c) Classification as a qualified interpreter under Ed 1023.10 shall be valid for 6 years from date of issue.
- (d) All state-classified interpreters shall earn CEU's. The number of CEU's earned shall be the same number of hours as those required by RID over each 4 year period, 80% of which shall be deafness/interpreting related, and 20% of which shall be either deafness/interpreting related or in other areas as defined in Ed 1023.11(a)(4). CEU hours shall be awarded based on clock hours of participation and shall require documentation from such training programs such as an agenda, conference packet, or syllabus. No one convention, workshop or course shall be used to satisfy the entire requirement.
- (e) Determination of compliance with Ed 1023.11(e) shall be made by the coordinator of the program for the deaf and hard of hearing.
- (f) An individual's classification shall lapse for an individual who fails to obtain national certification before the expiration of the 6-year classification period. The individual shall no longer be:
- (1) Listed in the department of education's directory of interpreters for the deaf; and
 - (2) Considered a licensed interpreter by the state of NewHampshire.

Ed 1023.12 Raters.

- (a) Each team of raters shall be comprised of 2 raters who can hear and 2 raters who are deaf or hard of hearing. Raters who can hear shall possess a valid certification from RID or the NAD level V. The program for the deaf and hard of hearing shall solicit applicants from certified interpreters and the deaf community. Selection shall be made by the program for the deaf and hard of hearing based on skill level, availability and experience.
- (b) The program for the deaf and hard of hearing shall provide rater training for new raters. New raters shall complete the rater training, which shall consist of instruction and materials on the principles of interpreter classification evaluation, practice tapes, and inter-rater reliability data.
- (c) A rater shall not have a conflict of interest regarding the person to be rated. A conflict of interest shall be deemed to exist if the person to be rated is a member of the rater's immediate family. "Immediate family" means the rater's spouse, parent, mother-in-law, father-in-law, sibling, sister-in-law, brother-in-law, or child, or anyone related to the rater by blood or marriage and living in the same household as the rater. The rater shall disclose any other circumstances which create a conflict of interest as to a particular person, and shall withdraw as a rater for that person. The rater shall also disclose to the coordinator any circumstances likely to create the appearance of a conflict of interest.
- (d) Scoring by raters shall be done as follows:
- (1) For the part I-interview portion of the test, the applicant shall be rated by both deaf and hard of hearing raters and raters who can hear; and

(2) For the part II- performance portion of the test, the raters who can hear shall score primarily the ASL-to-English components of the evaluation and the deaf or hard of hearing raters shall score primarily the English-to-ASL components of the evaluation.

(e) Raters shall receive the rater stipend from the interpreter classification fund for scoring each applicant. To receive payment, raters shall submit an invoice, which shall include the rater's name, address, name of applicant, and date of rating.

(f) All documents, paperwork and digital media (CD), shall be sent back to the coordinator for record keeping. This process shall ensure confidentiality of the applicant. A breach in this process could create the need for a review and recommendation of the situation and possible removal as a rater by the director.

Ed 1023.13 Publication of Directory of Interpreters for the Deaf. The name and date of award of each individual classified under the classification system program shall be published by the department of education in a directory of interpreters for the deaf, which shall be printed at least biennially. The directory shall also include name, source of national certification, state of NH licensure status, and date of certification for any interpreter certified by the RID or the NAD who wishes to be included in the directory. Contact information shall be included at the option of the interpreter. The primary source for this document shall be located on the designated state unit's website and an annual printing will occur.

Ed 1023.14 Retention of Test and Directory Data. The program for the deaf and hard of hearing shall keep the following data in confidential files for a period of at least 7 years:

- (a) Correspondence with individual applicants;
- (b) Records of scores of individual tests for each applicant tested, whether the applicant was successful or unsuccessful;
- (c) Records of CEU's for each interpreter who has completed the state classification process;
- (d) The original digital media (CD) of each applicant's interview and performance test;
- (e) The date classification under Ed 1023.10 was awarded; and
- (f) Name, address, and telephone number for each state classified and nationally certified interpreter listed in the department of education directory of interpreters for the deaf.

Ed 1023.15 Appeal. An applicant aggrieved by a decision of the program relating to classification may file a petition for reconsideration along with supporting documentation to the Director within 20 working days after receipt of the decision regarding classification. If the petition for reconsideration is denied, the applicant may appeal the Director's decision pursuant to RSA 21-N: 11, III and Ed 200. Any person may file a written complaint charging a person qualified as a deaf interpreter with misconduct pursuant to the process set forth in INT 205.

Appendix I

RULE NUMBER	STATUTE OR FEDERAL REGULATION IMPLEMENTED
Ed 1001.01	34 CFR 361.1
Ed 1002.01	34 CFR 361.5
Ed 1002.02	34 CFR 361.42
Ed 1002.03 - 1002.04	34 CFR 361.5
Ed 1002.05	34 CFR 361.41(b)(2)
Ed 1002.06 - 1002.23	34 CFR 361.5
Ed 1002.24	34 CFR 364; RSA 200-C:24
Ed 1002.25 - 1002.39	34 CFR 361.5
Ed 1002.40	RSA 200-C:18
Ed 1002.41- 1002.49	34 CFR 361.5
Ed 1002.50	34 CFR 363.1; RSA 200-C:21
Ed 1002.51	34 CFR 361.5
Ed 1003.01	34 CFR 361.38(a)(1); 34 CFR 361.38 (b)
Ed 1003.01(a)-(e)	34 CFR 361.38(a)(1)
Ed 1003.01(f)	34 CFR 361.38(b)
Ed 1003.02	34 CFR 361.42(a)(3)(iii)
Ed 1003.03	34 CFR 361.38(c) & (d)
Ed 1003.04	34 CFR 361.38(e)
Ed 1004.01	34 CFR 361.57
Ed 1004.02	34 CFR 361.57(b)(1); 34 CFR 361.57(b)(2)
Ed 1004.03 -1004.05	34 CFR 361.57(c) -(f)
Ed 1004.06-1004.18	34 CFR 361.57(e) & (f)
Ed 1004.19	34 CFR 361.57(b)(4)&(h)
Ed 1004.20	34 CFR 361.57(i)
Ed 1005.01	34 CFR 361.36(a) &(b)
Ed 1006.01	34 CFR 361.36(c)
Ed 1006.02	34 CFR 361.36(d)
Ed 1006.03	34 CFR 361.36(e)
Ed 1007.01	34 CFR 361.53(a); Chapter 252:2 of the Laws of 1993
Ed 1007.02	34 CFR 361.53(b)
Ed 1007.03	34 CFR 361.53(c)
Ed 1008	34 CFR 361.54(b)
Ed 1009	34 CFR 361.37
Ed 1010.01	34 CFR 361.41(a)
Ed 1010.02	34 CFR 361.41(b)
Ed 1010.03	34 CFR 361.42, Intro. para.
Ed 1010.04	34 CFR 361.42(a)-(h)
Ed 1010.05	34 CFR 361.42(c)
Ed 1010.06	34 CFR 361.42(d)
Ed 1010.07	34 CFR 361.42(e)
Ed 1010.08	34 CFR 361.42(f)
Ed 1010.09	34 CFR 361.42(g)
Ed 1010.10	34 CFR 361.42
Ed 1010.11	34 CFR 361.43

Ed 1010.12	34 CFR 361.44
Ed 1010.13	34 CFR 361.45; Chapter 252:2 of the Laws of 1993
Ed 1010.14	34 CFR 361.46
Ed 1010.15	34 CFR 361.47
Ed 1010.16	34 CFR 361.48
Ed 1011.01	34 CFR 361.51(c)
Ed 1012.01	34 CFR 361.52(b)
Ed 1012.02	34 CFR 361.52(c)
Ed 1012.03	34 CFR 361.52(d)
Ed 1013.01	34 CFR 361.55
Ed 1014.01	34 CFR 361.56 Intro. para.
Ed 1014.02	34 CFR 361.56(a)
Ed 1014.03	34 CFR 361.56(b)
Ed 1014.04	34 CFR 361.56(c)
Ed 1014.05	34 CFR 361.56(d)
Ed 1015	34 CFR 363.57
Ed 1015.01	RSA 200-C:21; 34 CFR 363.1
Ed 1015.02	34 CFR 363.6(c); 34 CFR 369.4(b); 34 CFR 77.1(c)
Ed 1015.03	34 CFR 363.3
Ed 1015.04	34 CFR 363.4; RSA 200-C:22
Ed 1015.05	34 CFR 363.50
Ed 1015.06	34 CFR 363.52
Ed 1015.08	34 CFR 363.54
Ed 1015.09	34 CFR 363.55
Ed 1015.10	34 CFR 363.56
Ed 1016.01	RSA 200-C:24; 34 CFR 364.2
Ed 1016.02	34 CFR 364.4(b); 34 CFR 77.1(c); 34 CFR 74.2; 34 CFR 366.5; 34 CFR 367.5; 34 CFR 364.21
Ed 1016.03	34 CFR 364.50
Ed 1016.04 - 1016.06	34 CFR 364.51
Ed 1016.07 - 1016.11	34 CFR 364.52
Ed 1016.12	34 CFR 364.53
Ed 1016.13	34 CFR 364.54
Ed 1016.14	34 CFR 364.55
Ed 1016.15 - 1016.18	34 CFR 364.56
Ed 1016.19	34 CFR 364.58
Ed 1017.01	34 CFR 364.4(b); 34 CFR 77.1(c); 34 CFR 74.2; 34 CFR 366.5; 34 CFR 367.5; 34 CFR 364.21
Ed 1017.02	34 CFR 365.21
Ed 1017.03	34 CFR 365.22
Ed 1017.04	34 CFR 365.30
Ed 1017.05	34 CFR 365.31
Ed 1017.06	34 CFR 366.29
Ed 1017.07	34 CFR 366.34
Ed 1017.08	34 CFR 366.37
Ed 1017.09	34 CFR 366.38
Ed 1017.10	34 CFR 366.40
Ed 1017.11	34 CFR 366.41

Ed 1017.12	34 CFR 366.42
Ed 1017.13	34 CFR 366.43
Ed 1017.14	34 CFR 366.44
Ed 1017.15	34 CFR 366.45
Ed 1018.01	34 CFR 367.1
Ed 1018.02	34 CFR 367.5
Ed 1018.03	34 CFR 367.3
Ed 1018.04	34 CFR 367.41
Ed 1019.01	RSA 186-B:9
Ed 1019.02	34 CFR 395.1
Ed 1019.03 - 1019.07	RSA 186-B:12, 34 CFR 395.7
Ed 1019.08	RSA 186-B:11-a
Ed 1019.09	34 CFR 395.10
Ed 1019.10	34 CFR 395.6
Ed 1019.11	34 CFR 395.9
Ed 1019.12	RSA 186-B:14; 34 CFR 395.8
Ed 1019.13	34 CFR 395.7
Ed 1019.14	34 CFR 395.7(c)
Ed 1019.15	34 CFR 395.11
Ed 1019.16	34 CFR 395.14
Ed 1019.17	RSA 186-B:15; 34 CFR 395.13; 20 USC 6A
Ed 1019.18	34 CFR 395.12
Ed 1019.19	34 CFR 395.7(c)
Ed 1019.20	34 CFR 395.7(c); 34 CFR 395.12
Ed 1023	RSA 326-I:5; RSA 200-C:19, IV

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Educator Support & Higher Education
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3495

Submitted to the State Board of Education for the July 9, 2020 meeting.

A. ACTION NEEDED

The State Board of Education (Board) is, by statute, responsible for the licensure of educational personnel. Additionally, the Board grants final approval of all New Hampshire professional preparation programs that result in gaining educational licensure through the completion of a professional educator preparation program (PEPP).

Saint Anselm College (SAINT ANSELM) is one of 13 institutions of higher education with approved educator preparation programs in New Hampshire. **SAINT ANSELM** and the Council for Teacher Education (CTE) is requesting the Board formally approve a substantive change request of the approval of an extension of one of **SAINT ANSELM's** state approved educator preparation programs listed below.

PEPPs	Last approved	Expiry		Proposed Expiry
Ed 612.33/ 507.32 Computer Science (BA)	5/8/2019 SBE	4/1/2021	Full	8/30/2021

B. RATIONALE FOR ACTION

The extension allows for alignment of all programs currently approved and their timelines and process. The Council for Teacher Education (CTE) recommends to the Board a five-month extension of this one (1) NH State licensure program at offered at **SAINT ANSELM**.

C. EFFECTS OF THIS ACTION

SAINT ANSELM PEPP is currently scheduled for a full on-site program review on April 19-21, 2021. This extension would allow all PEPPs at Saint Anselm's on-site review to coincide for one site review.

D. HISTORICAL BACKGROUND

- 8/24/2017: the Board voted initial approval of programs thru April 30, 2020
- 11/8/2018: the Board extended ALL PEPPS by one year; for Saint Anselm, PEPPs expiry thru August 31, 2021
- 5/2019: Class Lang...Substantive change request submitted and approved
- 5/8/2019: the Board unanimously approved the new program proposal for Ed 612.33/507.32 Computer Science thru the next unit review (to take place in March or April of 2021)

E. POSSIBLE MOTION

The State Board of Education moves to grant **SAINT ANSELM** the extension of Ed 612.33 Computer Science Program approval through **August 30, 2021**.

The Council for Teacher Education is charged with monitoring the implementation of the new process and making yearly reports to the State Board. The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X.



May 6, 2020

Laura A. Stoneking
Bureau of Educator Preparation and Higher Education
Division of Educator Support and Higher Education
NH Department of Education
101 Pleasant St. Concord, NH 03301

Dear Laura,

The Department of Education at Saint Anselm College is requesting an extension of Program Approval for the Computer Science Program (612.33) for five months. Currently Computer Science expires April 1, 2021 and the other twelve educator preparation programs expire August 30, 2021. The purpose of the extension is to align program approval of Computer Science with the twelve other programs.

The on-site program review is currently scheduled for April 19-21, 2021. If the extension were granted, the Department and Council for Teacher Education would review all programs at one time rather than scheduling an additional visit.

Thank you in advance for the consideration to the request.

Sincerely,

A handwritten signature in cursive script that reads "Laura M. Wasielewski".

Dr. Laura M. Wasielewski
Director, Teacher Education Programs
Certification Officer
603-656-6051
lwasiela@anselm.edu

Cc.
Chris Ward, Chair, Council for Teacher Education
Kelly Dunn, Vice Chair, Council for Teacher Education

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Educator Support & Higher Education
101 Pleasant Street
Concord, NH 03301

Submitted to the State Board of Education for the July 9, 2020 meeting.

A. ACTION NEEDED

The State Board of Education (Board) is, by statute, responsible for the licensure of educational personnel. Additionally, the Board grants final approval of all New Hampshire professional preparation programs that result in gaining educational licensure through the completion of a professional educator preparation program (PEPP).

Upper Valley Educators Institute (UVEI) is one of thirteen (13) institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the Board formally approve full approval through August 31st, 2022 of UVEI's two (2) new state approved educator preparation programs listed below.

Professional Educator Preparation Programs Content Areas		Format offered	Approval Recommendation
Ed 612.02	Reading and Writing Teacher	Post Bac	Full (up to three years)
Ed 614.02	Reading and Writing Specialist	Post Bac	Full (up to three years)

B. RATIONALE FOR ACTION

The CTE unanimously recommends to the Board program the full approval of the two (2) listed NH State licensure programs at **Upper Valley Educators Institute** and to align with the anticipated site program review prior to the PEPPs expiration of August 31st, 2022.

C. EFFECTS OF THIS ACTION

UVEI has proposed an immediate start to the program. This new program is responsive as both of these licensure areas are currently on the most recent New Hampshire Critical Shortage list. All UVEI PEPP currently will expire effective 08/31/2022. UVEI is committed to continuing to offer all courses and experiences for current students. Furthermore, this will allow for a focused two-year period in which UVEI can align efforts and resources with the anticipation of a full program site review aligned with the remaining eighteen (18) PEPPs currently offered at UVEI.

D. HISTORICAL BACKGROUND

- August 2014: A moratorium was put on program approval site visits during 2013-2014 academic year due to the revision of Ed 600s; for UVEI, the Board approved extension of expiration through 8/31/2015
- June 2015: the Board approved full 7-year approval through **8/31/2022** (EIEd; ELA 5-12; ELA 5-8; Mod Lang- Fre, Germ, Span; Math 7-12; Math 5-8; Sci 5-8; Gen Sci; Ear/Spa Sci; Lif Sci; Chem; Phys; SS 5-12; SS 5-8; Princ); the Board approved conditional with 6 month progress report recommended for Visual Arts
- January 2017: the Board extended the expirations for all 14 IHEs
- December 2018: the Board approved Visual Arts through August 2022
- June 2019: the Board approved the New Program proposal for Curriculum Administrator through August 2022

E. POSSIBLE MOTION

The State Board of Education moves to grant **Upper Valley Educators Institute** full approval of the following two (2) programs through **August 31, 2022**:

Professional Educator Preparation Programs Content Areas		Format offered	Approval Recommendation	Proposed Expiry
Ed 612.02	Reading and Writing Teacher	Post Bac	Full	08/31/2022
Ed 614.02	Reading and Writing Specialist	Post Bac	Full	08/31/2022

New Hampshire Department of Education Council for Teacher Education

On-Site Professional Educator Preparation Program Review Request

On-site reviews are arranged by the New Hampshire Department of Education in cooperation with the New Hampshire Council for Teacher Education. All professional educator preparation programs must be approved by the New Hampshire State Board of Education prior to implementation.

Institution requesting review: Upper Valley Educators Institute

Institutional program coordinator: Page Tompkins

Institution address: 194 Dartmouth College Hwy.
Lebanon, NH
03766

Email address: ptompkins@uvei.edu

Phone: (603) 678-4888

Type of review requested: (check one)

Option 1: Approval of existing approved programs at an institution seeking an additional term of state board approval. Fee is \$500 for review of all programs.

Option 2: Approval of proposed new program or programs at an institution without any approved programs. Fee is \$500 for review of all programs.

Option 3: Approval of a proposed additional program or programs at an institution with approved programs. Fee is \$100 for review of each program, not to exceed \$500 per application.

Option 4: Approval of a program that has achieved national accreditation. Fee is \$50 for each program to be reviewed, not to exceed \$250 per application.

Requested date for the review: April - May 2020

Alternative dates for the review: _____

New Hampshire Department of Education
Council for Teacher Education

Specify the program or programs for which approval is sought. Choose from those on the code list of endorsements at: www.education.nh.gov/certification/documents/codelist.pdf

Endorsement	EIS Code	Admin Rule #	Program type list all that apply*
Reading & Writing Teacher		512.02	
Reading & Writing Specialist		614.02	

*AS, AA, BS, BA, MS, MA, MEd, MBA, Conyersion, CAGS, Ed.S, PhD, etc.

1. Has your institution been evaluated by the New England Association of Schools and Colleges (NEASC)? Yes (eligibility - ~~concord~~ candidacy fall 2020)

2. Will you authorize access to the NEASC self-study report and recommendations?
Yes

3. Has your institution been evaluated by a national accreditation agency such as CAEP, NCATE or TEAC? NO

If yes, please indicate which agency. _____

4. Will you authorize access to the national accreditation self-study report and recommendations? N/A

In order to cover administrative costs, please submit a check for the appropriate amount made out to: Treasurer, State of New Hampshire. Return completed form with payment to Department of Education, Division of Higher Education, 101 Pleasant Street, Concord, NH, 03301.

Signature of applicant requesting on-site review: 

Title of applicant: Executive Director

Date: 4/15/20



**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
NEW PROGRAM REVIEW REPORT: 2020
PROFESSIONAL EDUCATOR PREPARATION PROGRAMS**

**Upper Valley Educators Institute
194 Dartmouth College Highway
Lebanon, NH 03766
Educator Preparation: New Program Review**

Brian Walker	Chair	Council for Teacher Education (CTE)
Laura Stoneking	Administrator	Department of Education

Professional Educator Preparation Programs Content Areas		Format offered	Program Reviewer	Approval Recommendation
ED 612.02	Reading & Writing Teacher	(Post-Bac)	Judy Khan	Full (3 year)
ED 614.02	Reading and Writing Specialist	(Post-Bac)	Judy Khan	Full (3 year)

I. Background Paragraph

UVEI proposed a Literacy Leader Program in Spring 2020. Successfully completing the clinical and competency requirements of year one will lead to recommendation for licensure in New Hampshire as a Reading & Writing Teacher. The successful completion of year two will lead to recommendation for licensure in New Hampshire as a Reading and Writing Specialist.

The IHE provided clear and detailed information in response to the 10 questions for new programs. Courses are aligned with the NH Department of Education's Ed 612 standards and the Ed 614 standards. The clinical experiences and admissions requirements are clearly outlined. The program is organized into separate learning strands clearly aligned to the standards. Faculty teaching in the program are identified on course syllabi. UVEI's executive director is the faculty contact for the program.

UVEI has proposed an immediate start to the program with an on-site review in 2022 with their other programs. This new program is responsive as both of these licensure areas are currently on the most recent New Hampshire Critical Shortage list.

II. Reading & Writing Teacher (ED 612.02); Reading & Writing Specialist (ED 614.02)

a. Summary of Findings

The review team concludes that both of these programs are well designed to prepare Reading and Writing Teachers and Specialists. This clinically intensive program offers the opportunity for teachers to develop their skills as a reading and writing teacher, with the option of continuing a second year to earn the specialist endorsement.

Applicants must have a minimum of 2 years classroom teaching experience and an Elementary Education licensure prior to starting this program. It is a clinically intensive program for experienced educators who already have formal training in literacy instruction. The development of this program is in response to partner schools' requests for more practical, job-embedded professional learning opportunities.

The program is organized into separate learning strands. For the Reading & Writing Teacher licensure, the strand is "Effective Literacy Teaching." The second-year strand is "Instructional Leadership in Literacy." Both of these strands have clinical experiences, modules and seminars embedded into the program. These strands are clearly aligned with the NH standards for both of these licensure areas. Data-driven decision making is evident throughout the program.

b. Commendations

- i. It is highly commendable that the “core of the learning experience” takes place in a clinical setting. Students learn from doing and by working alongside experienced faculty coaches and mentors. This is coupled with case studies and ongoing seminars and modules 240a and 240b that delve deeper into related topics.
- ii. Module 240a uses *The Fountas & Pinnell Literacy Continuum* as a required text. This is a valuable tool for the teaching and planning of reading and writing. It shows a detailed progression of student learning and skills that students need to develop. This will be a valuable resource that literacy teachers can use on a daily basis to plan lessons and track students growth.
- iii. One to one coaching embedded throughout the program.
- iv. Competency Based Assessment and their use of assessment data for continuous program improvement.

c. Suggestions

- i. *Note: Refer to Appendix. These are professional courtesies that sit outside the governance of the Ed 600’s that would contribute to the overall quality, experience and/or effectiveness of the educator preparation program.

d. Recommendations: None

III. Assessment of Program Components
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a. Clinical Partnerships and Practice (Ed 604)

UVEI believes the clinical experiences is at the heart of their programs. This is evident in both of these programs. In year 1, Candidates complete supervised, integrated, extended practicum/clinical experiences. These experiences include modeling effective literacy practices in classroom settings, intervention work with students and working with their peers and experienced colleagues. Supervision includes observation and feedback by faculty coaches. The placement requires a total of 180 documented clinical hours. Thirty-six hours of this is for structured fieldwork, while 144 hours is for independent fieldwork and practice.

In year 2 of the program, candidates complete 37 hours of structured fieldwork along with 144 hours of independent fieldwork and practice. The second year of clinical experiences include collaborative coaching roles with the teacher(s), school wide collaboration/leadership for instructional practices and curriculum design. These clinical

experiences are focused on introducing the candidate to the daily realities of the curriculum leader's world.

b. Candidate Assessment System (Ed 606)

UVEI has a comprehensive and rigorous candidate assessment system. This program is carefully aligned to state standards and UVEI competencies. Each competency standard has a set of performance assessments aligned to provide evidence of progress. The review team found evidence of numerous and varied assessments aligned to coursework throughout the program. These performance assessments are clearly mapped to the ED 612 and ED 614 standards.

The reporting system, JumpRope, enables a candidate to view their progress by performance assessment and by each standard. The evaluation approach combines analytical and holistic determinations of competency.

c. Program Assessment System (Ed 606)

There is an established program assessment system in place. There are a variety of assessments used to evaluate the candidates' knowledge and skill attainment in both year 1 and year 2 of the program. Using the JumpRope platform, faculty can use these results to evaluate the program by individual standards, performance assessment and as a whole. Faculty are involved in the data collection, analysis and decision-making process required for continuous improvement.

IV. Proposed Motion to the Council for Teacher Education

- Motion to grant UVEI full approval for the Reading & Writing Teacher program for up to three years.
- Motion to grant UVEI full approval for the Reading & Writing Specialist program for up to three years.

Appendix: Suggestions

**Note: These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

- i. Research is showing more and more the essential role that phonemic awareness plays in learning to read and write. However, in kindergarten we tend to skip over this important skill and go directly to teaching letters and sounds. It is suggested that the program delve deeper into the Science of Reading and look specifically into the writings of Tim Rasinski, Tim Shanahan, Freddy Hiebert, Isabel Beck, and David Kilpatrick to name a few.

- ii. Provide Candidates with knowledge of diverse languages, cultures, histories and experiences of English Language learners. The reviewer could only find one article (Souto-Manning, M. (2016). Honoring and Building on the Rich Literacy Practices of Bilingual and Multilingual Learners. *The Reading Teacher*. 70. 263-271) listed in Module A of **240a Introduction to Advanced Literacy Instruction & Assessment** 3 Credits (Fall) that covered this area and wonders whether there is a diverse enough population in the vicinity of the program to fully address this standard in the practicum portion of the program?

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Educator Support & Higher Education
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3495

Submitted to the State Board of Education for the July 9, 2020 meeting.

A. ACTION NEEDED

The State Board of Education (Board) is, by statute, responsible for the licensure of educational personnel. Additionally, the Board grants final approval of all New Hampshire professional preparation programs that result in gaining educational licensure through the completion of a professional educator preparation program (PEPP).

New England College (NEC) is one of 13 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the Board formally approve a two-year conditional approval through 8/31/2022 of NEC's ten (10) state approved educator preparation programs listed below.

Professional Educator Preparation Programs Content Areas		Format offered	Approval Recommendation
Ed 612.04	Elementary Education K-8	Undergraduate Conversion	Conditional (2 year term)
Ed 612.05	Secondary English 5-12	Undergraduate Conversion	Conditional (2 year term)
Ed 612.07	Special Education Programs	Undergraduate Conversion	Conditional (2 year term)
Ed 612.18	Secondary Education Mathematics 7-12	Undergraduate (<i>teach out</i>) Conversion	Conditional (2 year term)
Ed 612.21	Physical Education	Undergraduate Conversion	Conditional (2 year term)
Ed 612.25	Secondary Education Life Science	Undergraduate Conversion	Conditional (2 year term)
Ed 612.28	Secondary Social Studies 5-12	Undergraduate Conversion	Conditional (2 year term)
Ed 612.30	Theatre Education	Undergraduate Conversion	Conditional (2 year term)
Specialty Areas			
Ed 614.05	Superintendent	Graduate	Conditional (2 year term)
Ed 614.04	School Principal	Graduate	Conditional (2 year term)

B. RATIONALE FOR ACTION

The CTE unanimously recommends to the Board program the two-year conditional approval of the ten (10) listed NH State licensure programs at **New England College**.

C. EFFECTS OF THIS ACTION

The NEC PEPP currently will officially expire effective 08/30/2020. NEC is committed to continuing to offer all courses and experiences for current students. Furthermore, this will allow for a focused two-year period in which NEC can align efforts and resources to address the recommendations within the conditional approval that require responsive action.

D. HISTORICAL BACKGROUND

- August 13, 2008 the Board granted approval to P.E., Theatre, Principal, and Superintendent through 8/31/2011. Social Studies was granted conditional approval through 8/31/2011
- June 8, 2011 the Board granted approval to El. Ed., ELA (5-12), Special Ed., Life Science (7-12), P.E., Principal, Superintendent, Math (7-12), Theatre. Superintendent and Principal to submit progress reports to address programmatic and consistency issues. Social Studies was granted conditional approval through 8/31/2013
- November 17, 2014 the Board granted full approval for Social Studies (5-12) through 8/21/2018 and School Principal through 8/31, 2016
- April 22, 2015 the Board granted an extension of School Principal to 8/31/2018 to coincide with other programs
- May 3, 2016 letter the Board granted PEPP extensions through 08/31/2018
- January 12, 2017 the Board granted a one-year extension date to all IHEs
- July 26, 2018 NEC requested a one-year extension (602.12g 1, 4)
- September 20, 2018 CTE minutes note: “NEC would like it to be clear, they are not asking for the extension.”
- October 4, 2018 the Director Seidel and Attorney Sala submitted a letter on behalf of CTE requesting a one-year extension through August 2020. The Board approved this extension of the review through August 2020.
- July 1, 2019 New Hampshire Institute of Art (NHIA) officially merged with NEC
- March 12, 2020 the Board approved the substantive change request for Visual Art from NHIA to NEC

E. POSSIBLE MOTION

The State Board of Education moves to grant **New England College** two-year conditional approval of the following ten (10) programs through **August 31, 2022**:

Professional Educator Preparation Programs Content Areas		Format offered	Approval Recommendation	Proposed Expiry
Ed 612.04	Elementary Education K-8	Undergraduate Conversion	Conditional	08/31/2022
Ed 612.05	Secondary English 5-12	Undergraduate Conversion	Conditional	08/31/2022
Ed 612.07	Special Education Programs	Undergraduate Conversion	Conditional	08/31/2022
Ed 612.18	Secondary Education Mathematics 7-12	Undergraduate (<i>teach out</i>) Conversion	Conditional	08/31/2022
Ed 612.21	Physical Education	Undergraduate Conversion	Conditional	08/31/2022
Ed 612.25	Secondary Education Life Science	Undergraduate Conversion	Conditional	08/31/2022
Ed 612.28	Secondary Social Studies 5-12	Undergraduate Conversion	Conditional	08/31/2022
Ed 612.30	Theatre Education	Undergraduate Conversion	Conditional	08/31/2022
Specialty Areas				
Ed 614.05	Superintendent	Graduate	Conditional	08/31/2022
Ed 614.04	School Principal	Graduate	Conditional	08/31/2022

Additionally, in accordance with Ed 602.13, **New England College** shall develop a progress report. This report shall be submitted to the department within 6 month of the state board approval decision.

The Council for Teacher Education is charged with monitoring the implementation of the new process and making yearly reports to the State Board. The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X.



**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
PROGRAM REVIEW REPORT: 2020
PROFESSIONAL EDUCATOR PREPARATION PROGRAMS**

**New England College
98 Bridge Street
Henniker, NH
Educator Preparation Program Review**

Chris Ward	Co-Chair	Council for Teacher Education (CTE)
Kelly Moore Dunn	Co-Chair	Council for Teacher Education (CTE)
Laura Stoneking	Administrator	Department of Education

Professional Educator Preparation Programs Content Areas		Format offered	Reviewer	Approval Recommendation
Ed 612.04	Elementary Education K-8	Undergraduate Conversion	Gerry St. Amand	Conditional (2 year term)
Ed 612.05	Secondary English 5-12	Undergraduate Conversion	Diane Monico	Conditional (2 year term)
Ed 612.07	Special Education Programs	Undergraduate Conversion	Cynthia Lucero	Conditional (2 year term)
Ed 612.18	Secondary Education Mathematics 7-12	Undergraduate (<i>teach out</i>) Conversion	Amy King	Conditional (2 year term)
Ed 612.21	Physical Education	Undergraduate Conversion	Noah Pion	Conditional (2 year term)
Ed 612.25	Secondary Education Life Science	Undergraduate Conversion	Amy Liptak	Conditional (2 year term)
Ed 612.28	Secondary Social Studies 5-12	Undergraduate Conversion	Sue Gamache	Conditional (2 year term)
Ed 612.30	Theatre Education	Undergraduate Conversion	Robert Lemire	Conditional (2 year term)
Specialty Areas				
Ed 614.05	Superintendent	Graduate	Michael Fournier	Conditional (2 year term)
Ed 614.04	School Principal	Graduate	Debbie Woelflein	Conditional (2 year term)

Section I: Executive Summary

A. Context

New England College was founded in 1946 to serve veterans under the GI Bill following World War II. The campus sits on 225 acres on both sides of the Contoocook River. NEC serves as a cultural, recreational and political center for its students, staff, faculty, and residents of Henniker and New Hampshire. New England College is accredited by the New England Commission of Higher Education (NECHE).

In June 2014, the College underwent a repositioning. This encompassed an extensive review of program offerings and the Liberal Arts and Sciences curriculum. At this time, the Repositioning Team identified teacher “signature programs.” Signature programs would remain as a focus of education at New England College. Education was identified as a signature program. As part of the repositioning, some majors were eliminated (Mathematics and English). Courses in these subject areas are still required as part of the General Education requirements; but are not stand-alone majors. However, a new English curriculum is currently under development and was reviewed by the Curriculum Committee in fall 2019 for a start date of fall 2020. The Education faculty are collaborating with the English faculty to ensure the NH DOE standards are met within the new and revised coursework. At this time, NEC moved from a 3-credit course model to a 4-credit model. This would allow for greater depth of content to be covered and provide students with more seat time in classes. The extended class time provides faculty the opportunity to embed meaningful experiential activities into their courses.

The Education Program at New England College comprises 8.1% of the undergraduate population; it is the 5th largest program on campus. The Education Division at New England College includes: Educational Communities, Kinesiology, Outdoor Education, and Teacher Certification with undergraduate and graduate programs (conversion, masters, advanced endorsements, & doctoral). A variety of full-time and adjunct faculty teach within the division. New England College values the role of both full-time and adjunct faculty. It also provides the needed additional support in the form of stipend positions to ensure student support and retention. Including one full-time Administrative Assistant, who provides a multitude of support to the students and faculty within the division; Record Management, Student Files, NH Criminal History Record Checks, Test Scores, Acceptance into the Program, Field Placements, and Office Management (NEC report, 2019).

The Education Division at New England College is not unlike other educator preparation programs across the country. There has been a steady decline in enrollment since the reauthorization of the Higher Education Act in 2008 that mandated these programs to complete state and federal reporting annually. New England College is committed to retention. NEC has adopted the Navigate software system so faculty and staff can report on academic and student development to holistically support our students.

As certification program requirements have increased over the last eight years, applicants within the educator preparation programs have dramatically decreased. Fall enrollment in all Teacher Certification areas spiked in 2011 at 146 students as compared to 90 students in 2019. This is a 38% decrease within eight years. (NEC report, 2019).

Professional Education Programs		Completers			
		2015-2016 (2017 Title II Report)	2016-2017 (2018 Title II Report)	2017-2018 (2019 Title II Report)	TOTAL
Elementary Education		1	5	8	14
	Males	0	1	0	1
	Females	1	4	8	13
Ethnicity	White	1	5	8	14
	Unknown	0	0	0	0
Special Education		0	5	0	5
	Males	0	1	0	1
	Females	0	4	0	4
Ethnicity	White	0	5	0	5
	Unknown	0	0	0	0
Physical Education		0	2	0	2
	Males	0	1	0	1
	Females	0	1	0	1
Ethnicity	White	0	2	0	2
	Unknown	0	0	0	0
Secondary Social Studies		0	0	2	2
	Males	0	0	2	2
	Females	0	0	0	0
Ethnicity	White	0	0	1	1
	Unknown	0	0	1	1
Secondary Life Sciences		1	0	1	2
	Males	0	0	0	0
	Females	1	0	1	2
Ethnicity	White	1	0	1	2
	Unknown	0	0	0	0
Secondary English		1	1	0	2
	Males	1	0	0	1
	Females	0	1	0	1
Ethnicity	White	1	1	0	2
	Unknown	0	0	0	0
Secondary Math		1	1	0	2
	Males	0	0	0	0
	Females	1	1	0	2
Ethnicity	White	1	1	0	2
	Unknown	0	0	0	0
TOTAL		4	10	11	25

B. Introduction and Overview of Visit

The previous on-site full program review occurred March 6-9, 2011 for all NEC programs. The programs were recommended for full approval with the following programmatic recommendations:

- More integration of a formalized assessment plan using data to make informed decisions across curriculum, assessment, and resources.
- Lack of enforced protocols to use and require Efolio consistently.
- Improved program for assessment data collection and analysis.
- Consistency across all syllabi.

At the November 8, 2018 State Board meeting, the Department of Education requested and approved a one-year extension of all PEPP programs. This moved NEC's expiration date through August 31, 2018. At the October 4, 2018 State Board meeting, Director Seidel submitted a one-year extension request on behalf of the CTE. The State Board approved their programs until August 2020.

For this 2019 review, a meeting to discuss the Memorandum of Understanding (MOU) was held on June 7, 2019. Dr. Kelly Dunn (co-chair), Ashlee Stetser (DOE representative), Dr. Jessica Morris (Data Analyst, NEC), Katie Coe (Administrative Assistant, NEC), and Dr. Patricia Corbett (Associate Dean, NEC) were in attendance. The New Hampshire Institute of Art (NHIA) recently merged with New England College in July 2019. At the time, NHIA offered a certification program in Art Education. This Art education program approval is in effect until August 2023. It was determined in the pre-meeting that the Art certification program would not be reviewed as a part of this approval visit.

The reviewer training was held by the Co-Chairs from the CTE on September 27, 2019 at New England College, Henniker, NH. The team members who could not attend were able to access the meeting via ZOOM video and a follow up ZOOM meeting was available for reviewers. Representatives from NEC were present. Additionally, the training was videotaped and shared with those reviewers that were not able to attend the face-to-face session. The Co-Chairs gave an overview of the review and reporting expectations. NEC reviewed the on-site schedule and electronic resources. The institution utilized the standards and matrices in place at the time of the development of the MOU. The reviewers were instructed to review the materials electronically and arrive on-site with questions, items to verify, and a draft report.

The on-site visit for program approval occurred on November 4-6, 2019 at NEC in Henniker. During the visit, the review team met with key stakeholders including administrators, faculty, students, graduates, and

cooperating teachers. In addition, some reviewers visited classes on campus and toured facilities. The review team met as a group each day to review findings. The site visit concluded with an exit interview detailing preliminary findings of the review.

C. Key findings from entire report:

1. Commendations: The review team would like to highlight the following commendations:

- The self-study report was thorough and clearly identified areas in need of improvement.
- Administration at multiple levels demonstrated commitment and support to address areas of need.
- There is a strong support system for the advising of students. Students feel well supported and have multiple avenues to access this through NEC's advising model.
- The current students spoke positively about their experience with the education program and the faculty.

2. Recommendations that Require Responsive Action:

In the area of Clinical Practice and Partnerships:

- The undergraduate and conversion programs have different processes and procedures for the clinical partnership and often access the same placements. It is recommended that these processes be more clearly defined and articulated so they are clear and consistent to all involved stakeholders.
- NEC has a scaffold approach in place for undergraduate clinical field experiences. However, students in several content majors noted that these experiences are not always clearly linked to the content area they are studying. It is recommended that all certification programs more intentionally describe and provide these linked experiences for candidates.
- NEC has undergone some significant changes at the college and department level over the last few years. These changes have resulted in some positive outcomes for the education department as well as remaining challenges to harmonize both program processes. The education department has many structures in place for designing and assessing candidate's field experiences, however, it is still lacking the comprehensive data analysis of the effectiveness of all aspects of the clinical practice. This data needs to be consistently collected and analyzed. Use of the analysis needs to be consistently reported across all programs.

In the area of Candidate Assessment:

- Clearly articulate rubrics for all key assessments to state and program teaching and leadership competencies. [606.01(a)(3)]
- Integrate and coordinate the management of data on candidate performance across undergraduate and graduate programs and pathways. [606.01(a)(2)]
- Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching and leadership competencies in order to identify and isolate areas of strength and needs, and analyze for trends. [606.01(a)(2)]

In the area of Program Assessment:

- Improve the continuity and coordination across the undergraduate and graduate programs in "gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs". [606.02(b)(1)]
- Develop a comprehensive system, across programs, for collecting, managing, monitoring, and analyzing key assessment data. Currently these data are not centralized or coordinated.

3. Terms of Conditional Approval and Progress Report to address Unmet Standards:

All programs are recommended with conditional approval for two years until August 2022. A progress report addressing development on unmet standards will be submitted to the NHCTE 6 months from the approval decision by the State Board of Education, per Ed 602.13(a).

Section II: Clinical Practice Model

A. Clinical Practice Model

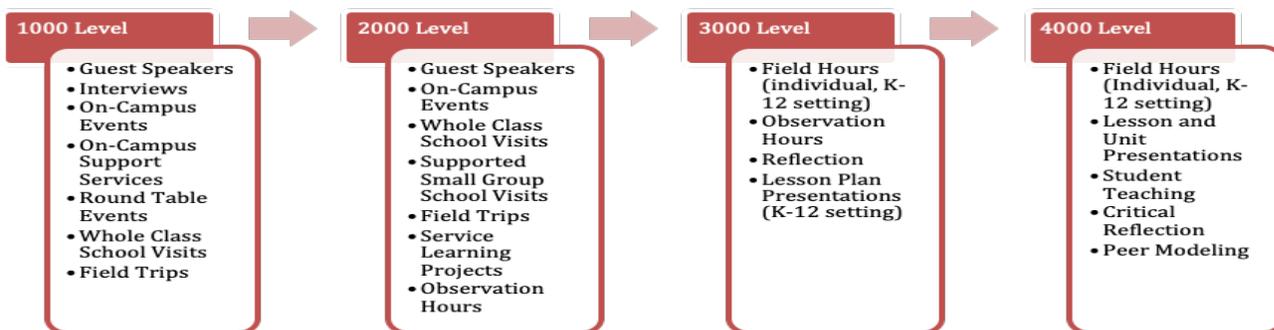
According to Ed 604.04, a “PEPP shall design varied field experiences that require candidates to interact with diverse learners in diverse settings, and that are designed to help candidates integrate the requirements of Ed 609 and Ed 610 as well as the skills, knowledge and dispositions related to their area of endorsement.”

Brief Description of Clinical Practice Model

Early field experiences differ for the undergraduate and conversion students. The conversion students have embedded within course work early field requirements that connect concept and theory to practice. These experiences align with class discussions, course assignments, and other opportunities.

In order to support undergraduate students in the field, faculty recommended a scaffolded approach (see Undergraduate Clinical Field Experiences below) based upon course level. Students complete a minimum of 110 early field experience hours. Clinical practice is assessed accordingly in each level with assessments relative to that level.

1000 level the following assessments are used:
a. Clinical Experience Rubric with connections to the Danielson Frameworks and 610 standards
b. Disposition
c. Reflection
2000 level clinical experiences are assessed using the following:
d. Clinical Experience Rubric with connections to the Danielson Frameworks and 610 standards
e. Lesson Plan and Unit Rubrics
f. Disposition
3000 level clinical experience assessments:
g. Lesson Plan and Unit Rubric
h. Self-Evaluation
i. Disposition
j. Supervisor Early Fieldwork Evaluations & Cooperating Teacher Evaluation
4000 level clinical experience assessments:
k. Culminating Evaluation Form and Rubric
l. NH TCAP Rubrics
m. Philosophy Statement and Final Portfolio



In addition, those seeking teaching certification at the graduate level participate in Methods Practicum Intensive I and Methods Practicum Intensive II – two consecutive 7 week experiences. After successfully completing the Methods Practicum Intensives they participate in full-semester student teaching. The student teaching semester involves triad assessments with the candidate, supervisor, and cooperating teachers. During both the methods intensives and student teaching clinical experiences, the modified Danielson

evaluation rubric has been used in both the undergraduate and conversion pathways to assess candidates' teaching proficiency. Undergraduate pathways have shifted to a new "[Culminating Fieldwork Evaluation Rubric](#)" that was modified from NHIA's art program. Therefore, the evaluation rubrics for the undergraduate programs and graduate and conversion pathways use are temporarily different because the programs are in transition.

At the conversion program level, candidates receive a number of opportunities to gain field experience in their education classes. Candidates participate in Methods Practicum Intensive 1 and Methods Practicum Intensive II – two 7 week consecutive experiences. After successful completion of the Methods Practicum Intensives they participate in student teaching.

Principal and superintendent candidates participate in three internships each. Principal interns typically complete 100 hours within the first, 180 in the second, and 180 in the third internship. Superintendent interns typically complete 310 hours in each of the three internships ([chart](#)).

Where the NH TCAP is available for endorsement areas, NEC students complete the Five Strands of NH TCAP assessment within the student teaching semester or internship year. This includes the following strands:

- a. Contextualizing Learners & Learning
- b. Planning & Preparation
- c. Instructing Students & Supporting Students
- d. Assessing Student Learning
- e. Reflecting & Growing Professionally

The NH TCAP maps the New Hampshire 610s Professional Education Standards, except the following listed here. These standards are addressed through coursework, clinical work and portfolio.

1. Learners and Learning:
 - a) The ability to employ universal design principles and assistive technology
 - b) Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences.
2. Professional responsibility:
 - a) Collaborating as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning and well-being.

Summary of Findings on the Unit's Clinical Partnership Process:

At the undergraduate level, the Coordinator of Field Placement is the initial contact with the district, school, and teacher. At the conversion and graduate levels, the Director of Graduate Programs in Education is the key facilitator of this process.

The Coordinator of Field Placement and Director of Graduate Programs in Education are also responsible for the integrity of the field experience in relation to the effectiveness of the skills, knowledge, and professionalism of the cooperating teacher. All cooperating teachers and schools are vetted and enter into a cooperating school contract. Schools agree to place candidates from NEC and provide the learning experiences required at each level of scaffolded fieldwork. The Coordinator of Field Placement and Director of Graduate Programs in Education are responsible for maintaining accurate records of all field experiences and data regarding partnerships.

In terms of robust, mutually-beneficial school partnerships, "The Education Division understands they need to develop true partnerships where needs within the school are identified, program outcomes are created and measured, and all individuals collaborate as equal partners" (NEC Report).

At the undergraduate level, candidates have many and varied opportunities for clinical practice at scaffolded levels. The conversion students have early field work connecting theory to practice. These experiences align with class discussions, course assignments, and other opportunities. Although candidates receive a number of opportunities to gain field experience in their education classes, those experiences are not consistently

content specific. NEC has developed a newly revised plan that will provide an opportunity for candidates to participate in practical experiences in the specific content certification areas. In addition, in order to offer a more content specific level of support for the candidates, the education faculty and the NEC content faculty will be working together to provide supervision and support to candidates during early field experiences.

Recommendations that require responsive action:

- The undergraduate and conversion programs have different processes and procedures for the clinical partnership and often access the same placements. It is recommended that these processes be more clearly defined and articulated so they are clear and consistent to all involved stakeholders. [604.04(b)]
- NEC has a scaffold approach in place for undergraduate clinical field experiences. However, students in several content majors noted that these experiences are not always clearly linked to the content area they are studying. It is recommended that all certification programs more intentionally describe and provide these linked experiences for candidates. [604.04(a)]
- NEC has undergone some significant changes at the college and department level over the last few years. These changes have resulted in some positive outcomes for the education department as well as some challenges. The education department has many structures in place for designing and assessing candidate's field experiences however it is still lacking the comprehensive data analysis of the effectiveness of all aspects of the clinical practice. This data needs to be consistently collected and analyzed. Use of the analysis needs to be consistently reported across all programs. [604.04(a)(b)]

Program/Certification Standards (Ed 604):

- Rating: 2- Needs Improvement (*approaching 3*)

Section III: Quality Control System: Candidate Assessment System and Program Assessment System

A. The Institution’s Candidate Assessment System

The requirements for a PEPP’s Candidate Assessment System are enumerated in the NH Ed 606, Assessment System Standards. The Candidate Assessment System requirements are delineated in Ed 606.01, and include the following:

The PEPP’s Candidate Assessment System shall ensure that:

- Prior to full admission into the program, a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency;
- The program identifies key assessment points and defines acceptable levels of performance that are based on beginning educator program standards;
- Assessment of candidate performance consists of multiple measures, including but not limited to observations and candidate work samples, using various methodologies with clearly articulated written performance criteria; and
- The assessment of candidate performance informs on-going program improvement.

1. Summary of Findings on the Unit’s Candidate Assessment System

Based on a review of the evidence, we draw the following conclusions about the Unit’s Candidate Assessment System:

1. Each set of programs (undergraduate, post-baccalaureate conversion, advanced leadership) has a different system for assessing candidate performance. These candidate assessment systems identify key points (i.e., gateways) at which candidate performance and progress is evaluated and monitored. The different gateways systems partially define the acceptable levels of performance for candidates to progress throughout the program; these criteria and rubrics are inconsistently aligned with program and state competencies.
2. Relevant candidate performance data is collected, maintained, and analyzed in spreadsheets and CampusLabs. Program leadership plans to migrate these data to a more coherent assessment tool. There is partial coordination and aggregation of data across the undergraduate and post-baccalaureate programs.
3. There is some evidence that the assessment of candidate performance on the NH TCAP and Praxis CORE has informed on-going program improvement.

Finding 1: Gateway systems and criteria for assessing and monitoring candidate performance

A main finding of this report is that there are different but similar candidate assessment gateway systems for the undergraduate, post-baccalaureate conversion programs, and educational leadership programs. These gateway systems articulate the requirements for candidates to be admitted, progress, and ultimately complete each program, and are compared below.

Comparison of Program Gateways

Gate	Undergraduate Gateways: Teacher Certification	Graduate Gateways: Teacher Certification	Graduate Gateways: Educational Leadership
1	<u>Freshman year:</u> Not yet accepted Performance on course grades Pass Praxis Core Complete portfolio framework	<u>Prior to acceptance into Graduate Program</u> Submit prior transcripts for review Discuss goals with Director Complete tracking sheet	<u>Prior to acceptance into Graduate Program</u> Submit transcripts for review Discuss goals with Director Complete tracking sheet

	Interview and Essays		
2	<u>Sophomore year:</u> Full acceptance Meet minimum 2.75 GPA Portfolio presentation Performance on course grades Dispositions evaluation	<u>Once accepted into MEd</u> Course grades in required courses Meet minimum 2.75 GPA Complete portfolio application Pass Praxis Core	<u>Once accepted into MEd/CAGS</u> Take recommended courses; attain B or better. Update tracking sheet Counsel candidates
3	<u>Junior year:</u> Culminating Fieldwork Complete Portfolio Maintain 2.75 GPA Early fieldwork evaluations Key assessments and course grades Required testing (Praxis II, etc.)	<u>Complete coursework except methods and student teaching intensives</u>	<u>Completing Internships</u> Complete school project during internship Develop and monitor progress on detailed growth plan Using evaluation rubric to evaluate performance in each internship
4	<u>Senior year:</u> Meet graduation requirements and be recommended NH TCAP (meeting min. score) Culminating Student Teacher Evaluation (meeting min. score) Exit interview (meeting min. score)	<u>Methods and student teaching intensives</u> Maintain minimum 2.75 GPA Student teaching evaluations NH TCAP (meeting min. score) Required testing (Praxis II, etc.) Publish portfolio	<u>Conferring degree and recommendation for licensure</u> Complete portfolio Review course grade (B or better in all courses) Complete graduate survey
5	<u>Post-graduation</u> Complete exit survey Provide contact info Follow up survey after first year	<u>Conferral of degree, recommendation for licensure</u> Final review of course grades Complete graduate survey	

Overall, each gateway system is based on a broad platform of GPA, key course assessment data, dispositional data, and clinical performance data, and portfolio completion. Based on this, we find that data gathered from these assessments to be *partially sufficient* to monitor and evaluate candidate progress and completion on key teaching and leadership competencies. This is primarily due to the lack of a *comprehensive system* that can track candidates' performance over time on relevant competencies such as the 610 and 612/614. Program rubrics in some instances provide valid and reliable evidence of candidates' competencies, such as with the NH TCAP. Additionally, the Culminating Student Teacher Evaluation, which has promise for providing robust data, is a newly introduced tool that at the time of the review was not fully implemented across programs. However, rubrics in several course syllabi focused on, for example, lesson planning, candidate reflection, and assessment, are not *explicitly aligned* with program or state standards.

Evidence supporting the candidate assessment system lies in the fact that all candidates develop a portfolio in which they must identify artifacts that align with each Ed 610.02 standard and justify the artifacts' inclusion.

The self-study report mentions "baseline expectations such as minimum candidate scores for early and culminating fieldwork. On all standardized 4-point rubrics, a candidate must earn a "3" to be considered proficient" (p. 50). For the undergraduate programs, a new [Culminating Fieldwork Evaluation Rubric](#) will inform candidate monitoring across programs. It is unclear at this time which other rubrics are considered "standardized." Candidates in the graduate teaching program must score

at the developing level or above on all elements of the observation rubric (modified Danielson) during their Methods intensives. However, other rubrics, such as the “lesson plan rubric,” which are used to assess candidate performance on course-based key assessments, are not clearly and fully aligned with key teaching competencies. The lack of standards-based rubrics in multiple courses raises questions about how candidates’ actual competencies are being monitored in the early stages of the programs.

The different gateways systems are a function of distinct undergraduate and graduate units that are in the process of being coordinated. At the time of the review, there has been significant progress in coordinating undergraduate and graduate courses of study for the initial teacher programs. Progress should continue to make progress on developing common rubrics across the programs that are aligned with program and state competencies (e.g., ED 610), which would afford a more robust and aligned candidate monitoring system.

Finding 2: Collection and Maintenance of Data

According to program leadership, a variety of technological platforms are used to collect, monitor, and analyze candidate assessment data. The undergraduate programs use spreadsheets to input, track, and analyze performance data. The review team was able to access GPA, TCAP, Praxis, and Foundations of Reading data for the undergraduate program. Most of these data were disaggregated by program. Mean undergraduate candidates’ GPA was well above the minimum 2.75. TCAP data was not disaggregated by program. Each semester’s TCAP data was displayed in different tabs on a spreadsheet and means and median for each rubric within each semester was displayed. At the time of the site visit, the undergraduate program leadership was in the process of creating and populating a “dashboard” where candidate GPA, Praxis, and fieldwork performance course would be easily displayed and monitored. As mentioned in Finding 1, the undergraduate “dashboard” will contribute to better collection and monitoring of candidate progress. Data for the graduate programs were reported to be maintained in CampusLabs. The differences in collecting and monitoring on undergraduate and graduate candidates at the time of the review limits the aggregation and analysis across these different pathways.

Finding 3: Analysis of Performance Data to Inform Ongoing Improvement

Evidence suggests that the PEPP has made programmatic changes based on its analysis of TCAP performance data and Praxis Core test data. This will be discussed in the following subsection on the Institution’s Program Assessment System.

2. Commendations: N/A

3. Suggestions: N/A

4. Recommendations that require responsive action:

- Clearly articulate rubrics for all key assessments to state and program teaching and leadership competencies. [606.01(a)(3)]
- Integrate and coordinate the management of data on candidate performance across undergraduate and graduate programs and pathways. [606.01(a)(2)]
- Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching and leadership competencies in order to identify and isolate areas of strength and needs, and analyze for trends. [606.01(a)(2)]
- Prior to full admission into the program (Masters of Education/CAGS) a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency. [Ed. 606.01 (a)(1)]

B. The Institution's Program Assessment System

1. Summary of Findings on the Unit's Program Assessment System:

The requirements for a PEPP's Program Assessment System are enumerated in NH Ed 606.02(b). The Assessment System:

- Continuously and systematically gather data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs;
- Demonstrate a process to make judgments based on the data collected;
- Use the process for continuous program improvement to ensure the quality of individual candidate preparation;
- Include data from reports that indicate the number and percentage of program graduates still working in the profession;
- Include information and data gathered for federal and state reporting requirements as well as reports required for regional and national accreditation; and
- Include an analysis of state and national data relative to oversupply and critical shortage areas to ensure that programs are aligned with supply and demand.

Based on the self-study and evidence gathered, we conclude that the PEPP does gather data to monitor and improve its programs. Over the past several years this process was not systematic and continuous, and program leadership acknowledged this limitation: "In full transparency, the Education Division was no different than the norm, collecting data but not regularly and systematically using it to inform change" (NEC Report, p. 49). It has made recent changes in meeting schedules and data management, and has shared plans and materials for implementing a more continuous and systematic process for using data to improve. The conceptual framework for the undergraduate teaching programs demonstrates which data are analyzed and used to make decisions that inform continuous improvement. It is unclear if a similar conceptual framework exists for the graduate programs.

Illustrations of changes that have been made to programming as a result of data analysis and feedback from stakeholders:

- Analysis of candidates' struggles with the Praxis Core over multiple years of data led to the design and implementation of (a) MTH 1010 Number Sense, which led to increases in candidates' Praxis math scores; ED 1012 Writing Across the Curriculum, which is required of all Teacher Certification majors beginning Fall 2019.
- Analysis of candidates' TCAP and other clinical performance data led to a number of improvements to assist candidates in using research, using academic language, and building more opportunities for candidates to develop and implement different forms of assessment and to use the data acquired by those assessments in future lesson construction.
- Feedback from cooperating teachers on the problematic length of Danielson rubrics they were using for clinical observations led undergraduate program faculty to implement a new culminating fieldwork evaluation rubric that was migrated from the NHIA program. According the self-study, "A review of the graduate programs will bring further alignment [with this rubric] in the coming year" (p. 51).

Components of and processes within the EPP's Program Assessment System:

- Monthly "data dive meetings" during which GPA and Praxis scores are reviewed (p. 49).
- Faculty meetings every year during which cooperating teacher, employer, and program completer survey data are presented and analyzed.

- “A calendar-driven, data collection and reporting plan has been developed and its first cycle will begin at the end of fall 2019” (p. 51).

2. Commendation: N/A

3. Suggestion: N/A

4. Recommendations that Require Responsive Action:

- Improve the continuity and coordination across the undergraduate and graduate programs in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs”. [606.02(b)(1)]
- Develop a comprehensive system, across programs, for collecting, managing, monitoring, and analyzing key assessment data. Currently these data are not centralized or coordinated.

Program/Certification Standards (Ed 606):

- Rating: 2- Needs Improvement (*approaching 3*)

Section IV: Specific Certification Programs

Institution: New England College
Name of Program: Elementary Education (K-8)
Program Number: Ed 612.04 (Undergraduate, Conversion)
Recommendation for Program Approval: Conditional
Reviewer Name(s): Gerry St. Amand

Commendations:

Students and faculty were very enthusiastic about the NEC experience. All of the student interns commented on the multiple off-site school experiences they have had prior to beginning their final internships in the elementary education teacher preparation program. The NEC acceptance coach plays a valuable role, based on conversations with staff members, in helping students transition from their role as high school learners to college students.

Suggestions: **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Recommendations that Require Responsive Action:

- More clearly define and articulate processes and procedures for clinical partnerships and placements across undergraduate and graduate pathways so they are clear and consistent to all involved stakeholders.
- More intentionally describe and link early field experiences to specific content instruction.
- Clearly articulate rubrics for all key assessments to state and program teaching and leadership competencies. [606.01(a)(3)]
- Integrate and coordinate the management of data on candidate performance across the undergraduate and graduate pathways. [606.01(a)(2)]
- Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching competencies in order to identify and isolate areas of strength and needs, and analyze for trends. [606.01(a)(2)]
- Improve the continuity and coordination across the undergraduate and graduate pathways in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs”. [606.02(b)(1)]
- Develop a comprehensive system for collecting, managing, monitoring, analyzing, and reporting key assessment and clinical practice data. Currently these data are not centralized or coordinated.
- Prior to full admission into the program (Conversion/Licensure) a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency. [Ed. 606.01 (a)(1)]

Program/Certification Standards (Ed 612.04):

- Rating: 2- Needs Improvement (*approaching 3*)

Evidence Supporting the Rating Includes:

Candidate and Program Assessment

Admissions and Candidate Preparedness:

- All students work with an acceptance coach from the time they are accepted to NEC through their admittance into an NEC program. This is a fairly new initiative and seems important to the success of the students.
- All students are assigned two advisors once they begin their matriculation at NEC. One serves as an academic advisor and the second provides support with non-academic matters.

- Students must take and pass the tests of Basic Academic Skills/CORE Academic Skills by the time they earn forty-five credits in order to pursue a major in elementary education that leads to certification with the New Hampshire Department of Credentialing.
- Students must have a minimum grade point average of 2.75 and completed Portfolio II by the spring of their sophomore year to be accepted into the Teacher Certification program.
- Students must maintain a 2.75 GPA to be retained in the Teacher Certification program
- Students must take the PRAXIS II at the beginning of their Methods Class placements and passing scores must be received by NEC prior to being preregistered for student teaching.
- Students must also take the Foundations of Reading Assessment (FOR) prior to student teaching placements. This assessment can continue to be retaken during student teaching, if the student has not yet passed the FOR.
- Students are admitted to NEC as Elementary Education K-8 majors and will be accepted into the Teacher Certification cohort upon completion of the requirements identified in the bulleted items above.
- Currently, 22 students are enrolled as freshman, 11 students are enrolled as sophomores, 7 students are enrolled as juniors, and 5 students are enrolled as seniors. Two students are also pursuing dual certification in special education.
- An assessment plan exists (and was documented on the matrices) but evidence of how all of this information (e.g. KEY assessments) is analyzed and used was not available.

Learning Facilitation

- Students take a total of 40 credits in core education courses, 42 credits in general education requirements/classes, and 44 credits in elementary education content classes, for a total of 126 credits.
- A new course offering for the spring of 2020, ED2040 Mental Health & Wellness for Teachers and Students (4 credits) will be offered for the first time to support students.
- ED2040-Mental Health & Wellness for Teachers & Students, to be offered in spring 2020, will provide students with the recognition and awareness that their own personal needs as educators must be incorporated into their daily routines.
- The e-portfolio provides a valuable tool for students to collect artifacts related to their personal learning during their years at NEC and that tool can readily assist students when they begin their search for jobs after graduation.

Clinical Practice

- The number of off-site experiences that students experience through their methods classes and internships prior to their full-time internships contribute to the high level of confidence that students, cooperating teachers, and staff members possess upon beginning and throughout their internships.
- Students take a suggested sequence of courses beginning with ED1000 in fall of the freshman and culminating with the student teaching experience (12 credits) in the spring of senior year.
- A scaffolded approach to clinical practice exists in the program and an assessment plan is in place for evaluating these experiences but the data analysis was not available.

Institution: New England College
Name of Program: Secondary English Education 5-12
Program Number: ED 612.05 (Undergraduate, Conversion)
Recommendation for Program Approval: Conditional
Reviewer Name(s): Diane Monico, Ph. D.

Commendations: N/A

Suggestions: N/A

Assessment Opportunities for Data Collection: Learning opportunities that are currently occurring in content area courses (i.e., Creative Writing) can be earmarked as assessments that inform the Education Department about teacher candidate performance. An example is discussion that students lead in their courses but may not be assessed in a way that allows for the Education Department to collect data on the teacher candidates.

Content Depth Opportunities: Specific Topics classes are offered to support the content knowledge of Secondary English Education students. Having a more intentional focus on the scheduling of advance scheduling of these classes, both in terms of semester placement and time, may offer Secondary English Education students depth in the content experience.

Recommendations that Require Responsive Action:

- NH DOE Standard Alignment for Recommendation

Ed 602.02 Evaluation Requirements. Each institution that offers one or more PEPPs shall have in place an assessment system and continuous improvement data cycle that evaluates the curriculum, learning facilitation, assessment processes and resources for the institution's PEPP that enable the oversight and coordination for the preparation of effective educators as described in Ed 609 and Ed 610.

Ed 606.01 Candidate Assessment System Requirements.

- (a) *The PEPP's candidate assessment system shall ensure that:*
 - (2) *The program identifies key assessment points and defines acceptable levels of performance that are based on beginning educator program standards;*

Systematic Alignment of Key Assessments: A more systematic alignment of key assessments related to courses linked to 612.05 standards may help inform data analysis related to the Secondary English Education standards specifically. The key assessments selected for Data Dives may yield general information related to the 610s, but a tighter alignment of the 612s to the 610s or specific alignment of the 612s to the “Core Courses & Assessment Cycle Data Points” may strengthen the continuous improvement cycle.

In addition:

- More clearly define and articulate processes and procedures for clinical partnerships and placements across undergraduate and graduate pathways so they are clear and consistent to all involved stakeholders.
- More intentionally describe and link early field experiences to specific content instruction.
- Clearly articulate rubrics for all key assessments to state and program teaching and leadership competencies. [606.01(a)(3)]
- Integrate and coordinate the management of data on candidate performance across the undergraduate and graduate pathways. [606.01(a)(2)]
- Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching competencies in order to identify and isolate areas of strength and needs, and analyze for trends. [606.01(a)(2)]

- Improve the continuity and coordination across the undergraduate and graduate pathways in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs”. [606.02(b)(1)]
- Develop a comprehensive system for collecting, managing, monitoring, analyzing, and reporting key assessment and clinical practice data. Currently these data are not centralized or coordinated.
- Prior to full admission into the program (Conversion/Licensure) a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency. [Ed. 606.01 (a)(1)]

A Progress Report is recommended showing how the specific content courses provide data that can be analyzed specific to the content standards so that the institution can demonstrate the capabilities of its assessment plan as it relates to content specific programs.

Program/Certification Standards (Ed 612.05):

- Rating: 2- Needs Improvement (*approaching 3*)

Evidence Supporting the Rating Includes:

Candidate/Program Assessment:

It is clear that New England College has an overall system of assessment identified. The system focuses on GPA, Praxis scores, and field experience for gateway measurement. New England College’s “Associate Dean of Education ensures courses within the Division reviews all Education courses for consistency of learning outcomes, key assessment points, and connections to NH DOE Standards. In addition, an evidence/assignment chart is provided on each syllabus linking evidence/assignments to standards” (p. 18). The relationship between the undergraduate and graduate certification programs is strengthened with competency assessment. NEC identifies that “All key assessments are aligned to the . . . Division outcomes that are also cross-walked with InTASC and the Ed600s” (p. 21). The table, Programmatic Learning Outcome/Competency Assessment or Indicator, represents the current structure and alignment of the program assessment system (pp. 21-22).

All evidence focuses on the structures in place for data collection in the Secondary English Education content courses. Although there are intentional structures and frameworks at the program level in both the undergraduate and graduate programs, there are gaps in the system for collecting data, missed opportunities for collecting data in content courses, or data is not yet available to inform the institution about continuous improvement. This leads to the conclusion that the institution “inconsistently advance candidate growth and achievement” (Level 2) while working towards “advancing candidate growth and achievement” (Level 3).

At this time, the structure for data collection for Secondary English Education students is present as a system for the Education programs as a whole. New England College reports that “the undergraduate division designed a new [conceptual framework](#) with five identified gateways of assessment. The Division currently uses Campus Labs to collect and organize data. The undergraduate programs will move assessment data collection using an internal system by the end of Fall 2019 with scheduled cycles of analysis. The undergraduate education uses shared key assignment rubrics and is implementing a new culminating fieldwork evaluation and rubric for each content area” (p. 18). It does not appear at this time that the conceptual framework, although designed, has yielded data. Data available from Campus Labs may inform individual content area with specificity related to standards.

New England College has revised its core and planned for data collection and assessment at the program level. The plan can accommodate for data collection at the individual content level for programs like Secondary English Education. The table “Core Courses & Assessment Cycle Data Points” “outlines the courses in the new Core, key assessments within each course, and the data points that are collected and analyzed within the assessment cycle within each course” (p. 29). In addition to the system for data collection, a system for analysis has been created: “the Data Analyst is responsible for ensuring the proper data points are collected; recorded; included in the [End of Semester Dashboard](#); analyzed by the faculty and

administration; and the implementation of needed changes occurs” (p.28). It is not clear how the key assessments are currently being assessed.

Learning Facilitation:

In interviews with the Secondary English Education faculty, it is reported that candidate assessment occurs independently when students are in courses that roster a variety of majors (i.e., Creative Writing). There is no articulated alignment directly with the Education Department that demonstrates how the assessments meet the 612 standards. A stronger relationship between assessments and 612 standard alignment is evident in the courses that are administered in the Education Department (i.e., ED2090). With the elimination of the English major, the faculty report that the bulk of the English 612 requirements have been shifted to the courses administered by the Education Department. According to the “Secondary English Education K-12 Teacher Certification Tracking Sheet,” a potential of 12 content credits are earned with EN (English) courses; a potential of 8 content credits are earned with CW (Creative Writing) courses; 14 content credits are earned with TH (Theater) courses; and 12 content credits are earned with ED (Education) courses. The potential opportunity for credits in each of the departments is due to the English Teaching Elective requirement. The 2019-2020 Catalog lists many more EN courses; however, these are not listed on the tracking sheet. Perhaps this is due to the discontinuation of the English major at the institution. The faculty discussed the challenges of presenting upper level English content in Creative Writing, Theater, and Education classes that are not specifically focused on English Education majors.

Clinical Practice:

- **A combination of academic and supervised practical experience:**

Currently, students receive a number of opportunities to gain field experience in their education classes. However, under the present system those experiences may not be content specific to English/Language Arts.

Institution: New England College
Name of Program: General Special Education
Program Number: 612.07 (Undergraduate, Conversion)
Recommendation for Program Approval: Conditional Approval
Reviewer Name(s): Cynthia Lucero, CAGS

Commendations:

- The NEC faculty are excited and proud of the work that is done in this EPP. Students are pleased with their program and the level of preparedness they received. Additionally, students report that faculty is accessible and spend a great deal of time communicating progress.
- The faculty is dedicated to reviewing curriculum and standards and making curricular decisions to align coursework with state standards. The faculty elected to remove courses that were redundant or no longer met the needs of students. They opted to use an expert in the field to design new courses that had a more fluid alignment to standards and needs in the field.
- Clinical experience of methods to student teaching is meaningful as a bridge to student teaching. Students report that the methods courses are a "soft-start" to student teaching which allowed them to establish rapport with their students quicker.
- Flexibility with coursework and meeting the needs of the students.
- There is a strong support system for the advising of students. Students feel well supported and have multiple avenues to access this through NEC's advising model.
- The use of PLATO to support students with PRAXIS along with eliminating the cost barrier of paying for the first attempt at PRAXIS Core Academic Skills.

Suggestions: **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Recommendations that Require Responsive Action:

- Clearly articulate the criteria for adding a special education endorsement at the graduate level.
- More clearly define and articulate processes and procedures for clinical partnerships and placements across undergraduate and graduate pathways so they are clear and consistent to all involved stakeholders.
- More intentionally describe and link early field experiences to specific content instruction.
- Clearly articulate rubrics for all key assessments to state and program teaching and leadership competencies. [606.01(a)(3)]
- Integrate and coordinate the management of data on candidate performance across the undergraduate and graduate pathways. [606.01(a)(2)]
- Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching competencies in order to identify and isolate areas of strength and needs, and analyze for trends. [606.01(a)(2)]
- Improve the continuity and coordination across the undergraduate and graduate pathways in "gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs". [606.02(b)(1)]
- Develop a comprehensive system for collecting, managing, monitoring, analyzing, and reporting key assessment and clinical practice data. Currently these data are not centralized or coordinated.
- Prior to full admission into the program (Conversion/Licensure) a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency. [Ed. 606.01 (a)(1)]

Program/Certification Standards (Ed 612.07):

- Rating: 2- Needs Improvement

Evidence Supporting the Rating Includes:

Candidate and Program Assessment

NEC General Special Education Program is in the process of ensuring the mastery of the Ed 612.07 standards through the admissions process, coursework, gateways, datapoints, assessment of portfolio, and clinical evaluations.

Admissions and Candidate Preparedness:

- Candidates go through gateways throughout the program and they are evaluated every 7 weeks to ensure quality measures.
- Consistent guidelines are in place regarding minimum GPA, Praxis scores, and meeting expectations in Gateways. Low pass rates for PRAXIS core scores Math 40%, Reading 75.86%, and Writing 48.28%. Mechanisms are in place to support students with this process include the implementation of PLATO software.
- Use of NH-TCAP as a component of evaluation in student teaching with minimum score requirements (3 in all strands).
- Key assignments have been identified but there is no data to support progress on items or a data management system to be able to disaggregate the data. The team reported that this process is in its infancy and future plans are in the works to collect this.

Learning Facilitation

Coursework

- Coursework provides a great deal of variety and rigor at both the graduate and undergraduate levels. There has been an identification of key assignments to collect data but evidence to support consistency between both programs is lacking.
- Curricular changes have been made and the deactivation of courses and the creation of new courses have been recently made to apply more rigor and alignment to standards.

Clinical Practice

Early Clinical and Capstone Experiences

- There are discrepancies between undergraduate and graduate requirements for student teaching. It appears that in the graduate program, the minimum number of weeks listed (7) is inadequate to demonstrate all the requisite roles and responsibilities to be an effective special educator.
- There was not a consistent evaluation rubric for both the clinical aspects of undergraduate and graduate programs. One uses the modified Danielson rubric and the other uses another rubric.
- Data was not provided from Alumni to identify the areas of the program or clinical experiences that need improvement.
- Evidence of the effectiveness of student teaching from the cooperating teacher perspective was not provided.
- Through the limited scope of information from one student teacher, clinical experiences have a great deal of value and the support of the triad with the CT and supervisor is effective. Data from student teaching evaluations also supported this.

Institution: New England College
Name of Program: Secondary Education Mathematics 7-12
Program Number: Ed 612.18 (Conversion)
Recommendation for Program Approval: Conditional
Reviewer Name(s): Amy King

Commendations:

- Faculty that participated in this review are passionate educators.
- The current students spoke positively about their experience with the education program and the faculty. They highlighted the significant about of experiential opportunities allotted to them through this program.
- Course syllabi appear to demonstrate more evidence of meeting the standards than is recorded on the self-assessment worksheet.

Suggestions: N/A

Recommendations that Require Responsive Action:

- Formalize a systematic transcript review to ensure a consistent process for demonstrating that each aspiring teacher candidate has met the content standards for secondary mathematics.
- More clearly define and articulate processes and procedures for clinical partnerships and placements across undergraduate and graduate pathways so they are clear and consistent to all involved stakeholders.
- More intentionally describe and link early field experiences to specific content instruction.
- Clearly articulate rubrics for all key assessments to State and program teaching and leadership competencies. [606.01(a)(3)]
- Integrate and coordinate the management of data on candidate performance across the undergraduate and graduate pathways. [606.01(a)(2)]
- Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching competencies in order to identify and isolate areas of strength and needs, and analyze for trends. [606.01(a)(2)]
- Improve the continuity and coordination across the undergraduate and graduate pathways in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs”. [606.02(b)(1)]
- Develop a comprehensive system for collecting, managing, monitoring, analyzing, and reporting key assessment and clinical practice data. Currently these data are not centralized or coordinated.
- Prior to full admission into the program (Conversion/Licensure) a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency. [Ed. 606.01 (a)(1)]

Program/Certification Standards (Ed 612.18):

- Rating: 2- Needs Improvement (*approaching 3*)

Evidence Supporting the Rating Includes:

Candidate and Program Assessment

- While a comprehensive program seems to be in place for secondary mathematics, the enrollment is low and very little evidence data analysis of student work was provided to the review team to demonstrate implementation of the plan.
- Additional improvements made based on feedback:
 - ED 5010 refocused on competency based planning, instruction and assessment to align with the actual practices needed to classrooms today.
 - In Methods and Students Teaching, students are required to include a research-based component in their bi-weekly reflections.

- An Assessment Plan is outlined, but sample evidence of data analysis was limited. Plan includes
 - Advising: each student is assigned an advisor to review progress and help choose courses. It is not clear how advisors are chosen or trained.
 - Application to the Major: this process ensures that prerequisites are met. Gateways are clearly defined and tracking sheet appears to document progress.
 - Writing Prompt: assesses preparedness for the program. No sample evidence supplied to review team.
 - Portfolio Review: Portfolios are created to demonstrate the work done in the journey and readiness for teaching. eFolio is an online portfolio system used to collect student work and align it to NH DOE State Standards. Sample of partially completed matrix for one student demonstrated how courses are listed for each standard, but no specific evidence or data analysis was linked. No sample of a published portfolio or data analysis of KEY assessments for each standard was shared with the review team.
 - Danielson Rubrics and Triad Meetings: used to assess aspiring teacher effectiveness.
 - NH TCAP: to assess the candidate's effectiveness and readiness for own classroom.
 - Recommendation for Degree Conferral and Certification: ensures all requirements are met. A systematic process for transcript review should be added to ensure all candidates are meeting the 612 standards.
 - Masters Journey Reflection & Professional Growth Plan Reflections: no sample evidence of analysis was supplied to review team
 - Cooperating Teacher Survey Responses; Course Evals, Faculty Evals, Alumni Surveys: data systems need updating to provide useful reporting from surveys and evaluations.

Learning Facilitation

- NEC highlighted their efforts to
 - integrate a special education focus
 - ED 5030 Meeting the Needs of All Learners
 - ED 5170 Special Ed: Disabilities, Issues, and Laws
 - focused connections in all courses, student interview confirmed that special education was emphasized as an important aspect of teaching
 - Highlight the literacy element
 - ED 6167 Curriculum & Methods of Teaching Secondary Math includes a literacy component directly to secondary mathematics
 - ED 5090 Literature in the 21st Century, make lesson plan based on a popular book read at your grade level
 - ED 6000 Literary and Language Arts, how the brain learns to read, supporting students in solving math word problems
 - Student interview revealed that he did not take ED 5090 or ED 6000 so there appears to be an inconsistency there
 - Overall Program Coursework
 - General Ed Requirements: College Writing, US History, LifeSpan Development, Creative Arts, World Geography; US Politics, Lab Science
 - Praxis CORE
 - Praxis II - taken at beginning of Methods placement
 - MED Core for Cert - four courses and Portfolio I&II
 - MED Concentration for Cert - 7 courses plus Methods I&II and Student Teaching I&II
 - Math Courses (10): PreCalc, Calc I, II, & III, Discrete Math, Statistics, Linear Algebra, History of Math, Geometry, and Abstract Math
 - MED Required: Research Practicum I&II, Action Research I&II, Portfolio III & IV

Clinical Practice

- NEC highlighted their efforts to integrate several clinical experiential components
 - In addition to the Methods and Student Teaching, there are 6 courses listed a clinical experiential component
 - Students confirmed that they appreciated all the opportunities to be in the school environment
- Currently, students receive opportunities to gain field experience in their education coursework before the student teaching practicum. However, under the present system those experiences may not sufficiently connect to the application of math content.

Institution: New England College
Name of Program: Physical Education
Program Number: Ed 612.21 (Undergraduate, Conversion)
Recommendation for Program Approval: Conditional
Reviewer Name(s): Noah Pion

Commendations:

New England College has a well-designed Physical Education program with an effective faculty. PE faculty are committed and continue to improve a field that is constantly changing.

Suggestions: **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Recommendations that Require Responsive Action:

- Implementation of more content specific physical education classes (which seems to be happening this coming year). Or, a small redesign of the current curriculum to cover a wider spectrum of activities to help students be more prepared in the field.
- Clearly define and articulate processes and procedures for clinical partnerships and placements across undergraduate and graduate pathways so they are clear and consistent to all involved stakeholders.
- More intentionally describe and link early field experiences to specific content instruction.
- Clearly articulate rubrics for all key assessments to state and program teaching and leadership competencies. [606.01(a)(3)]
- Integrate and coordinate the management of data on candidate performance across the undergraduate and graduate pathways. [606.01(a)(2)]
- Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching competencies in order to identify and isolate areas of strength and needs, and analyze for trends. [606.01(a)(2)]
- Improve the continuity and coordination across the undergraduate and graduate pathways in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs”. [606.02(b)(1)]
- Develop a comprehensive system for collecting, managing, monitoring, analyzing, and reporting key assessment and clinical practice data. Currently these data are not centralized or coordinated.
- Prior to full admission into the program (Conversion/Licensure) a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency. [Ed. 606.01 (a)(1)]

Program/Certification Standards (Ed 612.21):

- Rating: 2- Needs Improvement (*approaching 3*)

Evidence Supporting the Rating Includes:

NEC is undergoing extensive changes in its teacher education programming, which intends to make their program better and improve the knowledge base of the students. Currently, NEC provides assessments and rubrics throughout the Kinesthetic and Education classes that provide the students with skills, but can be lacking in pedagogy before they get to student teaching (clinical experience). NEC being small, has combined many classes in order to fill the class. By doing this, it has taken away from some of the teachable moments that happen in physical education. The classes NEC is adding this year is a step in the right direction to help fill this void.

One alumni stated “I believe that NEC did a very good job of setting me up to know legal boundaries and laws that apply to teaching. Mentoring from the higher up people in the program was a huge help and phenomenal resources and a wealth of knowledge”.

Another current alumni stated, “I felt that there was not enough physical education specific classes available at NEC. It was difficult going through most classes and having to do assignments based on what a classroom teacher does. It's very different, and did not allow me to work closely with enough people who were aware of physical education specific ways of teaching. When I'm learning for the real world, I don't want to know how to transition a student from math to reading in a quiet classroom with 10 students. I need to know how to transition 25 students who are all running around a gymnasium with another class on the other side making tons of noise distracting everybody. I also would have liked to have seen more classes that taught activities, sports, movements, etc. that we could use in our real-world classroom. Maybe end up with a binder of things we could pull out and use when needed.”

NEC meets many standards using a variety of assessments and rubrics. The skills and knowledge rubric allows faculty give feedback to the students on skill progression, lesson plan design, and how they conduct themselves teaching the skill. The skill development assessment tool helps to learn and teach different motor skills and patterns. As stated on the tool “Each student will demonstrate competency in motor skills and movement patterns, proficiency in a few, and apply these skills and patterns in a variety of physical activities”. The Kin 1110 philosophy letter assignment “Identifies historical, philosophical, and social perspectives of physical education issues”. Students must present their own perspective about the important issue of budget cuts and their philosophy on the importance of physical activity and wellness. Also, how do these activities address any or all of the 3 domains - psychomotor, cognitive, and affective?

Candidates for the Teacher Conversion Program seeking licensure have their transcripts reviewed by the Director of Graduate Programs in Education to ensure course equivalents are met. A degree audit is done and results placed on a tracking sheet for the candidate. Students then take courses to fulfill any additional requirements. The students will be monitored very closely and have unlimited support. They use the modified Danielson rubric at the graduate level but are moving to a different rubric at the undergrad level starting this year.

Data was limited and difficult to find. NEC has a small program with six currently enrolled and only two graduates since 2017 in the Physical Education. There was some evidence within the alumni candidates and their scores. Both are employed in New Hampshire which require a degree, but only one is teaching in the field of the degree they received.

Institution: New England College
Name of Program: Secondary Education: Life Sciences
Program Number: 612.25 (Undergraduate, Conversion)
Recommendation for Program Approval: Conditional
Reviewer Name(s): Amy Liptak

Commendations:

All faculty and staff expressed a strong commitment to students and to student learning. The New England College campus is beautiful and facilities are adequate for student needs.

- Students are assigned an Education advisor and a Life Sciences advisor.
- Measures are in place to assess student knowledge, skills, and improvement throughout the program.
- ‘Triad’ (student, college supervisor, and cooperating teacher) meetings are opportunities for students to learn from multiple mentors.
- Life sciences department offers seminar series for students to aid in career choices.
- Life sciences equipment is professional and current; much is provided through New Hampshire IDeA Network of Biomedical Research Excellence (NHINBRE) grant funding.
- Undergraduate tracking sheet provides defined semester-by-semester academic plan for students.

Suggestions: **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600’s that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Recommendations that Require Responsive Action:

- A system to clearly identify the number of students in each program is needed.
- Documentation used by undergraduate and graduate programs need uniformity.
- An advisor training manual would ensure consistent application of standards and dissemination of information.
- Employ a process for regular systematic review of curriculum.
- More clearly define and articulate processes and procedures for clinical partnerships and placements across undergraduate and graduate pathways so they are clear and consistent to all involved stakeholders.
- More intentionally describe and link early field experiences to specific content instruction.
- Clearly articulate rubrics for all key assessments to state and program teaching and leadership competencies. [606.01(a)(3)]
- Integrate and coordinate the management of data on candidate performance across the undergraduate and graduate pathways. [606.01(a)(2)]
- Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching competencies in order to identify and isolate areas of strength and needs, and analyze for trends. [606.01(a)(2)]
- Improve the continuity and coordination across the undergraduate and graduate pathways in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs”. [606.02(b)(1)]
- Develop a comprehensive system for collecting, managing, monitoring, analyzing, and reporting key assessment and clinical practice data. Currently these data are not centralized or coordinated.
- Prior to full admission into the program (Conversion/Licensure) a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency. [Ed. 606.01 (a)(1)]

Program/Certification Standards (Ed 612.25):

- Rating: 2- Needs Improvement

Evidence Supporting the Rating Includes:

- Exact number of students in each program is unclear. Students admitted to the program, but not currently taking courses are difficult to identify.
- There is low enrollment in both undergraduate and graduate programs. One graduate portfolio was provided for evidence for successful completion of standards.
- Consistency between undergraduate and graduate programs is lacking. Tracking documentation is not uniform. Undergraduate program uses One Note for portfolios, while the graduate program uses ePortfolio.
- Advisor training is informally performed; Collaboration between Education and Life Sciences departments is also informal.
- Numerous discrepancies between program documents were found. Specific examples include:
 - Self-Assessment Worksheet matrix for 612.23 includes **eight education core courses** required for the undergraduate program. However, **three courses** – ED 3020 Teaching Science Across the K-12 Curriculum, ED 4000 Methods of Instruction Across the K-12 Curriculum, and ED 4905 Student Teaching – **are the only courses listed in the matrix** as courses intended to address general science standards.
 - Self-Assessment Worksheet matrix for 612.23 lists **ED 2000 Technology and Information Literacy** as a course intended to address general science standards in the **undergraduate** program for standard (7). This course is listed as **deactivated** on page 112 of the self-study report.
 - Self-Assessment Worksheet matrix for 612.23 lists **ED 4010 Methods Practicum** as a course intended to address general science standards in the **undergraduate** program for standard (7)e. This course is listed as **deactivated** on page 112 of the self-study report.
 - Self-Assessment Worksheet matrix for 612.23 lists **ED 4110 Methods Practicum** as a course intended to address general science standards in the **graduate** program for standard (5)c. This course is not listed in any other document. It is likely that the intended course is **ED 4010 Methods Practicum**. However, ED 4010 is listed as **deactivated** on page 112 of the self-study report. In addition, this course has an undergraduate education course number.
 - Self-Assessment Worksheet matrix for 612.23 lists **ED 4915 Student Teaching: Secondary Education Biology** as a course intended to address general science standards in the **undergraduate** program for standard (1)8d and (3)c. This course is not listed in any other document and is thought to be deactivated.
 - Self-Assessment Worksheet matrix for 612.23 lists **ED 4915 Student Teaching: Secondary Education Biology** as a course intended to address general science standards in the **graduate** program for standard (2)h, (3)a, and (5)c. This course is not listed in any other document and is thought to be deactivated. In addition, this course has an undergraduate education course number.
 - The 2019-2020 Residential Undergraduate Catalog on the website lists **ED 2050 Portfolio II and ED 4010 Methods Practicum** as available education courses. These courses are listed as **deactivated** on page 112 of the self-study report.
 - The 2019-2020 Residential Undergraduate Catalog on the website lists **MT 1600 Algebra and Trigonometry** as a required content course. This course is **not listed in the Self-Assessment Worksheet matrix for 612.25** as a course intended to address any life sciences standards.
 - Self-Assessment Worksheet for 612.25 includes coursework that meets all standards except (5)c, “Explain and solve problems in life science, incorporating the fundamental concepts of chemistry, physics, and earth space science, including basic

- concepts and laboratory techniques.” **No required Earth-space science coursework is listed in the matrix nor on the program webpage.**
- Self-Assessment Worksheet for 612.25 lists specific evidence to inform continuous improvement for all standards except **(5)b**, “Apply mathematical modeling, statistical concepts, and manipulation of variables as they apply to life science.” Undergraduate evidence listed is, “Foundational basis for multiple assignments in multiple courses (aligns with the Natural and Social Sciences Learning Outcomes).” **Content faculty were unfamiliar with this description, and additional evidence to meet the standard was unavailable.**
 - Self-Assessment Worksheet for 612.25 lists the detailed assessment plan as evidence for the Teacher Conversion/Graduate program. The detailed assessment plan states, “Individual tracking sheets are also maintained to monitor student progress.” The **tracking sheet includes two courses – BI 1011 Human Biology and MT 1510 Pre-Calculus – as required for the program.** However, **neither is listed in the matrix nor on the program website.** In addition, the **tracking sheet does not include three courses that are listed in the matrix as required – BI 1110 General Biology I, BI 1120 General Biology II, and MT 1600 Algebra and Trigonometry.**
 - The graduate program tracking sheet lists **24 education courses** as required for the program. However, **only eight are listed in the 612.23 matrix** as courses intended to address general science standards.
- Inconsistent documents cannot be utilized by students, faculty, and staff to effectively track and monitor student progress in the undergraduate and graduate programs.
 - It is unclear which documents are given to students for tracking their own progress.
 - Students commented on difficulty understanding program organization with recent changes.
 - NEC website is cumbersome and difficult to navigate. Specific links to webpages were emailed because NEC faculty also struggled to find and provide content to reviewers.
 - Marketing to target specific programs at NEC is not conducted.
 - A process for regular systematic review of curriculum is not identified.

Institution: New England College
Name of Program: Secondary Social Studies 5-12
Program Number: Ed 612.28 (Undergraduate and Conversion)
Recommendation for Program Approval: Conditional
Reviewer Name(s): Susan Field Gamache, M.A.

Commendations:

- Dedication and enthusiasm of faculty.
- Strong and supportive relationships between faculty and students.
- Environment of respect and caring, among and between faculty and students.
- Faculty is self-reflective, willing, and eager to make changes to their program to better meet both the standards and the needs of their students.
- Awareness of program strengths and weaknesses.
- Plan in place to improve program and reach their goals.
- Vision is forward looking and responsive to standards, yet built in a way that is supportive of student success.
- Provides a wide range of formative and summative assessments allowing faculty to be intentional about their assessment decisions, collaborate on best practices and make informed decisions.
- Clear gateways that allow regular check-ins that support student success.
- Courses are designed to align with NH DOE standards.
- All education majors must also complete a content major.
- Inclusion of required classwork focused on writing across content areas.
- Collaborate between education and content faculty to review current NEC offerings, align them with NH DOE and content standards, and further develop an assessment plan during the 2019-2020 academic year.
- Students (two social studies candidates) speak highly of the program. Examples of their comments include:
 - “Love hands-on learning; classes are not lecture based.”
 - “Instructors are willing to make adjustments.”
 - “As a student teacher I feel prepared to teach content.”

Suggestions: **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600’s that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Recommendations that Require Responsive Action:

- More clearly define and articulate processes and procedures for clinical partnerships and placements across undergraduate and graduate pathways so they are clear and consistent to all involved stakeholders.
- More intentionally describe and link early field experiences to specific content instruction.
- Clearly articulate rubrics for all key assessments to state and program teaching and leadership competencies. [606.01(a)(3)]
- Integrate and coordinate the management of data on candidate performance across the undergraduate and graduate pathways. [606.01(a)(2)]
- Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching competencies in order to identify and isolate areas of strength and needs, and analyze for trends. [606.01(a)(2)]
- Improve the continuity and coordination across the undergraduate and graduate pathways in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs”. [606.02(b)(1)]

- Develop a comprehensive system for collecting, managing, monitoring, analyzing, and reporting key assessment and clinical practice data. Currently these data are not centralized or coordinated.
- Prior to full admission into the program (Conversion/Licensure) a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency. [Ed. 606.01 (a)(1)]

Program/Certification Standards (Ed 612.28):

- Rating: 2- Needs Improvement (*approaching 3*)
 - (a) In compliance with RSA 193-C:3, IV(f) and consistent with RSA 193-C:3, III, the teacher preparation program in social studies for grades 5-12 shall require candidate competency in the teaching of social studies, including the techniques for enhancing student learning in these areas and the use of assessment results to improve instruction.
 - (b) The social studies students for grades 5-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas: civics, economics, geography, United States and New Hampshire history; and world history and contemporary issues.

Evidence Supporting the Rating Includes:

Candidate and Program Assessment:

Although a system is in place to store the data, the ability to examine individual and program wide patterns needed to inform decisions, instruction, and program changes is missing. As a result, the numerous sources of data collected cannot be readily accessed to guide instruction or departmental/programmatic change. The education department is aware of these issues and has developed a plan to address concerns. They have also set a goal to align the undergraduate and graduate assessment systems which are currently not in alignment.

Learning Facilitation:

The education and content programs in social studies grades 5-12, generally promote candidate growth and achievement, set and maintain high expectations for learning and achievement for all candidates, create an environment of mutual respect and caring, and engage candidates in appropriate learning opportunities. They demonstrate knowledge of content standards and competencies. The courses are designed to address these standards and to regularly and systematically assess students and correct deficiencies.

Secondary social studies majors are provided a wide variety of content to prepare them for the field. Courses are designed to align with state standards in teaching secondary social studies. However, this coursework is heavily focused on history and civics/political science. Because a social studies teacher is also responsible for instruction in the fields of geography and economics, additional offerings in these areas might prove beneficial to the preparedness of the teaching candidate. After reviewing the syllabi of history and political science courses and speaking to students and faculty, it is however apparent that both geography and economic concepts and content are often embedded in these classes providing students with ongoing exposure to these areas of study. Additionally, feedback from a cooperating teacher found that their current student teacher came to the classroom “with foundational tools and skills both in pedagogy and in content,” and was instantly able to immerse themselves into the classroom and school community.

As a result of self- evaluations and reviewing the program, it was found that revisions to coursework was needed. Spring 2019 curricular revisions will include two new courses to the secondary social studies major in the undergraduate program. These courses have been designed to place a greater emphasis on the acquisition of content knowledge in the areas designated by the state of New Hampshire as social studies. Additionally, to ensure the content is taught in detail, content faculty will

team teach and/or collaborate with the education faculty. The education faculty will collaborate with content faculty in the humanities division to review and revise course content, learning outcomes, and assessments. But, because these revisions are new or future changes, there is no data available to measure effectiveness.

The components of the standards are supported in a number of ways including the following:

- **Techniques for enhancing student learning in social studies:**

Coursework has been revised to address the preparation of candidates with the skills, knowledge, and competencies particular to enhancing student learning in the social studies:

- ED 3030 Teaching Social Studies across the Curriculum, new class scheduled for spring 2020.
- ED 3050 Methods of Teaching Writing in the Humanities; new class scheduled for spring 2020.

In addition to coursework, new revisions will provide feedback from social studies content experts during the candidates' fieldwork experience as well as providing the option for these students to work with a mentor in their content area.

- **Use of assessment results to improve instruction:**

Although there is a wide range of assessments that are gathered and stored, it is unclear how they interact with each other to provide information in a cohesive and systematic way that allows for a consistent and reliable means to inform instruction. Currently, the 2019 Title II Report shows two Secondary Social Studies candidates with an average GPA of 3.11. Other data points for these students are not easily determined from the data provided. Some examples of how assessment results are designed to improve instruction include:

- review process and reflection through annual summative review of teaching candidates
- addition of more check-in points; ED 3040 Assessment & Data-Driven 2020
- development of undergraduate and conversion/graduate gateways that allow for multiple data points for analysis

Clinical Practice:

- **A combination of academic and supervised practical experience:**

Currently, students receive a number of opportunities to gain field experience in their education classes. However, under the present system those experiences may not be content specific to social studies. The newly revised plan provides an opportunity for teaching candidates to participate in practical experiences in the content areas in which they will earn certification. In order to offer a more holistic source of support and oversight in the field a team of supervising teachers that are content specialists is currently being developed. Courses to achieve that end, both current and proposed include:

- ED 2040 Mental Health & Wellness for Teachers and Students serves as preparation for varied field experiences.
- ED 3030 Teaching Social Studies Across the Curriculum
- ED 1000 Introduction to Teaching: Sections I and II
- ED 1000 Introduction to Teaching: Section III
- ED 4000 Culminating Fieldwork

- **Knowledge of civics, economics, geography, United States and New Hampshire history; and world history and contemporary issues:**

The Social Studies grades 7-12 requirements are in the process of being reviewed, reassessed and revised during the 2019-2020 academic year. During this process, education faculty collaborate with social studies content faculty to review current NEC offerings and align them with NH DOE Standards.

Required courses in the Social Studies area include: American Democracy, World Civilizations, U.S. Politics, Survey of Western Art, International Politics, Psychology or Sociology, and

Macroeconomics. An additional requirement is Research Methods. Teaching candidates are also required to take three additional electives in the content areas of political science, U.S. and world history. Both the requirements and electives appear to support an in-depth understanding of both history and political science/civics. They also strongly focus on contemporary national and world issues. The one cooperating teacher interviewed believed that the student teacher in his classroom had received a strong pedagogical and content background at NEC and was prepared to teach. However, the availability of courses designed to provide information specific to geography and economics is limited.

Institution: New England College
Name of Program: Theatre Education
Program Number: Ed 612.30 (Undergraduate, Conversion)
Recommendation for Program Approval: Conditional
Reviewer Name(s): Rob Lemire

Commendations:

- There have been two major revisions to the Theatre Program in the past 12 years to streamline the theatre student experience
 - The first revision deactivated “deadweight” courses with low enrollment, or that could be combined with other courses.
 - The second revision, which happened only a year ago, paired related classes into two seven-week sections.
 - Ex. Scenic Construction/Lighting,
 - Acting I/Stage Management,
 - Speech and the First Folio/Acting II
- The theatre education majors are treated as typical theatre majors, with very similar theatre course requirements. This is intended to place emphasis on the need for theatre education students to be theatre content experts.
- New England College is close to completion on a brand new 350-seat performing arts center.
 - This is intended to provide students with hands-on experience with the latest theatre technology.
 - This will also provide students with hands-on experience managing a performing arts center, a common responsibility of theatre educators.
 - It is hoped that this could lead to further offerings, such as theatre business or arts management.
- Theatre Education students have both content and education advisors. These advisors collaborate often, and work to share ideas on program and student improvement.
- Theatre Education students receive most of their content coursework through the context of current mainstage productions. This reinforces practical skills as required for theatre education practice. The program also emphasizes a generalist approach to theatre, where all students are exposed to acting, directing, technical aspects, stage management, etc., which generates more job opportunities post-graduation.
- Several current students emphasized how prepared they felt for their culminating fieldwork due to the extensive clinical expertise.

Suggestions: **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600’s that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Recommendations that Require Responsive Action:

- More clearly define and articulate processes and procedures for clinical partnerships and placements across undergraduate and graduate pathways so they are clear and consistent to all involved stakeholders.
- More intentionally describe and link early field experiences to specific content instruction.
- Clearly articulate rubrics for all key assessments to state and program teaching and leadership competencies. [606.01(a)(3)]
- Integrate and coordinate the management of data on candidate performance across the undergraduate and graduate pathways. [606.01(a)(2)]
- Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching competencies in order to identify and isolate areas of strength and needs, and analyze for trends. [606.01(a)(2)]

- Improve the continuity and coordination across the undergraduate and graduate pathways in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs”. [606.02(b)(1)]
- Develop a comprehensive system for collecting, managing, monitoring, analyzing, and reporting key assessment and clinical practice data. Currently these data are not centralized or coordinated.
- Prior to full admission into the program (Conversion/Licensure) a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency. [Ed. 606.01 (a)(1)]

Program/Certification Standards (Ed 612.30):

- Rating: 2- Needs Improvement

Evidence Supporting the Rating Includes:

The NEC Theatre Education Program ensures mastery of the ED 612.30 standards through their coursework, portfolio process, and culminating fieldwork. An area of improvement would be data tracking, which is complicated due to the low enrollment in the program.

Coursework:

- Key assessments are used to show competency in the various courses’ aligned standards. Students can upload key assessments to their portfolio, which they can assign to the specific standards they wish for it to show competence in.
 - Undergraduate students present their portfolios at Gateway 2 (sophomore year), where a minimum score of 3 out of 4 is required. It is then fully assessed at Gateway 4 (senior year), where a minimum score of 3 out of 4 is required.
 - Graduate student portfolios are assessed at Gateway 5 (at completion of student teaching)
- Most syllabi list the state standards and the INTASC standards being met by the course
- One student said: “I believe that NEC gave me a fantastic base of knowledge of a wealth of different teaching pedagogies. As a non-traditional student who had been out of a K-12 classroom for 15 years, I was not really abreast of current classroom experiences. I appreciated that they didn't focus on one technique, as no one student learns the same. I think this has given me a wonderful toolbox for facing the needs of the learners I have in my eventual classroom.”

Theatre:

- The emphasis of most courses is on production work, meant to provide students with skills that they can apply in educational theatre production settings. While all courses refer to practical applications of theatre, the following courses require production work on the mainstage productions:
 - TH 1310 - Seminar in Technical Theatre: Scenery
 - TH 1320 - Seminar in Technical Theatre: Stage Lighting
 - TH 2440 - Production Analysis
 - TH 4230 - Advanced Topics in Theatre

Portfolios:

Theatre (hosted through Microsoft Team):

- Theatre faculty contribute to the student portfolio throughout all four years of taking content courses. This may include written assignments, or videos of practical assignments.
- Students meet with faculty to both conference with evidence and provide written reflection after their sophomore and senior years.
- During the senior review, students also provide goals for after program completion.

- Portfolios are used to assess the Theatre Program, as well as provide students with professional portfolios that can be used with potential employers.
- No clear rubric for assessment of portfolio.

Education (hosted through ePortfolio):

- Students upload documents to align to INTASC, ED 610 and ED 612 standards, as well as providing written justification statements for the aligned documentation.
- Portfolios are assessed through Student Teaching (ED 4905), using the Final Portfolio Review and Presentation Rubric.
 - Individual assignments are assessed at the course level, and then portfolio as a whole is assessed by both content and education faculty.

Graduate:

- Graduate students may already have received their content knowledge from a previous institution, and be using the NEC program for a M.Ed. or a licensure/conversion program. In tracking that the ED 612 standards have been met for students who list their content courses on their transcripts from previous institutions, the students are required to fill out a matrix, aligning previous course experience with ED 612 standards.
 - One student said: “Currently I am completing a standards matrix where I must provide detailed information about the courses I have taken and work I have done that has proved I have met certain standards.”
- NH TCAP
 - There currently is not a NH TCAP for theatre. The students will undergo a modified secondary education NH TCAP for the experience of a final project. No students have yet utilized this modified NH TCAP.

Culminating Fieldwork:

- Undergraduate:
 - Students are expected to have clinical field experiences in the following courses:
 - ED 1000 - Introduction to Teaching
 - ED 1030 - Introduction to K-12 Exceptional Learners.
 - ED 2010 - Curriculum Design, Planning, Instruction, and Assessment
 - ED 2040 - Mental Health and Wellness
 - ED 3040 - Assessment
 - ED 4000 - Methods of Instruction
 - ED 3050 - Methods of Teaching
 - Students then complete student teaching (ED 4905). They receive feedback through lesson observations, as well as ‘triad’ meetings between the student, their cooperating teacher, and an NEC education department representative.
 - In a group interview, students spoke to the benefit of the ‘triad’ meetings, as they felt they could receive feedback without judgement
- Graduate
 - Students are expected to have clinical experiences in the following courses:
 - ED 5010 - Curriculum Design, Planning, Instruction, and Assessment
 - ED 5030 - Meeting the Needs of All Learners
 - ED 5170 - Special Education: Disabilities, Issue, and Laws
 - ED 6019 - Methods Practicum Intensive I
 - ED 6020 - Methods Practicum Intensive II
 - Students then complete student teaching (ED 6026 and ED 6027). They receive feedback through lesson observations, as well as ‘triad’ meetings between the student, their cooperating teacher, and an NEC education department representative.

- One student in the Methods I course shared, “With my lesson observations and ‘triad’ meetings I have learned about what is working in my strategies and what could be improved upon. I also feel as though I have grown tremendously over my Methods placement with the support and cooperation of my advisor and my cooperating teacher.”
- Students are also encouraged to support each other through online seminars. One student said “My fellow cohorts offered me valuable insights from their experiences in the classroom, plans for time management, and tips for completing the TCAP. I found this to be truly invaluable as we learn so much from experience. While I am nervous about student teaching, I am also feeling hopeful and rather secure about it given all of the steps that NEC takes to ensure that a Methods intern is ready for student teaching.”

Data Tracking: Due to the size of the program, there is little to no data available for student progress both during their time at New England College and post-graduation. Out of the three students currently in the undergraduate and graduate programs, all three are in the first year of coursework.

Theatre:

- The Theatre Program sends out a survey to alumni during 5-Year Departmental Review.
- The Theatre Program also maintains a Facebook page to keep up with alumni.
- No formal tracking exists post-graduation.

Education:

- Campus Labs is used to collect and store data as collected through surveys and rubrics in education courses. Generating reports from this system, however, is cumbersome, and not readily accessible.

Institution: New England College
Name of Program: Superintendent Program
Number: Ed 614.05 (Graduate)
Recommendation for Program Approval: Conditional
Reviewer Name(s): Michael Fournier, M.Ed., Ed.S.

Commendations:

The pathways to certification as a Superintendent in New Hampshire can be accomplished through either a Certificate of Advanced Graduate Studies (CAGS) or a Doctoral Program (EdD) at New England College. After extensive review of the program offered to its students, NEC is to be commended for its emphasis on significant practical experiences for candidates. 900 hours of internship provides superintendent candidates the opportunity to delve into the daily, rigorous, and demanding role of a superintendent. This expectation is a tremendous asset to superintendent candidates. The personal growth imbedded into this work is an excellent mechanism for continuous improvement and accountability.

Suggestions: N/A

Recommendations that Require Responsive Action:

- Clearly articulate rubrics for all key assessments to state and program leadership competencies. [606.01(a)(3)]
- Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key leadership competencies in order to identify and isolate areas of strength and needs, and analyze for trends. [606.01(a)(2)]
- Develop a comprehensive system for collecting, managing, monitoring, analyzing, and reporting key assessment and clinical practice data in in order to "improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs." [606.02(b)(1)]
- Prior to full admission into the program (Masters of Education) a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency. [Ed. 606.01 (a)(1)]

Program/Certification Standards (Ed 614.05):

- Rating: 2- Needs Improvement

Evidence Supporting the Rating Includes:

There are two ways individuals can obtain their superintendent licensure at New England College (NEC) but both have one common thread, a major in Educational Leadership. Students can earn a CAGS in educational leadership with superintendent licensure or an Eddy in K-12 Leadership with superintendent licensure.

The Graduate Education program is designed to develop educational leaders who further learning, increase student success, and continuously improve schools. In keeping with the adopted NH State Standards for Professional Development, the INTASC Standards and the Professional Standards for Educational Leaders (PSEL), the Master of Education program at New England College is a rigorous, data-driven, site-based, classroom-imbedded program, tightly linked to improvement in student achievement.

The New England College Certificate of Advanced Graduate Study (CAGS) with Superintendent Certification provides a specialized degree or certificate for career professionals who want to advance and engage in more senior leadership activities and responsibilities in preK-12 education.

New England College's School Superintendent program prepares educators to become certified as a New Hampshire School Superintendent with a Certificate of Advanced Graduate Study (CAGS) or through the EdD program.

Admission Criteria:

- (1) Have completed at least 3 years of experience as an education administrator in a K-12 setting;
- (2) 3.0 cumulative grade point average;
- (3) Committee review of materials for acceptance

In addition to the above criteria, all candidates who apply for admission to the EdD or CAGS Programs for State Licensure are required to include the following:

EdD: 2 Letters of Recommendation, 1600 word Personal Essay, Resume, Official Transcripts

CAGS: Resume, Official Transcripts

Coursework:

Each candidate in the CAGS Program for certification as Superintendent must take 20 credits of core classes including: ED 7003 Educational Leadership and Critical Issues (4 crs), ED 7020 Exploring Assessment and Accountability: Controversies and Solutions (4 crs) ED 7030 Culminating Leadership Plan (4 crs), ED 7260 Applied Educational Research (4 crs), & ED 7510 Data-Driven Leadership and Action Capstone (4 crs). Additionally, 26 certification specific courses are required: ED 6964 Leadership Portfolio I (1 cr), ED 6965 Leadership Portfolio II (1 cr), ED 7001 School Finance and Policy (3 crs), ED 7004 School Law (3 crs), ED 7005 Educational Technology Leadership (3 crs), ED 7006 Labor Relations (3 crs), ED 7008 Achieving Educational Equity (3 crs), ED 7009 Facilities Planning and Management and Data-based Decision Making (3 crs), ED 7011 Evaluating Effective Teaching and Curriculum (3 cr), ED 7501 Superintendent Internship I (1 cr), ED 7502 Superintendent Internship II (1 cr), & ED 7503 Superintendent Internship III (1 cr).

Each candidate in the Doctoral Program for certification as Superintendent must take 60 credits towards the doctorate, plus the following certification courses: ED 6964 Leadership Portfolio I (1), ED 6965 Leadership Portfolio II (1), ED 7001 School Finance and Policy, ED 7004 School Law (3), ED 7005 Education Technology Leadership (3), ED 8080 Seminar in Visionary Educational Leadership (4 crs) and ED 8130 Seminar in Curriculum and Development for the Information Age (4 crs), ED 7006 Labor Relations, ED 7009 Facilities Planning and Management and Data Based Decision-Making, & ED 7011 Evaluating Effective Teaching (3).

Clinical Experience:

Superintendent licensure candidates must successfully complete ED 7501, ED 7502, and ED 7503 with a grade of a B or better. These Superintendent Internship courses provide students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Superintendent. Students enrolled in these internships will work for a minimum of 900 hours (as a result of participating in all three internship experiences) under the supervision of an experienced, NH State certified Superintendent. Prerequisites include: Must complete all required courses for Superintendent licensure with a grade of B or better.

The NEC student is responsible for:

- Being professional at all times.
- Being a role model for educators in the school in which he/she is working.
- Completing all required assignments.
- Maintaining regular, weekly contact with the College Supervisor and mentor.
- Completing self-assessments and participating in formal assessments with the College Supervisor and mentor.

Assignment One: Internship Contract

Assignment Two: Type of Superintendent Paper Assignment Three: Self-Assessment

Assignment Four: Proposal

Assignment Five: District Project

Assignment Six: First Formative Assessment
Assignment Seven: Leadership Philosophy
Assignment Eight: Semester Reflection
Assignment Ten: Update on District Project
Assignment Eleven: Semester Reflection
Assignment Twelve: Update on final portfolio
Assignment Thirteen: Formative Assessment
Assignment Fourteen: Leadership Philosophy Revised
Assignment Fifteen: Final Self-Assessment
Assignment Sixteen: Submission of final portfolio
Assignment Seventeen: Submission of District Project
Assignment Eighteen: Formative Assessment

Candidate Assessment:

Gateway 1

Prior to acceptance into the Master of Education/CAGS and educational leadership licensure programs (business administrator, curriculum administrator, principal, reading and writing specialist, special education administrator, superintendent)-

- Submit transcripts and resume for review by the Director of Graduate Programs in Education - Director makes sure candidate meets the eligibility requirements
- Discuss with Director of Graduate Programs in Education career goals
- Director of Graduate Programs in Education will complete a tracking sheet for the educational leadership licensure area desired - this details courses that can be transferred in and courses remaining to be taken

Gateway 2

Once accepted into the Master of Education/CAGS and educational leadership licensure areas

- Take courses as recommended by the Director of Graduate Programs in Education - CAGS typically take ED 7003 Educational Leadership and Critical Issues or ED 7020 Exploring Assessment and Accountability: Controversies and Solutions first; MED typically take ED 6410 Dynamics of Educational Reform and Systems Change
- Depending on degree take Leadership Portfolio I or Portfolio I and II courses - become familiar with eFolio and standards governing licensure area
- Director of Graduate Programs in Education acts as advisor for all graduate students - reviews transcripts each 7 weeks and updates tracking sheets - recommends next course to be taken - discusses internships and when best to take them based on areas that the student needs to develop and what typically happens in schools at that time (for example budgeting and negotiated agreements tend to happen in the fall so a student who needs to grow in this area would take an internship during the fall term)

Gateway 3

CAGS and educational leadership licensure areas - internships

- When the student is ready to participate in the internships the student and Director of Graduate Programs in Education discuss possible placements taking into consideration the needs and situation of the graduate student - student is referred to the instructor of the appropriate internship who provides details about the internship - Leadership Handbook and expectations of all involved shared and discussed
- Appropriate placements determined and mentors with the appropriate credentials identified
- Contracts completed for internships
- A minimum of two triads (intern, supervisor, cooperating practitioner) happen for each internship, the appropriate evaluation tool is used and recorded
- A comprehensive school project is identified and completed during the internships
- A detailed growth plan is developed in consultation with instructor and mentor
- Progress associated with growth plan and evidence of performance reviewed during each internship
- Evaluation notes maintained for each internship using the evaluation rubric as a tool
- Director of Graduate Programs in Education maintains routine communication with all instructors of internships checking on student progress and trouble-shooting areas of concern

Gateway 4

Conferral of Degree, recommendation for licensure, survey completion

- Students complete a portfolio aligned with licensure standards - publish portfolio
- Graduate students must earn grades of B or better
- Review course grades, update tracking sheet, and make a recommendation to Registrar that degree requirements have been met
- Once degree conferred recommend for state licensure
- Complete graduate survey
- Send mentor survey to be completed
- Send graduate faculty survey to be completed

Institution: New England College
Name of Program: School Principal
Program Number: ED 614.04 (Graduate)
Recommendation for Program Approval: Conditional Approval
Reviewer Name(s): Debbie Woelflein, CAGS

Commendations:

Faculty members are highly dedicated and responsive to the needs of students, supporting their progress towards challenging outcomes.

John Callahan, Dean of the School of Graduate and Professional Studies, praised the accessibility and ongoing support the faculty offered to students: “They meet the students’ needs and get them where they need to be.” Two current principal candidates and a current and past principal mentor vouch for the constant availability of NEC faculty. CAGS Principal Candidate Kimberly Dexter said, “The part that really makes this program great is the professors. They designed their courses to be challenging and to prepare us to become strong principals. At the same time, they are understanding of the fact that most of us, if not all, work full-time as teachers or administrators. They want us to apply the content to our real lives in order to make it meaningful. They are also fair and communicate clear expectations. When I don’t understand an assignment or have a question, I know that I can reach out to my professors and get an answer promptly. The professors are genuinely interested in helping us succeed. One particular professor even encouraged me to submit a paper for publication and offered to help edit it for that next level. I would have never considered publishing a paper. All of the professors have been exceptional.”

The Principal certification program offers a variety of options tailored to meet individual needs.

The Director of Graduate Programs in Education guides candidates to complete a detailed assessment of areas of need and strength in order to lay out a course schedule, choose the appropriate path, and lay the groundwork for a three-part internship. The Graduate Licensures in Educational Leadership Gateways to Licensure & Job Attainment Flow Chart describes the various paths. Candidates may enroll in the Ed.D. M.Ed, or CAGS program with principal certification, or they may pursue principal certification without additional degrees. Current candidates attest to how much they appreciate the flexibility and ongoing counseling to determine the best path for them. A current and past principal mentor noted that of his three candidates, each one was pursuing a slightly different path that met his/her interests, strengths, and schedule. Each of the candidates and the mentor (currently pursuing superintendent certification at NEC) said that he/she could not manage to follow such a program without the flexibility that NEC offers.

The Action Research Projects immerse candidates in valuable, real-world projects designed to address a significant need in their school communities.

Sample action plans show evidence that candidates did extensive research to identify a need, followed a very clear, structured set of steps over several courses to develop and receive approval for their action research, and presented their projects to school community bodies in a public setting. Course syllabi clearly lay out guidelines and benchmarks. Sample projects show the diversity of focus area, community resources, and approach, while maintaining standards for research protocol.

Suggestions: **Note: Refer to Appendix. These are professional courtesies that sit outside the governance of the Ed 600’s that would contribute to the overall quality, experience and/or effectiveness of the educator preparation program.*

Recommendations that Require Responsive Action:

- Clearly articulate rubrics for all key assessments to state and program leadership competencies. [606.01(a)(3)]
- Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key leadership competencies in order to identify and isolate areas of strength and needs, and analyze for trends. [606.01(a)(2)]

- Develop a comprehensive system for collecting, managing, monitoring, analyzing, and reporting key assessment and clinical practice data in order to "improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs." [606.02(b)(1)]
- Prior to full admission into the program (Masters of Education/CAGS) a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency. [Ed. 606.01 (a)(1)]

Program/Certification Standards (Ed 614.04):

- Rating: 2- Needs Improvement

Evidence Supporting the Rating Includes:

The New England College School Principal Program ensures the mastery of the ED 614.04 standards through several activities, beginning with the admissions process:

- Self-assessment with review of relevant experience and course work for the standards
- Assignments effectively completed and assessed with course rubrics throughout individual course work
- Ongoing review of candidates' portfolios by course instructors and the Director of Teacher Certification
- 'Triad' Meetings at the beginning of Internship I, the end of Internship I, the end of Internship II, and the end of Internship III, using the Principal and Superintendent Assessment Rubric to prove successful completion of the internships
- Review of Action Research project presentations by the Director of Graduate Programs in Education

One Principal interviewed stated that "the internship makes the curriculum come to life." He attested to the value of and seriousness of purpose of the 'triad' meetings and vouched for the rigor of the program, noting that rubrics for courses are "clear, well-articulated, and applied consistently." Brian is enrolled in the superintendent certification program and takes some of the same courses that principal candidates take.

Specific On-Site Actions of Reviewer, in addition to review of NEC College Teacher Certification Report

- Review of Syllabi for Certification Specific Courses
- Examination of Sample Portfolio Items
- Examination of two Action Research Studies
- Reading of NEC Educational Leadership Handbook
- Interview with Director of Graduate Programs in Education
- Interviews with two current School Principal students
- Interview with current and past principal mentor (himself a student in the Superintendent program)
- Interview with John Callahan and Sharon Sabol, Current and Interim NEC Dean of School of Graduate and Professional Studies
- Reading of MED/CAGS Program Review Report June 2018

Appendix A: Program Performance Levels

4 Highly Effective - Teacher Preparation programs performing at the *Highly Effective Level* consistently do the following:

Consistently advance candidate growth and achievement. They set and maintain high expectations for learning and achievement for all candidates and create an environment of mutual respect, inquisitiveness, and caring. Highly effective programs demonstrate extensive knowledge of content, standards, and competencies, and connect them to relevant local and global issues. These programs model and encourage innovation, creativity, critical thinking, and engagement on the part of their candidates, and use their expertise and skills to engage their candidates in authentic, accessible, and meaningful learning opportunities aligned to the content, standards, and competencies. Highly effective programs facilitate personalized learning through intentional, flexible, and research-based strategies. They are literate in multiple forms of assessment and incorporate and model these multiple assessment strategies to evaluate candidate and program performance and adjust curriculum and programs accordingly. Highly effective programs integrate and model technology into their instructional and assessment approaches in ways that advance candidate learning opportunities. Highly effective programs consistently demonstrate leadership in their contributions to their college/university and K-12 school partners' progress and culture of growth. They engage productively in learning communities and continuously strive to maximize their own self-directed professional growth. These programs consistently uphold high standards of professional practice.

3 Effective - Teacher Preparation programs performing at the *Effective Level* consistently do the following:

Programs performing at the effective level generally advance candidate growth and achievement. They set and maintain high expectations for learning and achievement for all candidates, create an environment of mutual respect and caring, and engage candidates in appropriate learning opportunities. Effective programs demonstrate sound knowledge of content, standards, and competencies, and connect them to relevant real world issues. These programs model and encourage innovation, creativity, critical thinking, and candidate engagement, and use their expertise and skills to engage their candidates in authentic, accessible, and meaningful learning opportunities aligned to the content, standards, and competencies. Effective programs facilitate personalized learning through research-based strategies and model these strategies for candidates. They use multiple forms of assessment to evaluate candidate and program performance and adjust curriculum and programs accordingly. Effective programs appropriately integrate and model use of technology into their instructional and assessment approaches. Effective programs contribute collaboratively to their college/university and K-12 partner's progress and culture of growth by engaging in learning communities, fostering their own self-directed professional growth, and frequently providing leadership to support improvements in their colleagues' performance. These programs consistently uphold professional standards of practice.

2 Needs Improvement - Teacher Preparation programs performing at the *Needs Improvement Level* do the following:

Programs performing at the needs improvement level inconsistently advance candidate growth and achievement. They establish expectations for learning and achievement for most candidates and engage candidates in appropriate learning opportunities. Programs performing at the needs improvement level demonstrate knowledge of content, standards, and competencies. These programs use their knowledge and skills to engage their candidates in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies. Programs performing at this level attempt to facilitate personalized learning using a mix of research-based and other strategies. They use multiple forms of assessment to evaluate candidate and program performance but do not consistently use the results to adjust curriculum and programs accordingly. Programs performing at the needs improvement level may use technology in their instruction and assessment approaches. Programs performing at this level participate in learning communities, but do not consistently attend to their own self-directed professional growth. These programs uphold professional standards of practice.

1 Ineffective -Teacher Preparation programs performing at the *Ineffective Level* consistently do the following:

Programs performing at the ineffective level may advance some candidate growth and achievement, but frequently fail to improve most candidates' growth. They are unable to establish ambitious and reasonable expectations for candidate learning for most and may be unable to engage candidates in appropriate learning opportunities. Programs performing at the ineffective level may have some knowledge of content, standards, and competencies, but these programs do not use their knowledge and skills to engage their candidates in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies. Programs performing at the ineffective level may attempt to facilitate personalized learning using a mix of research-based and other strategies but cannot prove consistent improvement in candidate learning. Programs performing at the ineffective level participate in learning communities, but do not attend to their own self-directed professional growth and/or support the growth of their colleagues. These programs generally uphold professional standards of practice.

Appendix B: Site Visit Agenda

New England College Education Division Program Review Monday, November 4, 2019

	Welcome to New England College
	Wayne Lesperance, <i>Vice President of Academic Affairs</i> Patricia Corbett, <i>Associate Dean of Education</i> Debra Nitschke-Shaw, <i>Director of Graduate Programs in Education</i> Suzanne Canali, <i>Director Teacher Certification</i> Jessica Morris, <i>Coordinator of Clinical Practice, Faculty, Data Manager, Acceptance Coach</i> Becki Malandrino, <i>Administrative Assistant</i>
9 am – 10 am <i>Great Room- Simon Center</i>	
10 am – 10:30 pm <i>Great Room Simon Center</i>	Ed 604 Clinical Practice, Partnerships, & Learning Facilitation Jessica Morris Debra Nitschke-Shaw
10:30 am – 12:30 pm <i>Great Room- Simon Center</i>	Work Time or Classroom Visit Pat, Suzanne and Debra <i>available for questions</i>
	10:40 am – 11:50 am ED 2010 Curriculum Design, Planning, Instruction, and Assessment <i>CEI 102</i> Jessica Morris
	10:40 am – 11:50 am ED 101 Introduction to Teaching <i>CEI 101</i> Raelyn Viti
12:30 am – 1:30 pm <i>Great Room- Simon Center</i>	Working Lunch Pat, Suzanne, Debra and Jess <i>available for questions</i>
1:30 pm – 4:30 pm	Work Time or Content Meetings
	1:30 pm – 2:15 pm Michael Fournier <i>Suzanne's Office -CEI 210A Zoom</i> Ed 614.05 Superintendent with Dr. Laura Nelson and Dr. Leo Corriveau
	1:30 pm – 2:15 pm Noah Pion <i>Window Room - CEI 206</i> Ed 612.21 Physical Education with Mary Ellen Alger
	1:30 pm– 2:15 pm Amy Liptak with Deb Dunlop, Jim Newcomb & Lori Koziol <i>Great Room - Simon Center</i> Ed 612.23 & Ed 612.25 Secondary Life Science
	1:30 pm – 2:15 pm Robert Lemire <i>New England Room - Danforth Library</i> Ed 612.30 Theatre with Alex Picard
	3:30 pm – 4:00 pm Diane Monico <i>New England Room - Danforth Library</i> Ed 612.25 Secondary English with Andrew Morgan, Christine Oskar-Poisson
	3:00 pm – 4:00 pm Gerry St. Amand <i>Suzanne's Office - CEI 210A Zoom</i> Ed 612.05 Cooperating Teachers Co-Chairs Chris Ward and Kelly Moore Dunn
	4:00 pm – 4:30 pm Ed 609 Liberal Studies with Fran Chelland <i>Great Room - Simon Center</i> Ed 612.07 General Special Education with Christine Tate, Pat Corbett, Suzanne Canali and Cynthia Lucero
5:15 pm – 7:00 pm <i>Colby Hill Inn 33 The Oaks, Henniker, NH 03242</i>	Dinner- Michele Perkins, <i>President</i> Wayne Lesperance, <i>Vice President of Academic Affairs</i> Jessica Morris, <i>Coordinator of Clinical Practice, Faculty, Acceptance Coach, Data Manager</i> Christine Tate, <i>Adjunct, Special Education</i> Suzanne Canali-Woodcock, <i>Director Teacher Certification</i> Pat Corbett, <i>Associate Dean of Education</i> Debra Nitschke-Shaw, <i>Director of Graduate Programs in Education</i>

New England College Education Division Program Review
Tuesday, November 5, 2019

8:00 am – 8:30 am	<i>Pat and Suzanne available to meet with co-chairs.</i>
8:30 am – 10 am <i>Great Room Simon Center</i>	Breakfast & Debrief Wayne Lesperance, <i>Vice President of Academic Affairs</i> Elizabeth Dowling, <i>Registrar (Degree Works)</i> Chelsea Hanrahan, <i>Library Director</i> Sharon Sabol, <i>Dean of Online</i> John Callahan, <i>Dean of Graduate Programs</i> Ian Harmon, <i>Director of Student Success & Advising (Navigate)</i> Admissions Representatives Additional NEC Faculty and Staff
9:00 am – 9:30 am <i>New England Room Danforth Library</i>	Academic Affairs Overview Wayne Lesperance, <i>Vice President of Academic Affairs</i>
9:30 am – 10:00 am <i>New England Room Danforth Library</i>	Ed 605 Resources Co-Chairs Chris Ward & Kelly Dunn Paula Amato, <i>Senior Vice President & CFO</i> Wayne Lesperance, <i>Vice President of Academic Affairs</i> Carol Thomas, <i>Vice President of Technology & Marketing Communications</i>
10:00 am – 11:30 am	Work Time or Content Meetings
	<i>10:00 am – 11:00 am Sue Gamache New England Room - Danforth Library Ed612.28 Social Studies with Wayne Lesperance</i>
	<i>10:00 am – 11:00 am Gerry St. Amand, Great Room - Simon Center Ed 612.04 Elementary Ed with Pat Corbett</i>
11:30 am – 12:30 pm <i>Great Room- Simon Center</i>	Campus Tour or Work Time
12:30 pm – 1:30 pm <i>Great Room- Simon Center</i>	Working Lunch & Team Debrief Cynthia Burns Martin, <i>Assessment System</i> Pat, Suzanne, Debra and Jess - <i>Available for Q & A</i>
1:30 pm – 5:00 pm <i>Great Room- Simon Center</i>	Work, Content Meetings and/or Finalize questions <i>Pat, Suzanne, Debra - Available for Q & A</i>
	<i>1:30 pm – 2:15 pm Amy King Suzanne's Office -CEI 210A Zoom Ed612.28 Math with Gail Poitras</i>
5:00 pm – 6:30 pm <i>Torrington Arms Pub Simon Center</i>	Dinner and Meet with Students, Student Teachers, Alumni/ae

New England College Education Division Program Review
Wednesday, November 6, 2019

8:30 am – 10:00 am <i>Great Room- Simon Center</i>	Breakfast with Ed Division Leadership
10:00 am – 12:00 pm <i>Great Room- Simon Center</i>	Work Time Pat and Suzanne available for questions
12:00 pm – 2:00 pm <i>Great Room- Simon Center</i>	Working Lunch
2:00 pm – 3:00 pm <i>New England Room- Danforth Library</i>	Exit Meeting Wayne Lesperance, <i>Vice President of Academic Affairs</i> Pat Corbett, <i>Associate Dean, Education Division</i> Suzanne Canali, <i>Director, Teacher Certification</i> Debra Nitschke-Shaw, <i>Director of Graduate Programs in Education</i>

Appendix C: Suggestions

**Note: These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Name of Program: Elementary Education (K-8)

- NEC continues to focus on expanding the range of experiences their students can have, due in part to the recent merger with NHIA and also with the City of Manchester School District, which provides students more opportunities to work with diverse student populations. This expansion of opportunities should continue since it will greatly benefit the students with regards to their knowledge base and in their job searches.
- Although several courses, such as ED102, ED2020, and ED3000, focus on literacy, grammar, and writing, this reviewer along with a couple of interviewees, did not identify a course or courses that focused on strong exposure to a wide range of children's literature. The main library and the education department does provide some resources. This exposure could occur in content area methods' classes, such as mathematics, science, and social studies, along with exposure and instruction in literacy classes.
- NEC has recently transitioned to making certification in special education a separate certification as opposed to an additional one with another content area, such as elementary education. In making this shift, NEC needs to document that its students still take coursework and have experiences related to special education and general education in all elementary and special education courses.

Name of Program: General Special Education

- Creation and input from an advisory board of stakeholders from the field, current practitioners, and special education administrators/principals may assist with understanding current needs, trends, and outputs as they present themselves as first-year teachers.
- Provide access to special education assessments for students to access to reduce the barrier as those students who are not affiliated with a school.
- Align portfolio requirements more closely with standards that include candidate reflection. It appears that the portfolio is a collection of evidence that may benefit from having systematic and consistent alignment with the standards.

Name of Program: Physical Education

- Keep continuing to improve and change for the best. For example, get the physical education majors in the field at multiple levels for a K-12 certification.
- Also, try to implement more physical education classes that are separate from general education in order to be more specific to the field.

Name of Program: Secondary Education: Life Sciences

- Formal collaboration between Education faculty and Life Sciences faculty is suggested.
- Targeted marketing for education and life science programs may improve enrollment.

Name of Program: Secondary Social Studies 5-12

- Consider including PO 2420 World Geography to the required course list in order to address (b:1:c).

Name of Program: Theatre Education

- One student expressed the need for an ability to experience education in the theatre classroom as part of the coursework. While they were able to receive feedback on theatre assignments from their professors, the student expressed "I did create some integrated theatre lessons and

my professors were wonderful in giving me constructive feedback about them, but it was challenging as I didn't necessarily, during those times, have a theatre educator that I could easily reach out to and ask questions.”

Name of Program: School Principal

- Continue efforts to gather data from Banner reports to track candidates and alumni, to identify trends and areas for improvement.
- Presentations by NEC faculty and administration reveal that data is maintained in multiple different locations, making it a challenge to analyze for the purpose of making decisions. The MED/CAGS Program Review Report June 2018 references the value of the Administrator's Evaluation Rubrics, which “have routinely been completed for principal and superintendent candidates for many years now. We can now review the data through CampusLabs comparing results on the rubrics or comparing individual student results using the CampusLabs Insight platform. This allows us to make decisions about individual candidates as well as ways to enhance the program.” Personnel from NEC involved with CampusLabs indicated, however, that it is difficult to access the data in a systematic way. Various faculty members expressed an eagerness to access and use the data to make decisions that would benefit students.
- Continue efforts to enhance faculty’s use of Blackboard resources.
- The Dean of Online Learning shared basic expectations for Blackboard and mentioned available training. Current candidates stated in interviews that they would like more consistency in the way that faculty made use of Blackboard, especially because courses are online. One candidate mentioned that he would like opportunities for face-to-face interactions among students to supplement discussion board assignments.

Appendix D: Memorandum of Understanding

Memorandum of Understanding
*New England College, the Council for Teacher Education, and The New Hampshire Department of
Education*

I. The purpose of this memorandum:

This memorandum will specify expectations for the institutional program approval process for New England College's (NEC) professional educator preparation programs. The review will be conducted under the guidelines of Ed 602.06, following Option 1 and 3 as follows:

Option 1: The review of a currently approved PEPP at an institution that is seeking an additional term of state board approval for existing PEPP(s); and

Option 3: The review of a proposed additional PEPP, not currently approved, that is to be offered at an institution that currently has one or more other state board approved PEPP(s).

II. Important Dates:

- a. **Friday, June 7, at 1PM at the DOE:** A visit to provide guidance for the development of the self-assessment report. According to ED 602.06 (b) (3), no later than 12 months prior to the review the Department (DOE) needed to schedule with the institutional coordinator a pre-site visit to provide guidance for the development of the self-assessment report. This date has already passed since the review is scheduled for November 2019.
- b. **September 23, 2019:** At least 6 weeks prior to the on-site program review, the director or designee shall electronically provide the review team with the following:
 - i. Guidance for electronic access to the institution's self-assessment report; and
 - ii. Completed PEPP matrices
- c. **September 27, 2019:** The department shall provide the team with training, guidance and tools, including an electronic review team template, for reviewing and evaluating evidence.
 - Reviewer trainings will be comprised of:
 - Orientation by the NHDOE on the program approval process;
 - Orientation by NEC on the institutions systems for candidate assessment, program assessment, and clinical partnerships and practice;
 - A tentative schedule of the November review will be provided by NEC at this time.
- d. **November 4, 5, and 6, 2019:** On-Site Program Review Visit
- e. **By November 27, 2019:** The Chair and DOE shall review, compile and edit team member summaries (Ed 602.10(b)(1))
- f. **By December 11, 2019:** the DOE shall send a draft review team report to NEC for an assessment on accuracy and content (Ed 602.10(b)(2))
- g. **By December 31, 2019:** NEC shall return the team report to the chair (Ed 602.10(b)(3))
- h. **By January 14, 2019:** The DOE shall review NEC's assessment on accuracy of content, then complete the team report for submission to the CTE (Ed 602.10(b)(4))

Memorandum of Understanding
*New England College, the Council for Teacher Education, and The New Hampshire Department of
Education*

- i. According to ED 602.06 (b) (4) and (5), two Chairs have been selected :

Ron Pedro, Ed.D
SNHU
Certification Manager
School of Education
2500 North River Road
Manchester, NH 03106
r.pedro@snhu.edu
(603) 626-9100

Kelly Moore Dunn, Ed.D
NHTI
Professor of Education
Director – Center for Educational Excellence
31 College Drive
Concord, NH, 03301
kdunn@ccsnh.edu
(603) 271-6484 Ext. 4163

- j. According to ED 602.06 (6) 10 months before the review (January 2019 in this case since the review is November 2019) individuals who will be part of the review team need to be identified. The DOE shall notify the program approval coordinator of the members of the review team within 2 weeks of such appointment. Recommended members for the review team will be presented to NEC no later than April 2019, outside the specified timeline in the state standards. NEC will have two weeks after receipt of this notification to accept or reject review team members.

Memorandum of Understanding
*New England College, the Council for Teacher Education, and The New Hampshire Department of
 Education*

III. The programs to be reviewed:

NEC will utilize the content for standards for the proposed programs that were in effect prior to the new changes. Note, NEC will show how they are moving to incorporate the new standards in programs identified below.

Existing Approved Programs			
Area	Levels	Number	Effective Date of Standards
Visual Art	Undergrad	612.01	1/17/2014
Elementary Education K-8	undergraduate and conversion	612.04	3/27/2014
School Principal	graduate	612.04	12/21/2012
Secondary English 5-12	undergraduate and conversion	612.05	8/14/2009
Superintendent	graduate	612.05	12/21/2012
Special Education Programs	undergraduate and conversion	612.07	9/16/2011
Secondary Education Mathematics 7-12 (teaching out)	undergraduate (teaching out)	612.18	5/14/2010
Secondary Education Math 7-12	conversion	612.18	5/14/2010
Physical Education	undergraduate and conversion	612.21	10/20/2015
Secondary Education Life Science: General Requirements	undergraduate and conversion	612.23	10/16/2009
Secondary Education Life Science	undergraduate and conversion	612.25	10/16/2009
Secondary Social Studies 5-12	undergraduate and conversion	612.28	8/14/2009
Theatre Education	undergraduate and conversion	612.3	5/18/2010

Memorandum of Understanding
*New England College, the Council for Teacher Education, and The New Hampshire Department of
Education*

IV. Specifications:

- a. The review team will be comprised of two co-chairs from the NH Council for Teacher Education, a NHDOE representative, and reviewers for each of the proposed programs.
- b. The NH DOE is responsible for identifying appropriate reviewers and providing the institution and team résumés detailing background and expertise in the area.
- c. NEC will create the Program Approval Self-Assessment Report format. The NH DOE will provide report guidance and support in the report and creation of the report.
- d. The NH DOE will provide to NEC: A copy of the NH DOE Reviewer Training Materials.
- e. The review will examine the preparedness of the institution to continue to offer the current programs, which would extend NEC's existing full approval by no more than seven years. Additionally, the review will examine the new proposed programs.
- f. NEC will electronically provide the following, in advance of the visit:
 - A description of the assessment systems used to provide evidence and data to inform continuous improvement for the programs listed above;
 - Most recent on-site review report, with description of how the institution addressed recommendations and areas of growth ;
 - Syllabi for all courses;
 - Curriculum Vitae of faculty members involved in proposed programs;
 - Plans of Study (Tracking Sheets)
 - Link to College Catalogue and website;
 - Educator Preparation Handbook;
 - Admissions criteria and processes for all programs;
 - Candidate Assessment Description(s), plans, evidence of implementation and data (program and overall);
 - Program Assessment Description(s), plans, evidence of implementation and data (program and overall); and
 - Information and agreements pertaining to clinical partnerships (field experiences, methods internships, student teaching, other experiential activities)
- g. Additional evidence to be scheduled for day of visit:
 - Interviews with appropriate faculty and administrators;
 - Other interviews as appropriate to include, at a minimum, Cooperating Teachers, NEC students, and Alumni
 - Matrices for programs with curriculum alignment and sources of evidence.
- h. Details of the approval visit
 - The visiting team will arrive at 8:00am for the three-day visit and have a designated workroom available;
 - Representatives of NEC will orient the team to the building and to the overall institute's approach and philosophy;
 - Review Team meeting time will occur to organize work plans and schedules;

Memorandum of Understanding
*New England College, the Council for Teacher Education, and The New Hampshire Department of
Education*

- NEC will provide an interview schedule prior to the on-site program review visit to allow time for the reviewers to generate questions and review materials
- The Team will have working lunches to discuss information gathered, develop questions for NEC for ongoing discussion, etc.
- The exit interview will be held before departure. The Chairs and NHDOE representative will provide a general overview of the visit and highlight any concerns; final recommendations will be in the team report, once complete

Paula A. Orate
Representative of New England College

4/17/2019
Date

William R. Smith
Representative of NHDOE
Professional Educator Preparation Program

4/2/19
Date

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Educator Support & Higher Education
101 Pleasant Street Concord, NH 03301 TEL. (603) 271-3495

Submitted to the State Board of Education for the June 9, 2020 meeting.

A. ACTION NEEDED

The State Board of Education (Board) is, by statute, responsible for the licensure of educational personnel. The primary means of gaining certification/licensure is through the completion of a professional educator preparation program (PEPP) approved by the Board.

University of New Hampshire (UNH) is one of 13 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the Board formally approve a substantive change request of **UNH's** two (2) state approved educator preparation programs listed below to offer a Bachelor level option in addition to the Master's level:

Professional Educator Preparation Programs Content Area(s)		Format Currently Offered	Proposed Format(s)
Ed 612.30	Theatre	M.ED, MAT	M.ED, MAT, and BA
Ed 612.32	Dance Education	M.ED, MAT	M.ED, MAT, and BA

B. RATIONALE FOR ACTION

The CTE unanimously recommends to the Board a substantive change of the two (2) NH State licensure programs at **UNH** to include offering both theatre and dance at the Bachelor level.

C. EFFECTS OF THIS ACTION

University of New Hampshire has evaluated through careful consideration and analysis, the decision to add a four-year undergraduate certification/licensure option for both Theatre Education and Dance Education while continuing to offer the five-year (graduate) option.

This substantive change will allow for **UNH's** candidates an additional certification/licensure option, especially in this time of economic uncertainty, thus giving candidates the opportunity to obtain teacher certification/licensure at the undergraduate level, reducing their total education costs. This also provides an additional option for certification/licensure that may increase the number of candidates coming to UNH for Theatre or Dance certification/licensure, both critical shortage areas in NH.

D. HISTORICAL BACKGROUND

- March 2011: the Board granted full approval for (30) PEPPs through 8/31/2016; the Board conditionally approved Art Ed, and Program for Intellectual or Developmental Disabilities through 8/31/2013 with a progress report for unmet standards
- December 2013: the Board granted full approval to align Art Education and Intellectual or Developmental Disabilities through 8/31/2017; noted 27 programs received CTE recommendation for full approval and 2 conditional (see August 2014 SBE)
- August 2014: a moratorium placed on program approval site visits during 2013-2014 academic year due to revision of Ed 600s; UNH extension granted through August 31, 2017
- May 2016: the Board approved fully Elementary Math Specialist as a new program through 8/31/2017
- April 2020: the Board approved fully (ECE, Health, Math 5-8, Math 7-12, Super, Int Health/PE, EIm Math Spec) through 8/30/2022; the board conditionally approved (Music, Gen SpEd, ECE SpEd, SpEd Admin, Princ) through 8/30/2022
- May 2020: the Board approved a one-year extension for (23) programs due to State of Emergency (COVID-19) thru 5/30/2022

E. POSSIBLE MOTION

The State Board of Education moves to grant approval of a substantive change of two (2) **UNH's** educator preparation programs to offer the Bachelor's in addition to the Master's level.

Professional Educator Preparation Programs Content Area(s)		Proposed Level(s)	Expires
Ed 612.30	Theatre	M.ED, MAT, and BA	5/30/2022
Ed 612.32	Dance Education	M.ED, MAT, and BA	5/30/2022

The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X.

New Hampshire Department of Education Council for Teacher Education

Substantive Change Report

Changes in preparation programs are ordinarily addressed in the annual report. IHEs are encouraged to undertake programmatic changes in response to state priorities, institutional innovation, and/or program improvement needs based on assessment data.

However, if the IHE determines that a given change may have the potential to impact the ability of the PEPP to ensure that candidates can successfully meet the certification standards, then a substantive change review is warranted. The IHE shall inform the DOE and the NHCTE of substantive program changes that meet one of more of the following criteria (check all that apply):

- Changes in the PEPP's face-to-face delivery system to primarily on-line delivery;
- Changes beyond those indicated by the assessment system for continuous improvement;
- Elimination of a PEPP.

Please describe the change and answer the questions on page 2 of this form.

Add a 4-year undergraduate certification option for Theatre Education and Dance Education.
Continue to offer the 5-year (graduate) option.

Institution reporting substantive change: University of New Hampshire

Is the change at the (check either or both) ___ at the unit level and/or X at the program level

If at the program level, which program(s): Theatre Education and Dance Education

Institutional Program Coordinator/Title: Liz Arcieri, Coordinator of Accreditation and Certification

Institution address: UNH. Ed. Dept. Morrill Hall, 62 College Road, Durham, NH 03824

Email address: elizabeth.arcieri@unh.edu **Phone:** 603.862.2674

Program Faculty: Raina Ames, Director of Theatre Education/Gay Nardone, Director of Dance
Raina.Ames@unh.edu & Gay.Nardone@unh.edu

The DOE and the NHCTE shall determine if the changes affect the terms and conditions of the original approval of the program and shall determine whether a detailed report is necessary.

1. What aspects of the substantive change may affect the capacity of the unit and/or program(s) to ensure that candidates successfully meet standards for certification?

There are no aspects of the substantive change that would negatively affect the capacity of the unit and/or program to ensure candidates successfully meet standards for certification. The 4-yr certification option will include the same coursework (plan of study) and candidate assessment system as the current 5-year pathway with one exception. Dance candidates will now take two additional dance technique courses (2 credits each) in place of Acting I (4 credits). The culminating field experience will remain two semesters. Currently, candidates in the 5-year program take EDUC 900 and 901: Internship and Seminar at the graduate level. Candidates in the 4-yr option will take THDA 791 Theatre Internship and EDUC 694 Student Teaching and Seminar at the undergraduate level.

2. Explain the rationale for the change.

- Past candidates have expressed frustration at not being able to pursue certification at the undergraduate level.
- An additional certification option, especially in this time of economic uncertainty, will give candidates the opportunity to obtain teacher certification at the undergraduate level, reducing their total education costs.
- Providing an additional option for certification will hopefully increase the number of candidates coming to UNH for Theatre or Dance certification, both critical shortage areas in NH.

3. What steps have you taken or planned to ensure that the change will not adversely affect your capacity) to ensure that candidates successfully meet standards for certification? Attach a transition plan if phasing out a program.

- THDA and Education faculty will continue to advise and assess candidates as they progress through the plan of study using the current candidate assessment system.
- THDA faculty will serve as internship supervisors for undergraduate fall and spring clinical experiences. The Dean of the College of Liberal Arts has expressed support for hiring adjunct supervisors once candidate numbers increase.
- Current partnership sites will be used for field and culminating experiences. As candidate numbers increase, THDA faculty will identify additional partnership sites.

4. In the institution's estimation, is the substantive change that is envisioned sufficiently significant that review by the NHDOE and/or CTE is warranted prior to the submission of the next regularly scheduled annual report?

yes no not sure

Send completed report to the New Hampshire Department of Education, Bureau of Credentialing, 101 Pleasant Street, Concord, NH, 03301.

Revised February 2018

Ed 602.14 Substantive Program Changes during the Approval Period.

- (a) Technical assistance in making a determination of substantive change shall be available to the institution through the department or the NHCTE.
- (b) A PEPP shall report to the department and the NHCTE any substantive changes that have the potential

to significantly affect the ability of the PEPP to ensure that candidates can successfully meet the certification standards for which the PEPP is designed.

(c) An institution shall inform the department and NHCTE of substantive program changes during the term of approval in writing by submitting a Substantive Change Report to the department using one or more of the following criteria:

- (1) Changes in the PEPP's face-to-face delivery system to primarily on-line delivery;
- (2) Changes beyond those indicated by the assessment system for continuous improvement; or
- (3) Elimination of a PEPP.

(d) If the department and NHCTE determine that the changes affect the terms or conditions of the original approval of the program because the original approval is no longer applicable to the revised program, the department shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice which shall result in one of the following:

- (1) Retain approval through the existing expiration date; or
- (2) Use the process for PEPP approval under Option 1, 2 or 3.

Course Schedule AY20XX
Bachelor of Arts - Theatre Education

Completed/ Grade	Fall	Credits
	DISC 1	4
	DISC 2	4
	THDA 1	4
	THDA 2	4
	THDA 401	1
	THDA 589	1
	Total	18

Completed/ Grade	Spring	Credits
	DISC 3	4
	DISC 4	4
	THDA 3	4
	THDA 4	4
	THDA 589	1
		17

Completed/ Grade	Fall	Credits
	DISC 5	4
	LANG	4
	THDA 5	4
	THDA 6	4
	THDA 589	1
		17

Completed/ Grade	Spring	Credits
	DISC 6	4
	LANG	4
	THDA 7	4
	THDA 8	4
	THDA 589	1
	EDUC 500	4
		21

Completed/ Grade	Fall	Credits
	DISC 7	4
	DISC 8	4
	THDA 9	4
	EDUC 1	4
	THDA 589	1
		17

Completed/ Grade	Spring	Credits
	DISC 9	4
	DISC 10	4
	THDA 10	4
	EDUC 2	4
	THDA 589	1
		17

Completed/ Grade	Fall	Credits
	THDA 11	4
	THDA 12	4
	THDA 13	4
	THDA 14	4
	THDA 791 (Internship)	2
		18

Completed/ Grade	Spring	Credits
	EDUC 751A OR 751 B	4
	EDUC 694 (Student Teaching)	8
		12

"PRAXIS Core Academic Skills Tests for Educators"
codes 5713 (score 156), 5723 (score 162)
& 5733 (score 150)

OR 5752, Combined Test, take all 3 at once

take as a sophomore

You must have a 2.8 GPA to apply for student teaching.

Major requirements must receive grade C- or better.

Education courses require a minimum of B- to receive credit.

4 writing intensive courses are required by the University. One must be English 401 and one must be in your major. The 700 level Methods course fulfills the upper level 'WI' requirement and the 'WI' requirement in your major. Two more WI courses are fulfilled by 700 level Education courses.

REQUIRED COURSES - THEATRE EDUCATION	
THDA 436	History of Theatre I
THDA 438	History of Theatre II
THDA 459	Stagecraft
THDA 460	Elements of Design
THDA 463	Theatre Dance I
THDA 475 (2)	Stage Makeup
THDA 551	Acting I
THDA 589	Practicum (1 CR, repeated every semester)
THDA 624	Theatre for Young Audiences
THDA 721	Arts Integration
THDA 727	Methods of Teaching Theatre
THDA 729	Community-Oriented Drama
THDA 741	Directing I
THDA 760	Teacher Planning for Theatre
THDA 791	Internship (senior/first semester teaching)
THDA Tech	
EDUC 500	Exploring Teaching
EDUC 605	Educational Perspectives in Critical Times
EDUC 701	Educational Psychology
EDUC 751 A or B	Educating Exceptional Learners (ELED or Secondary)
EDUC 694	Student Teaching (senior/second semester teaching)

**Course Schedule AY20XX
Bachelor of Arts - Dance Education**

Completed/ Grade	Fall	Credits
	DISC 1	4
	DISC 2	4
	THDA 1	4
	THDA 2 (dance technique)	2
	THDA 401	1
	THDA 589	1
	Total	16

Completed/ Grade	Spring	Credits
	DISC 3	4
	DISC 4	4
	THDA 3	4
	THDA 4 (dance technique)	2
	THDA 589	1
	Total	15

Completed/ Grade	Fall	Credits
	DISC 5	4
	LANG	4
	THDA 5	4
	NUTR 400	4
	THDA 589	1
	Total	17

Completed/ Grade	Spring	Credits
	DISC 6	4
	LANG	4
	THDA 6 (dance technique)	2
	BMS 507	4
	THDA 589	1
	EDUC 500	4
	Total	19

Completed/ Grade	Fall	Credits
	DISC 7	4
	DISC 8	4
	THDA 7 (dance technique)	2
	THDA 8	4
	EDUC 1	4
	THDA 589	1
	Total	19

Completed/ Grade	Spring	Credits
	DISC 9	4
	DISC 10	4
	THDA 9	4
	THDA 10 (dance technique)	2
	EDUC 2	4
	THDA 589	1
	Total	19

Completed/ Grade	Fall	Credits
	THDA 11	4
	THDA 12	4
	THDA 13	4
	THDA 14 (dance technique)	2
	THDA 791 (Internship)	2
	Total	16

Completed/ Grade	Spring	Credits
	EDUC 751A OR 751 B	4
	EDUC 694 (Student Teaching)	8
	Total	12

**"PRAXIS Core Academic Skills Tests for Educators"
codes 5713 (score 156), 5723 (score 162)
& 5733 (score 150)**

OR 5752, Combined Test, take all 3 at once

take as a sophomore

You must have a 2.8 GPA to apply for student teaching.

Major requirements must receive grade C- or better.

Education courses require a minimum of B- to receive credit.

4 writing intensive courses are required by the University. One must be English 401 and one must be in your major. The 700 level Methods course fulfills the upper level 'WI' requirement and the 'WI' requirement in your major. Two more WI courses are fulfilled by 700 level Education courses.

REQUIRED COURSES - DANCE EDUCATION	
THDA 459 or 460	Stagecraft or Elements of Design
THDA 487	History of Dance
THDA 589	Practicum (1 CR, repeated every semester)
THDA 633	Dance Composition
THDA 732	Choreography
THDA 786	Dance Pedagogy
THDA Fine Arts (4)	
THDA Fine Arts (4)	
THDA Technique (2)	
THDA 791 (2)	Internship (senior/first semester teaching)
THDA 795 (WI)	Independent Study in Performance
BMS 507	Human Anatomy and Physiology
NUTR 400	Nutrition in Health and Well Being
EDUC 500	Exploring Teaching
EDUC 605	Educational Perspectives in Critical Times
EDUC 701	Educational Psychology
EDUC 751 A or B	Educating Exceptional Learners (ELED or Secondary)
EDUC 694	Student Teaching (senior/second semester teaching)

July 9, 2020

EXECUTIVE SUMMARY*Status Change for Virtual Learning Academy Charter School***A. ACTION NEEDED**

A vote is needed from the State Board of Education to amend the charter for *Virtual Learning Academy Charter School* to add a kindergarten through grade three (K-3) program starting in the 2020-2021 academic year.

B. RATIONALE FOR ACTION

The process of the amendment request is required by:

- Chapter 194-B, Chartered Public Schools
 - RSA 194-B:3, XI
- Ed 318.11(e)

The Department of Education received a request for an amendment to *Virtual Learning Academy Charter School's* charter to expand their grades four through twelve (4-12) program to include kindergarten through grade three (K-3).

The reasons for this request are:

- To assist families and schools both during the pandemic and after;
- To offer additional flexible learning opportunities for families, students, and schools, regardless of location; and,
- To fulfill the VLACS mission of helping all students become college and career ready by providing students with a competency-based and customized kindergarten through grade twelve (and beyond) learning option.

C. EFFECTS OF THIS ACTION

Virtual Learning Academy Charter School will be able to meet the needs of New Hampshire families by providing a kindergarten through grade three (K-3) program.

D. POSSIBLE MOTION

Pursuant to RSA 194-B:3, XI, I move that the State Board of Education authorizes *Virtual Learning Academy Charter School* to amend the charter to add a kindergarten through grade 3 (K-3) program.

OR:

I move that the State Board of Education _____
(indicate some other action)



PO Box 1050
30 Linden Street, Building B
Exeter, NH. 03833
Phone: 603.778.2500
Fax: 866.651.5038

July 1, 2020

Frank Edelblut, Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Edelblut,

On behalf of the Board of Trustees for the Virtual Learning Academy Charter School, I am writing to request an amendment to our charter to allow us to expand our services to include grades kindergarten through three. The reasons for this request are:

- To assist families and schools both during the pandemic and after;
- To offer additional flexible learning opportunities for families, students, and schools, regardless of location; and,
- To fulfill our mission of helping all students become college and career ready by providing students with a competency-based and customized kindergarten through grade twelve (and beyond) learning option.

Our anticipated timeline for implementation is as follows:

- July: Hire certified and experienced instructors and begin training
- August: Complete the training of instructors, open enrollments to kindergarten through grade three offerings
- Week of August 24: Students begin working in courses. Students may be enrolled in a single subject or all subjects. Parents may elect to file a home education notification letter with the appropriate agency and supplement their home education program with VLACS courses.
- November: Parents may apply to have their child(ren) admitted as full-time VLACS students.
- January 2021: Full-time kindergarten through grade five program begins. The implementation of grades four and five is already underway.

I hope that this proposed amendment to our charter will help students, families, and schools throughout the state during this difficult time. Please contact me if you have any questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Kossakoski".

Steve Kossakoski, Ph.D.
CEO, VLACS

July 9, 2010

EXECUTIVE SUMMARY

*Charter Renewal for Making Community Connections Chartered Public School,
Monadnock Campus*

A. ACTION NEEDED

A vote is needed from the State Board of Education to renew the charter of *Making Community Connections Chartered Public School, Monadnock Campus*. The renewal term is for five (5) years.

B. RATIONALE FOR ACTION

The renewal review and request are required by:

- Chapter 194-B, Chartered Public Schools
 - RSA 194-B:3, X
 - RSA 194-B:16,VI
- Administrative Rules for Education, Part Ed 318 Chartered Public Schools
 - Ed 318.12 – Charter Renewal
 - Ed 318.13 – Review of Renewal Application

Making Community Connections Chartered Public School, Monadnock Campus, was authorized by the State Board of Education on November 17, 2014. The school opened on August 27, 2015, and its 5 year charter will expire on August 27, 2020.

C. EFFECTS OF THIS ACTION

Making Community Connections Chartered Public School, Monadnock Campus will be renewed for a five (5) year term.

D. POSSIBLE MOTION

Pursuant to Ed 318.12 and Ed 318.13, I move that the State Board of Education authorizes the charter renewal for *Making Community Connections Chartered Public School, Monadnock Campus*,

OR:

I move that the State Board of Education _____
(indicate some other action)

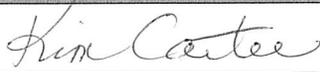
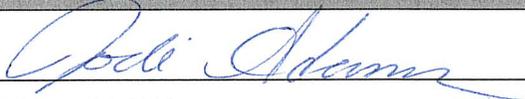
INTENT TO RENEW CHARTER

The renewal of a public charter school takes place every five (5) years.

The first step in the renewal process: A public charter school submits *Intent to Renew Charter* document to the New Hampshire Department of Education by the end of the school's fourth year of operation.

The renewal process consists of a comprehensive on-site review conducted by a team of educators. The on-site review includes a review of academic performance, financial and organizational goals focus group interviews with school leadership, teachers, parents, students and members of the Board of Trustees. For additional details, please review the Guidelines for the Charter Renewal Process at the following link: https://www.education.nh.gov/instruction/school_improve/charter/renewal_process.htm.

Please complete information below:

Name of Public Charter School	Making Community Connections Charter School - Monadnock
School Address	149 Emerald Street #UP-3 Keene, NH 03431
School Director	Kim Carter, CEO
Email Address	kim.carter@mc2school.org
School Director Signature	
Date	February 25, 2019
Board Chair Signature	
Date	February 25, 2019

Please submit completed document to:

NH Department of Education
Charter School Office
101 Pleasant Street
Concord, NH 03301-3860
Fax: 271-7381

Application for Charter School Renewal

Part 1: CONTACT INFORMATION		
SCHOOL NAME	Making Community Connections Charter School - Monadnock	
SCHOOL ID#	29161	
DATE	February 2, 2020	
MONITORING LEVEL	<input checked="" type="checkbox"/> CHARTER RENEWAL	<input type="checkbox"/> FEDERAL COMPLIANCE
GRADE LEVELS SERVED	9-12	
NUMBER TEACHING STAFF CERTIFIED		FTE: 4 (INC. DANIELLE)
NUMBER TEACHING STAFF WITH OUT OF STATE CERTIFICATION		0
NUMBER TEACHING STAFF NON-CERTIFIED		FTE: 1 (DEREK)
NUMBER TEACHING STAFF WITH 3 OR MORE YEARS EXPERIENCE		3
NUMBER TEACHING STAFF WITH LESS THAN 3 YEARS EXPERIENCE		2
NUMBER PARAPROFESSIONALS		FTE: 7
SENDING DISTRICTS (LIST ALL)	Chesterfield, Contoocook Valley, Fall Mountain Regional, Harrisville, Hillsboro-Deering Cooperative, Hinsdale, Jaffrey-Rindge Cooperative, Keene, Marlborough, Marlow, Mascenic, Monadnock Regional, Nelson, Stoddard, Surry Village Charter School, Westmoreland, Winchester	
HEAD OF SCHOOL	Christopher O'Reilly	
BOARD CHAIR	Jodi Adams	



COVER LETTER

Making Community Connections Charter School (MC²) opened its Monadnock campus, located near downtown Keene, in August of 2015. It serves students and families in the greater Monadnock region, mostly within Cheshire County. Average student enrollment since opening is 74 students, with current enrollment at the date of this submission at 69. The percentage of our students who have Individual Education Plans and Section 504 Plans is approximately 40%, and the number of students who are eligible for free and reduced lunch is approximately 25%.

There have been no changes to the Making Community Connections Charter School mission statement: ***Empowering me with the knowledge, skills, and dispositions to use my unique voice effectively and with integrity in co-creating our public global world.*** The Vision Statement has been reworded 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.”

MC² Monadnock is making steady progress in all of its academic, programmatic, and organizational goals. The most notable accomplishments are in our ***program goals*** related to students’ abilities to know their own strengths and apply those strengths to overcome challenges and to articulate their personal beliefs and values through substantive projects and artistic expression.

Also notable is progress on the ***organizational goals*** of building sustainability, as evidenced by the campus Site Council, comprised of a variety of stakeholders who meet biweekly and focus on strategic action for sustainability, and fundraising accomplishments, which have totaled \$108,919 over MC² Monadnock’s first five years.

Progress in ***academic goals*** is steady, with fluctuations as new learners enter the school community at different stages of their high school career. Since August of 2015 the percentage of students who met or exceeded their projected RIT scores increased by 14.7% in Math, 18.1% in Reading and 22.4% in Language Usage.

MC²’s **Academic Goals** have been updated in the Charter to include a goal with specific benchmarks for competency completion and proficiency levels in Essential Knowledge and habits in each of the four phases (analogous to grade levels).

Executive Summary

Changes to Making Community Connections Charter School's Charter

The following updates have been made to the MC² Charter:

The wording of the **vision** was reorganized to make the statement a positive charge, rather than a negative charge: MC²'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.

Section (g) Academic and other learning goals and objectives were updated to increase clarity through providing benchmarks for progress in MC²'s Competency based model, and more clearly articulating the connection between the MC² Mission and the academic goals:

- 1. 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: MC² Progress Reports.
- 2. Each student successfully completes no less than two substantive projects as measured by MC²'s criteria every year.**
 - a. Measurement: Documentation of student exhibitions, Student Portfolios, MC² 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 MC² 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, MC² 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

Section (h) updated the reference for New Hampshire state tests.

Section (i) updated **Graduation Requirements**:

Making Community Connections Charter School - Monadnock Charter Renewal 2020

- The “Standard” MC² pathway of 24 credits replaced the required 2 World Languages credits with 2 Advisory credits
- The “Accelerated” MC² pathway was increased from 20 credits to 21 credits through adding 2 Advisory credits and decreasing the Career Exploration credit to 1.
- A sentence was added to clarify the assessment tools that form the basis for evaluating proficiency of competencies.

Section (j) updated **Staffing** overview to more accurately reflect the Business Management tasks, add a Lead Teacher job description, update the Internship Coordinator responsibilities, and updated the projected Staffing table.

Section (o) updated the **Admissions Procedures** to reflect current practices and clarify there are no screening or enrollment prerequisites.

Section (r) updated the 5-year financial projections.

Part 2: SCHOOL DETAILS ED 318.12

B. Reports: School Features Please respond to each of the following:

1) Enrollment and projected growth of student body for the next 5 years:
As of January 2020 enrollment is at 70. In our first year (2015) we began with 57 students, and our AYE (Average Yearly Enrollment) increased to 80 in 2016. We saw our highest AYE in 2017 with 88 students, and in April of 2017 we had 105 students enrolled. Our AYE in 2018 decreased to 70 and in 2019 increased to 72. Over this five-year period our AYE was 73.8. Since our opening in 2015 our enrollment numbers have not gone below 54, and from 2016 to 2019, the four full calendar years that we have been in operation, our average monthly enrollment has only dipped below 70 in 6 out of 48 months.

	Jan	Feb	Mar	AWQE	Apr	May	Jun	ASpQE	Jul	Aug	Sep	ASumQE	Oct	Nov	Dec	AFQE	AYE
2015											57		58	59	54	57	57.00
2016	57	63	75	65.00	75	75	90	80.00	90	90	90.00	90	86	88	85	86.33	80.33
2017	85	88	105	92.67	105	83	90	92.67	91	84	86	87	87	83	76	82	88.58
2018	76	75	70	73.67	70	69	65	68.00	72	70	65	69	71	73	73	72.33	70.75
2019	70	70	70	70	73	72	69	71.33	78	72	77	75.67	74	74	70	72.67	72.42
Avg. 4.25 years																	73.82

AWQE=Avg. Winter Qtr. Enrollment; ASpQE= Avg. Spring Qtr. Enrollment; ASumQE= Avg. Summer Qtr. Enrollment AFQE= Avg. Fall Qtr. Enrollment

Projected growth for the next 3 years is to increase enrollment by 16 students per year for a total enrollment of 118. Our initial 5 year projections for enrollment were to reach 120 students by year five. Now that enrollment has stabilized over the past two years and our program is well established in the region, we are confident that we will be able to steadily increase enrollment to be at or near 120. The occupancy load for our existing facility will not allow for more than 150 people, so any increase beyond 120 would require moving to a larger facility.

2) Curriculum and Instruction *Any changes or growth as a result of enrollment:* No changes have been made

3) Technology Programs:

In 2017 we were introduced to GenerationYES (GenYES), an educational technology model that prepares student technology leaders to give professional development and IT support to their peers and educators, as well as IT staff. Initially our IT staff were charged with rolling out the program and working with learners to develop the model, but as we moved from onsite IT support to working with an offsite IT service provider, we no longer had the staff to continue to develop and oversee the program. Our intention is to eventually work the GenYES program into our advisory curriculum and our college and career readiness workshops within the next school year.

4) Academic Attainment:

NWEA – MAP (Measure of Academic Progress) testing is conducted at the beginning of each school year (August/September), and again at the end (April/May). Students are administered the Mathematics, Reading and Language Usage assessments over the course of several days.

The data indicates the following (data was not available for 2016-2017)

Mathematics: The percentage of students who met or exceeded their projected RIT (Rasch UnIT) scores rose steadily over a four-year period with an overall increase of 14.7 students from 2015-2016 to 2018-2019. The percent of Projected Growth Met also rose in this same period with the highest

percentage being in 2018-2019 (80%). The overall Projected Growth Met increased by 67.5% from 2015-2016 to 2018-2019.

The number of students with Growth Projections Available and Valid Beginning and Ending Term Scores was 34 (45% of enrolled students) in 2015-2016; 38 (54% of enrolled students) in 2017-2018; and 30 (41%) in 2018-2019.

Students who Met or Exceeded Their Projected RIT remained fairly steady through the four-year period with an increase of 3 students from 2015-2016 to 2018-2019. The Median Growth Percentile also remained fairly steady with a slight decrease of 2 percentile points in the same four-year period.

Reading: The percentage of students who met or exceeded their projected RIT (Rasch UnIT) scores rose and then leveled off over a four-year period with an overall increase of 18.1% from 2015-2016. The percent of Projected Growth Met also rose in this same four year period by 152.6%.

The number of students with Growth Projections Available and Valid Beginning and Ending Term Scores was 35 (46% of enrolled students) in 2015-2016; 36 (51% of enrolled students) in 2017-2018; and 29 (40%) in 2018-2019.

Students who Met or Exceeded Their Projected RIT remained fairly steady through the four-year period with an overall increase of 3 students from 2015-2016 to 2018-2019. The Median Growth Percentile remained fairly steady from 2015-2016 to 2017-2018 (46%ile and 49%ile respectively) and increased in 2018-2019 to 62%ile. Overall growth from 2015-2016 to 2018-2018 was 16%ile.

Language Usage: The percentage of students who met or exceeded their projected RIT (Rasch UnIT) scores rose and then leveled off over a four-year period with an overall increase of 22.4% from 2015-2016. The percent of Projected Growth Met also rose and leveled off in this same four year-period with a 72.8% increase from 2015-2016.

The number of students with Growth Projections Available and Valid Beginning and Ending Term Scores was 35 (46% of enrolled students) in 2015-2016; 37 (51% of enrolled students) in 2017-2018; and 30 (40%) in 2018-2019.

Beginning-of-year and end-of-year enrollment numbers varied by 11% to 24% (2015-2016 - BoY = 57, EoY = 75; 2017-2018 BoY = 86, EoY = 70; 2018-2019 BoY = 65, EoY = 73). In 2016-2017 we started and ended the year with 90 students, but we had 50 students enroll and 32 students withdraw during the year. Fluctuations in enrollment on this level make it challenging to use testing data as a metric of academic achievement for the school as a whole.

School Day SAT and NH NECAP and SAS Science Testing

2015-2016 was our first year in operation and the first year that the State of NH used the SAT for 11th grade testing. On the Evidence-Based Reading and Writing and Math, 8 students participated in the assessment and averaged “partially proficient” scores across the board. In 2016-2017 we had 12 students participate. On the Evidence-Based Reading and Writing assessments students scored “proficient” and in Math “partially proficient”. This level of performance was duplicated in 2017-2018 with 6 students participating in the assessment. In 2018-2019 we had 7 students participate in the assessment scoring “partially proficient” in both the Evidence-Based Reading and Writing and Math.

In both the 2015-2016 and 2016-2017 school years students participated in the NH NECAP Science assessments and scored “partially proficient” on average both years. In 2017-2018 and 2018-2019 students participated in the SAS Science Assessment and scored “approaching proficient” on average both years.

In comparing MC²'s average School Day SAT scores with the average scores at 5 other high schools in the Monadnock region (Conval, Fall Mountain Regional, Hillsboro-Deering, Keene and Monadnock Regional), MC² scored the lowest of the 5 in 2015-2016, and in 2016-2017 MC² scored the highest in Evidence-Based Reading and Writing among all of the schools, and 5th out of 6 in Math. In 2017-2018 we once again had the top scores in Evidence-Based Reading and Writing and the lowest in Math. In 2018-2019 both our Evidence-Based Reading and Writing scores and Math scores were the lowest among the comparison schools.

In science, we only had data available from the SAS assessments to compare 2017-2018 and 2018-2019 with the other schools. We shared the second highest scores with Keene High in 2017-2018, and shared the third highest scores with Keene High and Monadnock Regional.

We also compared our scores with 3 other chartered high schools in NH (Granite State Arts, Great Bay and NEXT). In 2015-2016 MC² had the third highest scores in both Evidence-Based Reading and Writing and Math. In 2016-2017 MC² had the highest reading and second highest Math scores (no data was available for NEXT Charter School for this school year). In 2017-2018 scored the highest in reading, but the lowest in math. In 2018-2019 MC² scored the third highest in both math and reading.

In science, we only had data available from the SAS assessments to compare 2017-2018 and 2018-2019 with the 3 other charter schools. MC² shared the second highest score with Great Bay on 2017-2018 and in 2018-2019 we had the second highest score - only one point behind Great Bay.

See **APPENDIX 1** for additional testing data.

5) *Successes (What has worked)*: During the 2018-2019 school year our campus was identified as a Comprehensive Support and Improvement (CSI) School and a Diagnostic Review was conducted by West Ed, which included a Comprehensive Assessment of Leadership for Learning (CALL) survey that was completed online by all staff members. Interviews were conducted with school leadership, artifacts were provided to the West Ed team and a site visit was conducted as part of the process to develop Diagnostic Review Findings (West Ed, 17 May 2019). In this report our strengths were described as follows:

Through the active engagement of all stakeholders, MC² Monadnock cultivates a culture of high expectations, strong support of the learning process, and authentic academic achievement based on each student's individual learning trajectory.

Data analysis revealed that a broad area of strength for the school is its ability to engage and provide rigorous evidence-based instruction for students who have been disengaged at their local high schools, while also authentically honoring the voice of all stakeholder groups, including students' families. The data are clear that the school is skilled at diagnosing and responding to individual student learning needs, incorporating frequent opportunities to connect learning with individual student interests. By using the competency-based model, students are put in charge of their own learning, which teaches them not only the academic skills necessary to demonstrate the identified competencies, but also to become "lifelong learners."

Supporting data include:

- During the focus groups, stakeholders shared that the MC² model allows the staff to "go deep" with the students' learning, including the use of formal protocols to develop deeper understanding of instructional practices and student learning. Additionally, other stakeholders noted that the school does a good job at "setting personal expectations for growth" and making students more "analytical" in their decision-making.
- During the focus groups, stakeholders noted that the competency-based diploma required students to do "more work" than the credit-based diploma and that the student-based learning model used in the school was particularly useful for students who learn at different rates.

- On the CALL survey, 73% of respondents indicated that teachers and school leaders engage in meaningful, challenging conversations, with 60% of those respondents also indicating that the school did a good job in creating structures for these conversations to happen (Item 4.2.30).

In addition to West Ed’s findings, our successes include:

- Building and internship program that promotes greater community involvement and provides authentic learning opportunities for all of our learners. Our internship program currently includes over 90 community partners and potential placements for our learners.
- Supporting Outside Learning Opportunities (OSLOs) for learners and their families to engage in meaningful educational experiences with the guidance required by subject matter experts to properly document the experiences in a way that allows the learner to earn academic and habit competencies.
- Solid learner advisory structures provide daily guidance and support for every learner and opportunities for families to communicate daily through our online Portal, where learners write and share daily, weekly and quarterly reflections about their learning experiences with their advisors, all staff and parents/guardians.
- Staff dedicated to coaching students through the variety of challenges that they experience using Restorative Practices and a model of Collaborative Problem Solving (Think:Kids) where all staff understand that “kids will do well if they can”, and if they are unable, assess the lagging skills learners need to be successful and work to develop them.

5) Challenges/Areas for Improvement (*What has not worked*):

In West Ed’s Diagnostic Review Findings there were also “Hi-Leverage Needs to Target for Improvement” listed that outline both our challenges and areas in which we need to improve.

Findings include:

Formalizing school governance structures and decision-making processes.

In focus groups, stakeholders were able to identify that the school principal went out of his way to involve stakeholders in decisions, with the exception of those that had ramifications on school safety. However, in contrast to leadership’s stated commitment to honoring the voices of all stakeholders, no formal school-governance structures or defined decision-making domains exist. Stakeholders also expressed a lack of clarity about the decision-making process, especially taking into account the fact that MC² has two campuses that are sixty miles apart.

Supporting data include:

- On the CALL survey, Domain 1 (Turnaround Leadership) received a 3.36 rating, which is lower than the CALL average of 3.57 for this domain. This is the only domain in which the staff rated the school as being below average.
- In the self-assessment, the leadership team listed “clarity around decision-making processes” as a challenge.

Define school-level timelines, action steps, responsibilities, resources and what evidence to collect to better support and monitor the school’s strategic goals.

The data analysis revealed that, although charter leadership and the Board have created a strategic plan, it is largely based on long-term financial needs and does not address more immediate goals, nor establish milestones for gauging progress on those immediate goals. The school has identified goals, but the school stakeholders largely are unaware of what these goals are. The plan also appears to be missing critical elements, such as timelines, action steps, responsibilities, resources and evidence to collect that could help the school, charter leadership and the Board support the plan and monitor its success.

Supporting data include:

- On the CALL survey, 50% of respondents indicated that no school action or strategic plan had been developed and 33% of respondents shared that they believed a plan was currently being developed (Items 1.2.1). In addition, 87% of respondents indicated that they “don’t know” anything about the nature of the goals articulated in the school action plan (Item 1.2.5)
- On the self-assessment, the leadership team cited “the identification of metrics for monitoring goals” as a challenge. Furthermore, in the mid-process webinar, leadership expressed that they wanted to “look at what it is that we value most” and then ask, “How do we measure that?”
- During the focus groups, few stakeholders were able to articulate the goals set by the school. Some expressed concerns that, based on the school’s competency model, the school’s ability to best “measure progress,” or to choose “metrics that the state would find useful to measure growth,” was very difficult.

Improve internal and external communication structures with students, staff, and the school community.

Multiple data points and stakeholder comments indicated a need for the school to improve communication between and among all stakeholders. Communication structures among leaders is less formalized than some stakeholders believed they need to be. Further, the broader school community may not be getting full exposure to the positive results of the school, leading to negative viewpoints. Stakeholders pointed out that internal and external communication could be strengthened to ensure positive momentum toward improvement.

Supporting data include:

- During the focus groups, participants shared that some students in the community view their school as an “island of mischief” and that they felt that the public at large viewed their school as “the easy way out for students.”
- Stakeholders also shared that, although some community members have a positive perception of the school, they would like to find “someone to help us collect data and share the positive stories so people understand what we do here.”
- In the self-assessment, the leadership team indicated that they face challenges in “communication processes between the Board, business office, and school leadership.” They also cited concerns related to “communication with area districts” and the lack of “campus representation on the Board.” In the mid-process webinar, leaders additionally stated that they should look at improving their internal communication processes.

In addition to West Ed’s findings our challenges include:

- Attracting and retaining qualified teaching and support staff. Although this past year staff retention has stabilized to some degree, our first four years in operation saw high staff turnover, which negatively impacted our ability to provide consistent support for learners in advisories and studio classes.
- Facility issues – high cost of overhead and less than ideal location.
- Working with sending districts to support students identified with special needs. We have an excellent working relationship with the local school district and SAU, but several other school districts in the Monadnock region can be challenging to work with when it comes to working in a timely manner to ensure students are receiving required services, as well as providing or authorizing the services that are necessary for student success.
- Transportation is not provided for any students (except for 2 who have special arrangements).

6) Stakeholders *Family/parent/stakeholder involvement and future needs, plans for increased involvement.*

The MC² Site Council is an advisory group made of numerous stakeholders within the school and local community. The Site Council originated as the Start-up Committee in the fall of 2013 as the idea of opening a second MC² campus in the Monadnock region was being discussed by interested parties in local education and business communities. Once the Monadnock campus opened in the fall of 2015 the Start-up Committee was renamed Site Council and has continued to meet with its variety of stakeholders with the goal of helping MC² achieve sustainability.

Bi-weekly Site Council meetings are attended by alumni, students, parents, staff, school leadership and community members, as well as the MC² CEO and members from the Board of Trustees when possible. Recently a member of the local business community led site council members in the development of a strategic plan to address the following; finding a new facility, increasing enrollment, fundraising, recruiting and retaining quality staff and supporting and developing leadership. Our internship coordinator continues to reach out to the business community to develop new internship sites for our learners, and in the process also encourages local business owners to become involved with MC².

7) Fundraising *Fundraising efforts, results, future fundraising goals and plans to address sustainability:*

MC² Monadnock has been actively fundraising since its inception, with a number of longtime supporters and community partners and regular fundraising events, including: Hannaford Helps; Amazon Smiles; Makerspace Businesses; Haunted House; Annual Letter; Let it Slide; Jersey Mikes; PayPal, Kickstarter and Razoo online donations; Parent donations; Kroka fundraising (to pay for Kroka program); Raffles; Mentor Dinner fundraising (for mentor dinner event); Fall Festival fundraiser; MC² T-Shirt sales; Marlborough Greenhouse bulb sales; Van donation from Pat Gallup Regular donors (CMH Foundation, King/Faulkner, etc.)

MC² Monadnock's Site Council has established the following fundraising goals as part of its strategic plan: End of year - 1) raise \$2000 to build toward \$10,000 endowment - establish infrastructure for endowment 2) Get a 2nd and 3rd van with community sponsorship covering maintenance and operation costs 3) Affordable health benefits for staff with contributions from staff

Fundraising Totals from Fall 2015 through January 2020

Category	2015 - 2016	2016 - 2017	2017 - 2019	2018 - 2019	2019 - Jan 2020	TOTALS
General Donations	\$1,138.00	\$3,028.00	\$740.00	\$1,810.00	\$175.00	\$6,891.00
Fundraisers	\$1,000.00	\$2,045.00	\$2,709.00	\$4,271.00	\$4,740.00	\$14,765.00
Makerspace Sales	\$0.00	\$0.00	\$36.00	\$810.00	\$440.00	\$1,286.00
Education Programs	\$2,515.00	\$4,632.00	\$554.00	\$0.00	\$0.00	\$7,701.00
Mentor Dinner	\$0.00	\$430.00	\$1,350.00	\$1,000.00	\$0.00	\$2,780.00
TOTALS	\$4,653.00	\$10,135.00	\$5,389.00	\$7,891.00	\$5,355.00	\$33,423.00
Donations/Grants > \$500	\$19,500.00	\$7,350.00	\$8,500.00	\$32,500.00	\$7,646.00	\$75,496.00
GRAND TOTAL						\$108,919.00

8) School Accountability Plan; Sustainability Measures:

Making Community Connections Charter School collects and reports data regarding student progress and program effectiveness in a number of ways including as outlined in the Charter's 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/September following each academic year.

9) Budget: *See Appendix 2 for 5 year Budget Projections.*

a) Budget Narrative *How the school will use public funds:*

The school uses public funds to support its educational program. The school's most significant expenditures are personnel and building expenses (i.e. lease costs, utilities,

etc.). Personnel accounts for about 65% of General Fund revenues, and building costs represent approximately 18%.

- b) A detailed description of the specific school board's reasoning for allocating funds: The school allocates its financial resources based on the needs of each campus. After funding staffing and building costs, the school's remaining funds (roughly 17% of the budget) are used purchase insurances, educational materials and supplies, equipment, and programming.

10) Best Practices *Efforts to disseminate best practices, and coordination with local or other school districts:*

Special education - working with districts to develop improved IEPs through sharing best practices in the classroom that include: developing more relevant accommodations for project-based learning; development of goals that include habits of lifelong learning and social emotional goals that take into consideration lagging skills identified through the collaborative problem solving process; more specific transition plans based on internship experience and more direct involvement with NH Vocational Rehabilitation.

MC² has reached out to a local district as they move toward a competency-based model and offered to share our experiences in working in a competency-based model for over a decade. As the district continues their work in moving to a fully competency-based model we will continue to offer our assistance and share our experiences and resources.

Our training in the Think:Kids model of Collaborative Problem Solving (Massachusetts General Hospital - Department of Psychiatry) goes beyond using the model within MC² and has been practiced with families who are looking for more innovative ways to deal with behavior issues. We share our knowledge, processes and practice with parents as they work to support our efforts with their learners at home.

11) Educational Goals and Objectives: measurable and time-bound:

Educational Goal 1: Increase the percentage of competencies students will be proficient in for each phase.

Objective 1.1: Revise advisory curriculum to identify specific academic and habit competencies to be assessed quarterly.

Objective 1.2: Increase the number of competencies students identify and earn through off-site and independent learning opportunities.

Objective 1.3: Increase habits assessments across all learning opportunities.

Educational Goal 2: Increase the percentage of students showing annual growth and reaching proficiency in State and District assessments.

Objective 2.1: Use NWEA, Demonstrated Success, and College Board data analysis tools to identify student needs and target improvement in studio classes and independent projects.

Objective 2.2: Begin using NWEA screening tools to assess student academic achievement when enrolled between scheduled annual assessments.

Objective 2.3: Begin offering the PSAT to MC² students.

See **Appendix 3** for further details.

12) Needs Assessment: Increase Benefits for staff - MC² contribution for employee healthcare; new site for campus; increased capacity for student transportation to internship sites; improved IT support; On-site counselor and/or social worker; vendor to provide school lunch.

Part 3: AFFIRMATIVE EVIDENCE

1. Is the school making progress toward achieving its mission?

a. What progress has the school made toward its academic goals?

Response:

1. On average, students make no less than one year's academic growth each year in reading, writing, math, social studies, and science.

The MC² model allows students to progress through the four phases (roughly equivalent to “grades” in traditional high school) at their own pace. MC² acknowledges, and explains to all students and their families, that there is a learning curve to overcome when they begin at our school. On average, the first phase at MC² will take a student approximately 1.5 years to complete, with subsequent phases taking anywhere between six months to one year to complete. One of our first students to complete all four phases since enrolling when we first opened in August of 2015 graduated in May of 2019.

Student growth in reading and writing is best measured by the number of ELA competencies earned by students over the school year. On average, during the 2018-19 school year Phase 1 students earned 6.46 ELA competencies, Phase 2 students earned 9.35, Phase 3 students earned 11.31, and Phase 4 students earned 7.17. In Mathematics, students earned the following competencies, on average, in each phase: Phase 1 - 1.42; Phase 2 - 2.48; Phase 3 - 3.38; Phase 4 - 2.33.

In Social Studies, students earned the following competencies, on average, in each phase: Phase 1 - 1.96; Phase 2 - 7.74; Phase 3 - 8.38; Phase 4 - 5.33.

In Science, students earned the following competencies, on average, in each phase: Phase 1 - .15; Phase 2 - .57; Phase 3 - .69; Phase 4 - 1.67. Students also earned competencies in Technology, World Language and Culture, Art, Wellness, Career Exploration and electives, all of which incorporate practice and growth in the core academic subjects.

Other measures of academic growth, such as beginning and end-of-year NWEA MAP scores are included in this report in Section 3. b.

2. Each student successfully completes no less than two substantive projects as measured by MC²'s criteria every year.

When first enrolled at MC², students participate in an orientation learning opportunity designed to have students experience the MC² model of learning, begin learning about themselves as learners, and develop their first personalized learning project. The orientation learning opportunity concludes with the student giving a ten-minute presentation to their learning team defending their learning about their project areas as well as about themselves as learners.

Students at MC² are required to participate in an internship experience in each Phase (grade), and by the end of the internship experience, students are required to complete an internship project, which is developed by the student with input from his or her internship mentor. The project is assessed by the mentor, internship coordinator and subject matter expert, as required. Students do not necessarily complete an internship project every school year, but are required to complete one in each phase.

Additional learning projects are developed by students throughout the school year. Learning projects can be completed within a group or individually, and initiated by staff, students, parents, or a community invitation, but all require a student to apply their learning in a personally meaningful way, while seeking to make a contribution to the community.

b. What progress has the school made toward its programmatic goals?

Response:

1. Each student can articulate his/her personal beliefs and values through artistic expression.

All students have the opportunity to participate in Art studios during the course of the school year and many participate in Fine Arts learning experiences within the community. A total of 34 Arts competencies were earned by students who participated in Arts studios over the course of the year.

Several specific examples include: One upper-phase student who took the opportunity to address a school-wide conversation about behavior management and discipline by initiating a mural project in our shared community space. She worked with other upper-phase students to design a mural intended to inspire others not only to take better care of our space, but also to showcase diversity and aspirations in a seascape painting. During the process, she and her peers were able to mentor other students who demonstrated challenges and help them feel invested in the project and the larger community. Several other middle and upper-phase students used their skills and interest in audio/visual techniques to develop a steady stream of informational video projects that serve the MC² community, as well as the larger community. One such internship project, in cooperation with Cheshire TV, was to develop brief PSA-style commercials on behalf of local nonprofits to provide a better community service to them and get them aired on the local public access channel in the Keene area.

Students continued to utilize our Makerspace equipment to create small businesses in which they create, market and sell hand-turned wooden writing implements, and handmade greeting cards.

Students successfully spearheaded an effort to start an art club in the school, recruiting a staff member to supervise them and starting their first meetings this year with six attendees.

One phase-two student has been writing a book and collaborating with a local author to refine his plot and edit his work, while another is using her career exploration time to develop her commission artwork business where she designs original art pieces and writes original stories for customers who seek her out in an online artist's forum.

2. Each student demonstrates his/her ability to listen for understanding, supports his/her peers' learning, and takes responsibility for his/her own learning.

All students are assessed in their practice of MC²'s seventeen habits of being and habits of mind on a regular basis. A snapshot of student practice and progress in the habits is provided in each student's quarterly report. Students and their families also have real-time access to this information within their personal account in our learning management system. Students demonstrate their ability to listen for understanding by practicing the habit of communication, where proficient practice in clarity is exhibited by a student asking questions to check understanding. Students exhibit their ability to support his or her peers learning by practicing the habit of collaboration proficiently when they are making an effort to work with friends as well as with others, and understanding the value of working together. Students show us that they are taking responsibility for their own learning by practicing the habit of ownership, where they have provided specific examples of showing responsibility for their learning. Within our learning management system students can clearly see which learning experience they were observed practicing the specific habit in. All students must practice the seventeen habits proficiently by the end of phase 3, and they must practice all seventeen habits at the level of exemplary in order to graduate.

3. Each student knows his/her unique strengths and can apply those strengths to overcome academic challenges.

Students can identify their strengths and weaknesses through regular habit assessments, daily feedback from advisors in their End of Day/Week reflections, feedback from teachers in assignments and projects that they submit through our learning management system, completed rubrics from quarterly exhibitions provided by the student's learning team, completed rubrics from gateway exhibitions provided by the learning team and outside/community panelists, and quarterly feedback from internship mentors/community partners. With all of this data provided to the students, Individual Learning Plans are developed quarterly and daily/weekly goals are set with advisors.

Students are also required to prepare and present an exhibition of learning at the end of each quarter. In the exhibition presentation students highlight at least three of the learning activities that they engaged in over the quarter, communicating their learning and growth in each. They also explain their academic progress (completion of competencies in the required academic disciplines) as well as in their practice of the Habits of Mind and Being (referred to as Habits), which are regularly assessed by instructors. Students also present and discuss their future goals within their Individualized Learning Plan, which is updated quarterly. The presentations have a fifteen-minute limit, are followed by a question and answer period, and are assessed by the learning team (student, educator, parents/guardians, other family members) using a rubric. Students must earn a rating of proficient or better for the entire presentation.

C. What progress has the school made toward its organizational goals?

Response:

MC²'s current organizational goals are as follows:

Build sustainability through:

- Increasing parent, student, alumni, community and board participation in our Advisory Group
- Increasing compensation and benefits is a priority for the MC² Board and developing a compensation schedule based on a progression of proficiency and leadership in the MC² model. MC² made small steps in this direction, by increasing the base salary slightly and adding PTO and holiday pay for Administrative Assistants.
- Replace aging technology. All of MC² Monadnock's technology devices are under four years old, under the technology replacement cycle parameters.
- Develop school cultures of mediation and dispute resolution. We continue to implement mediation and dispute resolution practices with our students.
 - Develop and disseminate information to assist parent and pupils with decision-making about their choice of school.

Parents and pupils interested in enrolling at the school are scheduled to visit and attend morning meeting with the entire school community and attend a one to two-hour informational session about the MC² model with the administrative assistant. Families then meet with the school leader for a one-hour interview and a review of the student and family expectations, as well as answer any questions about the MC² model. Additional time is scheduled to meet with students and families to discuss any needs related to meeting the requirements of a student's Individual Education Plan or Section 504 Plan, which may also involve special education staff from the family's district of residence and support professionals from within the larger community.

2. Is the charter school responsibly using public funds?

a. Has the school provided quarterly financial reports that comply with accepted standards of public school accounting?

Response:

Monthly reports are provided for the Board and interested public; quarterly financial reports and the annual audit are submitted to Jane Waterhouse.

b. Do the school's purchasing and billing practices meet acceptable standards for public school accounting?

Response: The annual budget is approved by the Board of Trustees and submitted to the CEO and Business Manager. The MC² CEO is authorized to process purchase orders, check requests, and budget requests for expenditures that fall within the guidelines of the approved budget. Budget allocations and purchasing processes are collaboratively implemented and monitored by the CEO, Business Manager, and School Leader. Internal controls are monitored on a monthly basis. Accounts receivable records are monitored to ensure receipt of all payments due MC², with follow-up billing conducted until payments are received.

c. Has the school provided an annual external audit with no material defects?

Response: Yes. Vachon Klukay & Company PC are contracted as MC²'s auditors and audit reports have been submitted to NHDOE, as requested.

<p>d. Do the school’s quarterly financial reports demonstrate reasonable and prudent planning? Response: Monthly Governing Board meeting minutes show continual communications and clear dialogue regarding the financial situation of the school. The Board has a Finance Committee that meets monthly and works closely with the CEO and Business Administrator, monitoring finances and deliberating on significant financial decisions.</p>
<p>e. Do the school’s Board minutes indicate clear communication of accurate information about the school’s financial condition? Response: Yes. Monthly financial reports are reviewed prior to the Board meeting by the Finance Committee. Monthly reports are shared with all Board members, and the Finance Committee’s review is recorded in the Board minutes.</p>
<p>f. Please provide a balance sheet setting forth the school’s assets, liabilities, and fund balances or equities. Response: See Appendix 4.</p>
<p>g. Does the charter school have a representative attend and be prepared to report at and answer questions during relevant portions of the annual school district budget process? Response: N/A</p>
<p>h. Please describe the transportation services currently available. Response: MC² Monadnock does not currently use or rely on the local transportation company that serves other local school districts to transport our students to our campus. In some cases, students with Individual Education Plans who require transportation to our campus are provided transportation with approval from the sending district. Transportation to and from internship sites for most students on Tuesdays and Thursdays is provided by MC² using one 8 passenger van owned by MC².</p>
<p>3. Is the charter school promoting student attainment of expected knowledge and skills?</p>
<p>a. Are students meeting proficiency standards as measured by state assessments? Response: The NH State Assessments (11th grade SAS Science and School Day SAT) were administered to eligible students, which made up 12% of our student population (8 students) in the 2018-19 school year. On the Science assessment, 62.5% scored “approaching proficient”; 12.5% scored “proficient”; 12.5% scored “below proficient” and 12.5% did not take the assessment. On the School Day SAT in Math, 50% scored “approaching proficient”; 25% scored “partially proficient”; 12.5% “substantially below proficient”; 12.5% did not take the test. On the School Day SAT in Reading and Writing, 37.5% scored “proficient; 37.7% scored “partially proficient”; 12.5% scored “approaching proficient”; 12.5% did not take the test. Of the students eligible to take the 11th grade assessments, 25% have been enrolled at our campus since it opened in August of 2015; 25% have been enrolled for less than three school years; 50% have been enrolled for less than two months.</p>
<p>b. Are students making progress toward meeting state proficiency standards? Response: NWEA MAP testing in Mathematics, Reading, Language Usage and General Science is completed by all students at the beginning of the school year in the fall, and at the end of the school year in the spring. Approximately 62% (42) of our students had NWEA Growth Projections available and valid beginning and end term scores for each of the tests administered. The percentage of students who met or exceeded their projected growth measures are as follows: Mathematics – 45.2% (19 students); Reading – 55.6% (25 students); Language Usage – 34.1% (14 students); General Science – 31.7% (13 students).</p>
<p>c. Are students meeting reasonably defined measures of proficiency? Response: A majority of our students are meeting reasonably defined measures of proficiency in academic areas across the board as evidenced by our competency completion data, and further, a majority of our students are meeting proficiency in many of our seventeen habits of mind and habits of being as</p>

evidenced in student quarterly progress reports. Our graduates are also meeting measures of proficiency that lead to their acceptance at post-secondary institutions such as: University of Massachusetts - Amherst, Bennington College (VT), Keene State College (NH), Johnson and Wales University (RI), and the United States Armed Forces (U.S. Air Force).

(See also question 1: academic goals)

d. How is the school meeting the needs of students identified for additional support services, for example:

- Educationally disadvantaged/at risk;
- Special education;
- Federal Title programs;
- Homeless;
- Neglected/Delinquent;
- ELL;
- Migrant/Refugee

Response:

MC² Monadnock draws learners from a number of districts in the Monadnock region and 30% of our population, on average, include students who receive special education services through Individual Education Plans. The majority of services are provided on-site by MC² support staff, including paraprofessionals and special educators. We work closely with special education directors and liaisons from the sending districts to ensure that the learners' IEPs are updated regularly, services are appropriate and adequate, and that progress is being made toward the learners' stated goals. In addition to having two certified general special educators on staff, the support staff includes three certified paraprofessionals with extensive experience working with individuals with learning differences and another with extensive training in working with learners who have executive functioning deficits.

MC² also has, on average, 10% of its learners coming to us with Section 504 Plans. Additional supports and accommodations are provided by the staff as needed. The MC² structure is truly student-centered and conducive to tailoring learning experience to the learner and their individual needs. The small-school setting, daily advisory meetings and written reflections help staff and families to monitor the learners' progress and learn where and when additional supports may be needed. The MC² structure also supports educationally disadvantaged learners by meeting them where they are and allowing them to work at their own pace instead of forcing them to meet inflexible and arbitrary deadlines for completing learning experiences.

At-risk learners who come to MC² with few credits and aspirations of finishing their graduation requirements quickly do not typically earn a diploma, but most gain some necessary life skills through practice of the MC² Habits and internship experiences. Many of our at-risk learners who withdrew from our program managed to successfully pass the HiSET.

Staff work closely with learners and their families identified as homeless and stay in close communication with them about the learner's progress. Families are directed to local resources as needed and educated about the process of working with school districts to make sure any student services that are available to them can be accessed.

e. Are students making progress toward any non-academic goals established within its Charter?

Response: Identification of growth metrics beyond testing is essential for our population of students. Criterion-referenced measures of student growth, including Exhibitions of Learning (a 10-15 minute presentation given by each student at the end of each quarter), and completion of phase-specific requirements to advance to the next phase, which 29% of our students accomplished this year. The phase-specific requirements directly relate to MC²'s five learning goals (Global Citizenship, Social and Emotional Competence, Service Learning, Inquiry and the MC² Habits of Lifelong Learning) and

include the completion of internships, community service, extended learning opportunities, personal finance competencies, audience reflections and proficiency in phase-specific Habits.

Students are required to participate in daily advisory meetings (twice daily) and weekly (three times per week) community meetings where they engage in community building activities which are designed to build social and emotional competence. Advisors continuously coach students in these activities, assessing their progress through observation and students' daily reflections. Regular Habits assessments are given to students through our learning management system where they, their parents and all staff have access to their progress.

f. Are students making progress towards meeting or exceeding personally established goals set by the students? How are these measured and recorded? Please include data.

Response:

Personal goals established quarterly. Measured and recorded in quarterly exhibitions. No cumulative data collected currently exists that shows how many students met or did not meet the goals that they set for themselves. Selected examples of students' Individual Learning Plans (ILPs) and the quarterly exhibitions that describe progress in meeting the ILPs will be included.

g. Describe the community services opportunities available to the students.

Response:

Learners have logged over 135 community service experiences since 9/2015. Listed are a number of recurring opportunities they have participated in:

NH DoT Adopt-a-Highway - clean up, Ashuelot River - clean up, Stonewall Farms - volunteer, Hundred Nights Shelter - volunteer, Cheshire County Historical Society - volunteer, Big Brothers - Big Sisters - volunteer, New England College - clean up, Keene Day Care Center - volunteer, David's House - performance, Hillsboro-Deering Elementary School - volunteer, The Moving Company (MOCO) volunteer, Monadnock Humane Society - volunteer, Keene State College - Hope focus group participant.

All learners are required to complete a minimum of 10 hours of community service in each phase.

h. Describe the data management system currently used to track and report on student data.

Response:

MC² uses a digital portfolio management system called Project Foundry to help collect, analyze, and communicate student progress and accomplishment in real-time. Our digital management system helps automate and centralize most of this information so students and teachers can interact more quickly and help students accomplish more of their checklist goals. Students get real-time evaluations for both academic competencies as well as habits of lifelong learning. This data is both qualitative in narrative comments, as well as quantitative with our checklist system and habit heat map. Students get feedback on project design, work in progress, as well as the final, summative evaluations. Students also manage their daily journals in Project Foundry, where advisors and parents can all read the reflections and coach behaviors, give suggestions, and provide feedback.

MC² also uses an online "portal", which houses our Student Information System where student/family contact info is stored and all state required items like SASID, enrollment data, grade level and promotions are also held and tracked. We use Google Sheets and Microsoft Excel spreadsheets to store the majority of the day-to-day data that we collect on attendance in studio classes, competencies and credit earned by quarter and phase, off-site learning opportunity information, immunization data, internship mentor and community partner contacts. We use Google Drive and Dropbox to store all of our data, including student work, projects and portfolios.

i. Describe the school culture and environment, including student governance and discipline.

Response: The staff at MC² is truly dedicated to its educational mission and the belief that "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.”

In our learner-centered educational environment advisors accept the responsibility of getting to know each learner and their family on a personal level and commit, in writing, to communicate, provide feedback, guarantee due process in all disciplinary measures, provide instructional coaching, balance the rights of the individual with the community, provide advocacy and accountability for each learner and work with the learner and the learning team to develop and implement the most appropriate Individualized Learning Plan, which will enable the learner to achieve their aspirations.

Student governance allows learner representatives from each phase to work with staff, leadership and parents to voice the concerns of their peers and to help shape the MC² community. Student governance meets every week and holds “open session” for the student body to openly share their concerns in an all-community meeting at least once per quarter.

Discipline begins with the learner’s commitment to meet the Five MC² Expectations:

1. Invest in your learning
2. Be safe
3. Respect yourself, others, and all property
4. Value others’ contributions
5. Use self-control

If learners are challenged with following their commitment to the expectations, then incidents in which the infraction(s) occur are reported to the learner’s advisory as well as the rest of the staff in the form of an incident report. Learners are encouraged to reflect on the incident and respond to the advisor in their own words. Advisors work with the learner, and if needed the entire Learning Team, to resolve the issue. Advisors may implement the Think:Kids Collaborative Problem Solving approach to resolve the issue, and/or use Restorative Practices to make things right. Depending on the infraction an official warning might be issued in addition to using these approaches, and if the learner continues to be challenged with meeting expectations, a Probationary Plan contract may be required after three official warning, with a specific, prescriptive set of additional expectations that must be met with the necessary supports to be provided by the staff and family. Detentions or in-school suspensions are not part of the MC² disciplinary model, and out-of-school suspensions are rare, but necessary when safety of the learner and other learners in the school environment is an issue.

4. Is the school sustainable?

Does the school’s governing board function effectively and in accordance with public meeting laws and regulations?

Response: Yes. Board meetings are monthly, with committee meetings (Finance, Governance, Academic Excellence, Development, and Succession) in between. The Board, CEO, and Business Administrator have an excellent working relationship, sharing a common vision for student success and fiscal responsibility. Board meetings are posted, conducted in public according to RSA 91-A, and minutes are kept and approved at subsequent board meetings.

Has the school established systems to manage operations efficiently?

Response: Yes. The CEO has been functioning in the role since the planning year, and thus has seven+ years of Charter School operating experience in addition to her prior experience as a principal and consultant. The Business Administrator come from a public school (SAU) Business Administrator background, and brings deep knowledge and experience in NH public school financial

administration, law, and regulations. The Administration (CEO, BA, and School Leaders) work effectively as a team, and administrators and the board have a good working relationship, with the CEO attending all board meetings, and the school leaders and BA attending occasionally as time permits and agenda demands. The board and administration effectively and properly distribute responsibilities, with the board not “micro-managing” operations while providing oversight through collaborative committee work, regular and frequent financial reporting, and participation in and observation of school activities as availability and circumstances permit without excessive/oppressive monitoring (striving for the Goldilocks-balance of not too much, not too little, but “just right”).

Are there systems in place to assure instructional quality?

Response: MC² employs a number of systems to monitor and continually improve instructional quality, including regular student feedback through students’ daily written reflections, video observations, and analysis of student work. MC² uses the Thoughtful Classroom Teacher Effectiveness Framework (TCTEF) as the basis for teacher evaluation to create a common language for expectations for performance and best practices. TCTEF is used as the basis for teacher observation, goal-setting, and performance reviews. Implementation of this framework provides the basis for ongoing learning walks, observations, and performance goal-setting. Feedback from students through their daily reflections is incorporated into weekly team meetings to adjust instructional practices. Staff engage in regular professional learning community meetings, using the Critical Friends Group model, and week-long professional development each quarter.

Has the school established an appropriate relationship with the local school district(s) to facilitate high quality services to students with special educational needs?

Response: Collaborations around special educational services between districts of responsibility and charter schools continues to be a challenging endeavor for all involved, but district directors and case managers have been eager to work with MC² administration and staff to address students’ needs within the significantly different (from the district schools) MC² educational model to ensure that students are receiving required services.

Are physical facilities safe, clean and suitable for the purposes of the school?

Response: The facility is safe, clean, and an excellent environment for learning. The annual fire safety inspection was completed on 11/22/19 with only minor violations found (extension cord use and missing ceiling tiles), which were immediately resolved.

Is the school emotionally safe for children and adults, free from bullying?

Response: Many of the students who enroll in MC² do so to get away from the social problems of larger schools. However, they bring those behaviors with them. MC² practices a culture of mediation, so when problems arise, students are coached through a mediation process. The intention is to assist young people in learning alternative strategies for resolving issues before the issues become significant. MC² Keene has not had any reports of physical violence, and minimal reports of bullying and or harassment, which were resolved successfully through our due process.

Does the school have a viable financial plan to support its program?

Response: The school’s financial plan is primarily based on adequacy funding from the state. The budget is developed and monitored based on these revenue sources. The Business Administrator and the Board’s Finance Committee work closely to monitor and manage current resources.

(For CSP Grant recipients only) If the school is receiving a CSP grant, please describe the continued operation of the school once the grant has expired.

Response: N/A

How does the school actively recruit students? Are there sufficient indications of continuing enrollment to sustain the school’s program and meet its plans for growth?

Response:

Recruitment initiatives include the use of social media platforms and dissemination of information about our school through our website. Word-of-mouth through families, current and former, is our strongest method of recruitment by far. We also reach out to guidance counselors within the school districts that we serve and receive referrals from local counseling professionals. Leadership and students regularly present to local non-profit organizations about MC², and we have over 90 internship sites established in the community in which the business owners/mentors speak highly of our students. Site Council members also distribute literature at local libraries and town halls across the Monadnock region. Occasional newspaper advertisements are run annually and leadership and students have participated in speaking with local radio personalities as well about MC².

Yes. Enrollment had been steady at between 70 and 80 students over the previous two years, but dipped into the high 60s this past year as several students graduated and some students found MC²'s competency-based approach too rigorous. Our long-term goal is to increase enrollment to 100 students during 2019-2020 school year.

Does the school employ teachers who meet state requirements for experience and/or certification?

Response: All teachers who were hired in the 2018-19 school year were certified in NH or have a Statement of Eligibility. Alternative 4 or 5 plans were developed for any teacher hired on the basis of an SOE, and Intern Licenses were secured.

Since we opened our doors in 2015 every educator/advisor that we have hired has either been certified, or met the requirements to receive a SOE and work on an Alternative plan for certification.

Does the school demonstrate an ability to retain skilled and qualified staff?

Response: Three factors have impacted this expectation since the school opened: fit with the educational model; compensation; and school calendar. As a fully competency-based, personalized model with a strong focus on social-emotional development, the MC² educational model is distinct from many educators' experience and some find it isn't a fit for them; we are not (yet) able to offer health benefits; and MC² operates a year-round schedule, something not all educators are interested in.

MC² Keene has nonetheless attracted and retained a core group of skilled and qualified staff. Incoming teachers are often early career educators and we have supported several in their alternative licensing processes. School leadership has an intentional development process, hiring entering educators as paraprofessionals who are able to grow into teaching positions. As of June 2019 our school leader, lead teacher and administrative assistant (25% of our staff) have been employed at the Monadnock campus of MC² since it opened in August 2015. Four of our support staff, one special educator and three paraprofessionals (33% of our staff), have been with us for 2.5 years. One teacher/advisor (8% of our staff) has been with us for 2 years, and the remaining four support staff (33% of our staff) have been with us for under 1 year.

Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication?

Response: Parents/guardians are surveyed at the end of each academic quarter. Our Survey results from the last quarter of 2018-19 show that of the 14 respondents to the question, "Does MC² provides a positive learning experience for my child", 93% "strongly agreed" and 7% "agreed" (the response choices were: strongly agree, agree, neither agree or disagree, disagree, strongly disagree, and N/A). Our academic programming also requires that students participate in an internship experience in each phase. Parents responded to the following question on our survey, "The internship/citizen internship is an enriching experience for my child." 43% of parents responded that they "strongly agreed", and 57% responded "N/A" because their child had not yet been placed in an internship. Staff communicate regularly with parents through email and phone calls, using our online Portal where students write reflections daily and teachers/advisors respond to them, with parents having the ability to respond as well, and in person at the end of each quarter when Learning Teams (parents, student,

advisor) meet for the student’s Exhibition of Learning. In our survey parents responded to the following statement, “Staff communicates professionally and in a timely manner” as follows: 86% “strongly agreed”, 7% “agreed” and 7% “disagreed”.

Describe what the school has done in the past to disseminate successful and best practices, and what it intends to do to ensure it remains active in the dissemination of best practices.

Response: Special education - working with districts to develop improved IEPs through sharing best practices in the classroom that include: developing more relevant accommodations for project-based learning; development of goals that include habits of lifelong learning and social emotional goals that take into consideration lagging skills identified through the collaborative problem solving process; more specific transition plans based on internship experience and more direct involvement with NH Vocational Rehabilitation.

MC² has reached out to a local district as they move toward a competency-based model and offered to share our experiences in working in a competency-based model for over a decade. As the district continues their work in moving to a fully competency-based model we will continue to offer our assistance and share our experiences and resources.

Our training in the Think:Kids model of Collaborative Problem Solving (Massachusetts General Hospital - Department of Psychiatry) goes beyond using the model within MC² and has been practiced with families who are looking for more innovative ways to deal with behavior issues. We share our knowledge, processes and practice with parents as they work to support our efforts with their learners at home.

MC² practices have informed the Beyond Classroom website, as well as the NH ELO Network guidebook.

Describe the school’s communication processes.

Response: Direct mail and email with parents, as well as phone communications; weekly newsletter to parents and others interested in MC²; Facebook; email and phone dialogue with sending school districts about incoming and outgoing students; email and phone dialogue with special education directors, liaisons and case managers; higher education institutions inquiring about graduates; leadership disseminates information about the MC² mission and model to local organizations such as the Lions Club, Kiwanis and Rotary Club.

5. Current Status of the Board of Trustees Ed 318.16(a)

a. Have there been any changes in the membership of the board of trustees?

Response: There have been changes in the membership of the board of trustees. The founding chair retired 2017. In the past year, two other board members left, one because he moved out of state, and another because they were elected to their local school board. One of those vacancies has been filled by the parent of a graduate.

b. Have there been any changes in the board of trustees’ methods of operation or amendments to the by-laws?

Response: There have been changes in the board of trustees’ methods of operations, specifically to encourage participation at both campuses. In 2016 the board moved to alternate meetings between the two campuses. After carefully reviewing the organization’s by-laws and Right to Know laws, the board intentionally opened participation by phone so members and stakeholders from both campuses could more readily participate, regardless of meeting location.

Also in 2016 the Board implemented a Committee structure to support board development and decision making. There are five committees: Academic Excellence, Development, Finance, Governance, and Succession Planning Committee. Each committee has two board members, meets for one hour monthly, and provides regular reports at each Board meeting.

There have been no changes to the by-laws.

c. Have there been any recusals made by board of trustees' members?

Response: Yes. As a voting member, the CEO recuses herself from any discussion and vote that involves her evaluation and compensation. She also recuses herself from any vote regarding contracting with QED Foundation. Board members recuse themselves from any vote regarding contracting with any organization they are employed by, and/or employment and/or compensation of any person with whom they are related. Such recusals/abstentions are noted in Board minutes.

d. Describe the skill sets and responsibilities of the board members, including the committees they serve on and the expectations for their participation in school fundraising and events.

Response: The MC² board is comprised of 6 members from both the Monadnock and Manchester areas. All members actively attend events at both campuses in support of the school including but not limited to fundraising events, gateways, school tours, trainings, open houses and the mentor recognition dinner.

- Jodi Adams, Board Chair, has expertise in residential real estate and environmental sustainability. She is a member of the Academic Excellence, Development, and Succession Planning Committees.
- Susan Dreyer-Leon, Co-Secretary, has expertise in alternative high school education as well as teaching/director experience in higher education. She is a member of the Succession Planning Committee.
- Amanda MacLellan, Co-Secretary, has school leadership experience at the elementary and middle school levels, with a background in school metrics and data analysis. She is a member of the Academic Excellence, Development and Succession Planning Committees.
- Adam Johnston, Treasurer, has expertise in commercial banking, particularly in real estate lending. He is a member of the Governance and Finance Committees.
- John Griffin is an experienced real estate lawyer in the Manchester area. He is a member of the Governance and Finance Committees.
- Joy Sabolevski has experience with financial management and strategic development for nonprofit organizations. She is a member of the Governance and Finance Committees.

6. Student Data

a. What is the percentage of students who were either promoted to the next grade level or graduated from high school?

Response: Students promoted to the next phase (grade level) gradually increased over the last four years of operation. In both 2018 and 2019 we saw 40% of our students phase-up to the next level.

Graduates since opening in 2015:

2016-2017 = 6

2017-2018 = 4

2018-2019 = 6

2019-2020 = 1

Confirmed HiSET Completers = 8

Year	Quarter	Average Students	# Promotions	% of Students Promoted
2015	Fall	57	0	0%
2016	Winter	65	1	2%
	Spring	80	0	0%
	Summer	90	3	3%
	Fall	86	4	5%
2016 Total		75.6	8	11%
2017	Winter	93	3	3%
	Spring	93	4	4%
	Summer	87	7	8%
	Fall	82	6	7%
2017 Total		88.75	20	23%
2018	Winter	74	6	8%
	Spring	68	6	9%
	Summer	69	10	14%
	Fall	72	7	10%
2018 Total		70.75	29	41%
2019	Winter	70	7	10%
	Spring	71	12	17%
	Summer	76	6	8%
	Fall	73	4	5%
2019 Total		72.5	29	40%

b. What is the attendance rate of pupils enrolled at the school as reflected in the school’s average daily membership?

Response:

2016 = 62.98

2017 = 84.86

2018 = 78.92

2019 = 71.02

c. What is the number of incidents that occurred on the school grounds and that required the intervention of local, state or federal law enforcement?

Response:

2016 = 1

2017 = 5

2018 = 6

2019 = 1

d. What is the number of incident reports prepared under RSA 126-U:7. Child restraints notice and record keeping requirements (see attached excerpt from NH Education Laws)

Response:

2016 = 0

2017 = 0

2018 = 0

2019 = 0

e. What is the number of substantiated incidents of bullying or cyberbullying as identified in RSA 193-F:6?

Response:

2016 = 3

2017 = 4

2018 = 4

2019 = 1

Part 4: Policy Development and Forms

Policy Development (Check ✓ the policies that have been developed):

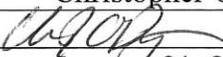
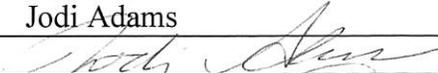
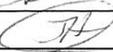
✓ JRA, EHB	Records Retention pursuant to RSA 189:29-a
✓ JLF	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.
✓ ACA, GBAA	Sexual Harassment, as detailed in ED 303.02 (j) and (k).
✓ JICK	Pupil Safety and Violence Protection, pursuant to RSA 193-F
✓ JKAA	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U
✓ JLCF	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.
✓ JICD	Due Process, pursuant to RSA 194-B:8

Required Updated Forms (Please provide dates the following forms were last updated)

Dates	Forms ED 318.13(b)(6)
9/11/2015	Certificate for Occupancy
11/22/2019	Fire Inspection Certificate
10/15/2019	Building Safety Inspection
8/1/2019	Health Inspection
8/28/2019	Insurance Certificate
12/5/2019	Financial Audit

Part 5 : SIGNATURES

Please complete the following section:

Name of Head of School	Christopher O'Reilly
Signature of Head of School	
Date	January 31, 2020
Name of Board Chair	Jodi Adams
Signature of Chairman of the Board	
Date	January 31, 2020 

Submit to:

**New Hampshire Department of Education
 Attention: Commissioner Frank Edelblut
 101 Pleasant Street
 Concord, NH 03301-3494**

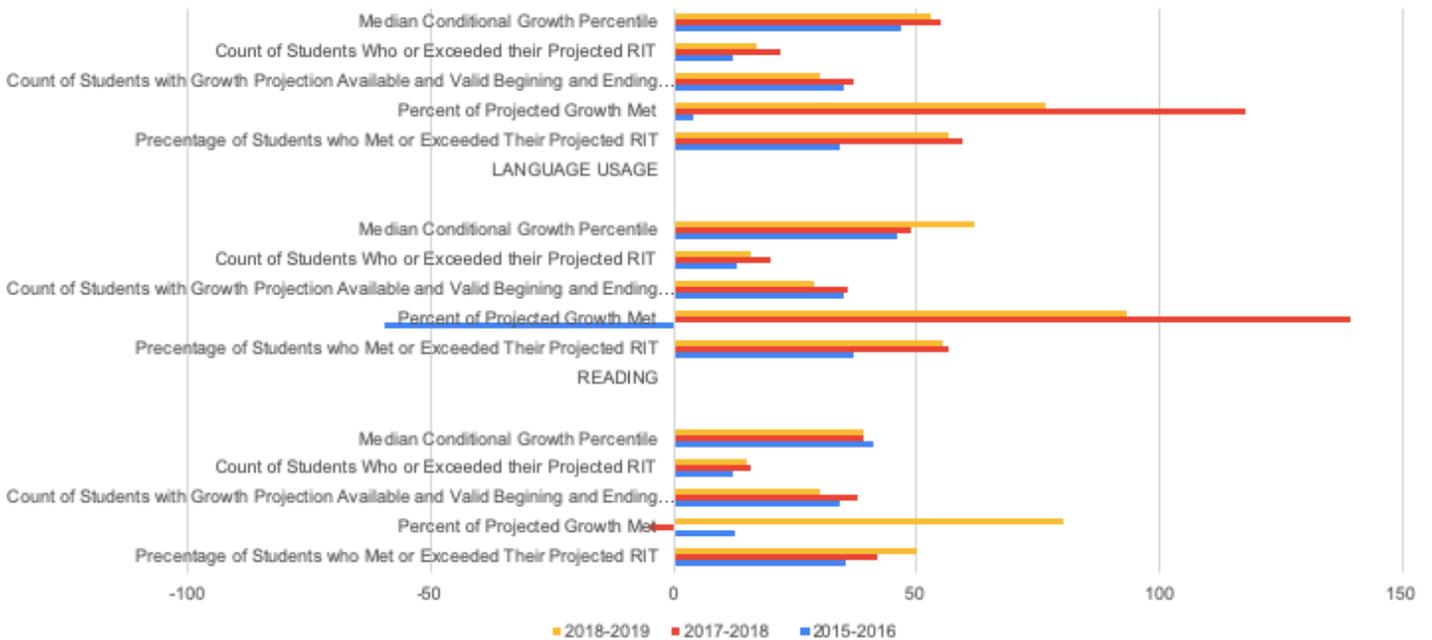
Frank.Edelblut@doe.nh.gov; and Jane.Waterhouse@doe.nh.gov

Appendix I School Details Question 4

NWEA – Measures of Academic Progress (MAP) Assessment Results 2015 – 2019

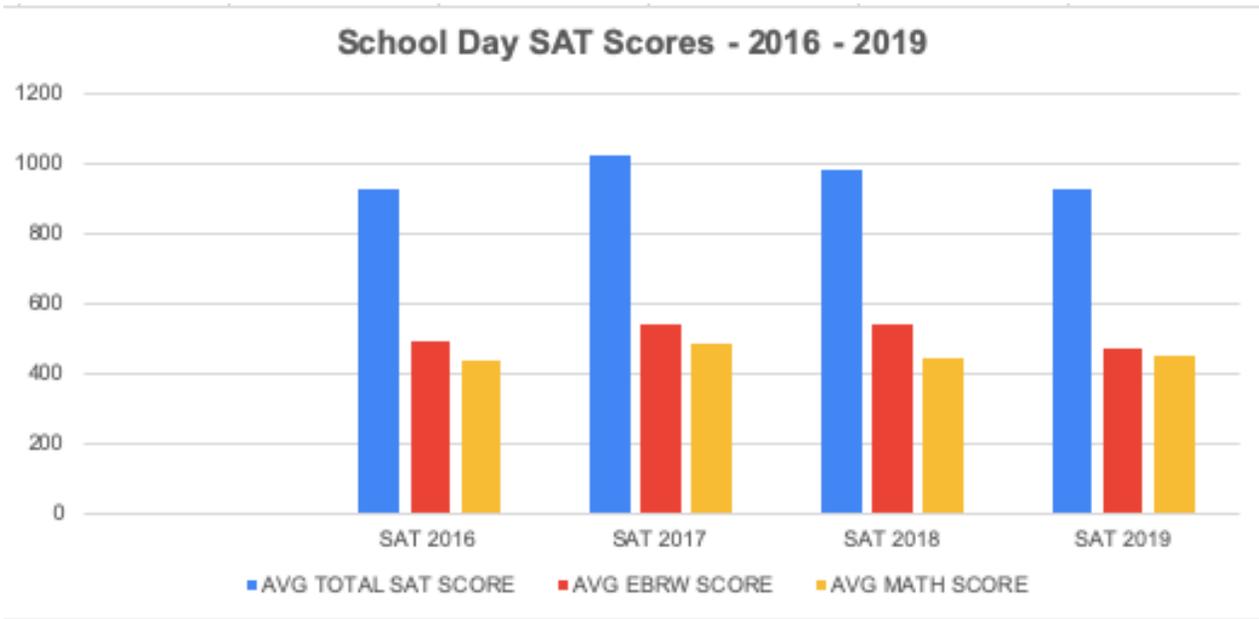
NWEA - Measure of Academic Progress 2015 through 2019	2015-2016	Spring 2017	2017-2018	Change from 15-16	2018-2019	Change from 17-18	2019-2020 4/2020	Change 15-16 to 18-19
MATHEMATICS								
Percentage of Students who Met or Exceeded Their Projected RIT	35.3	N/A	42.1	6.8	50	7.9		14.7
Percent of Projected Growth Met	12.5	N/A	-4.9	-17.4	80	84.9		67.5
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	34	N/A	38	4	30	-8		-4
Count of Students Who met or Exceeded their Projected RIT	12	N/A	16	4	15	-1		3
Median Conditional Growth Percentile	41	N/A	39	-2	39	0		-2
READING								
Percentage of Students who Met or Exceeded Their Projected RIT	37.1	N/A	56.6	19.5	55.2	-1.4		18.1
Percent of Projected Growth Met	-59.5	N/A	139.2	198.7	93.1	-46.1		152.6
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	35	N/A	36	1	29	-7		-6
Count of Students Who met or Exceeded their Projected RIT	13	N/A	20	7	16	-4		3
Median Conditional Growth Percentile	46	N/A	49	3	62	13		16
LANGUAGE USAGE								
Percentage of Students who Met or Exceeded Their Projected RIT	34.3	N/A	59.5	25.2	56.7	-2.8		22.4
Percent of Projected Growth Met	3.9	N/A	117.6	113.7	76.7	-40.9		72.8
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	35	N/A	37	2	30	-7		-5
Count of Students Who met or Exceeded their Projected RIT	12	N/A	22	10	17	-5		5
Median Conditional Growth Percentile	47	N/A	55	8	53	-2		6

NWEA - MAP TESTING 2015-2019



School Day SAT Assessment Data – 2016 - 2019

YEAR TESTED	NUMBER OF STUDENTS TESTED	AVERAG TOTAL SAT SCORE	AVERAGE EBRW SCORE	PROFICIENCY	AVERAGE MATH SCORE	PROFICIENCY
SAT 2016	8	922.5	490	Partially Proficient	432.5	Partially Proficient
SAT 2017	12	1020	537.5	Proficient	482.5	Partially Proficient
SAT 2018	6	983	538.3	Proficient	445	Partially Proficient
SAT 2019	7	921.4	471.4	Patially Proficient	450	Partially Proficient

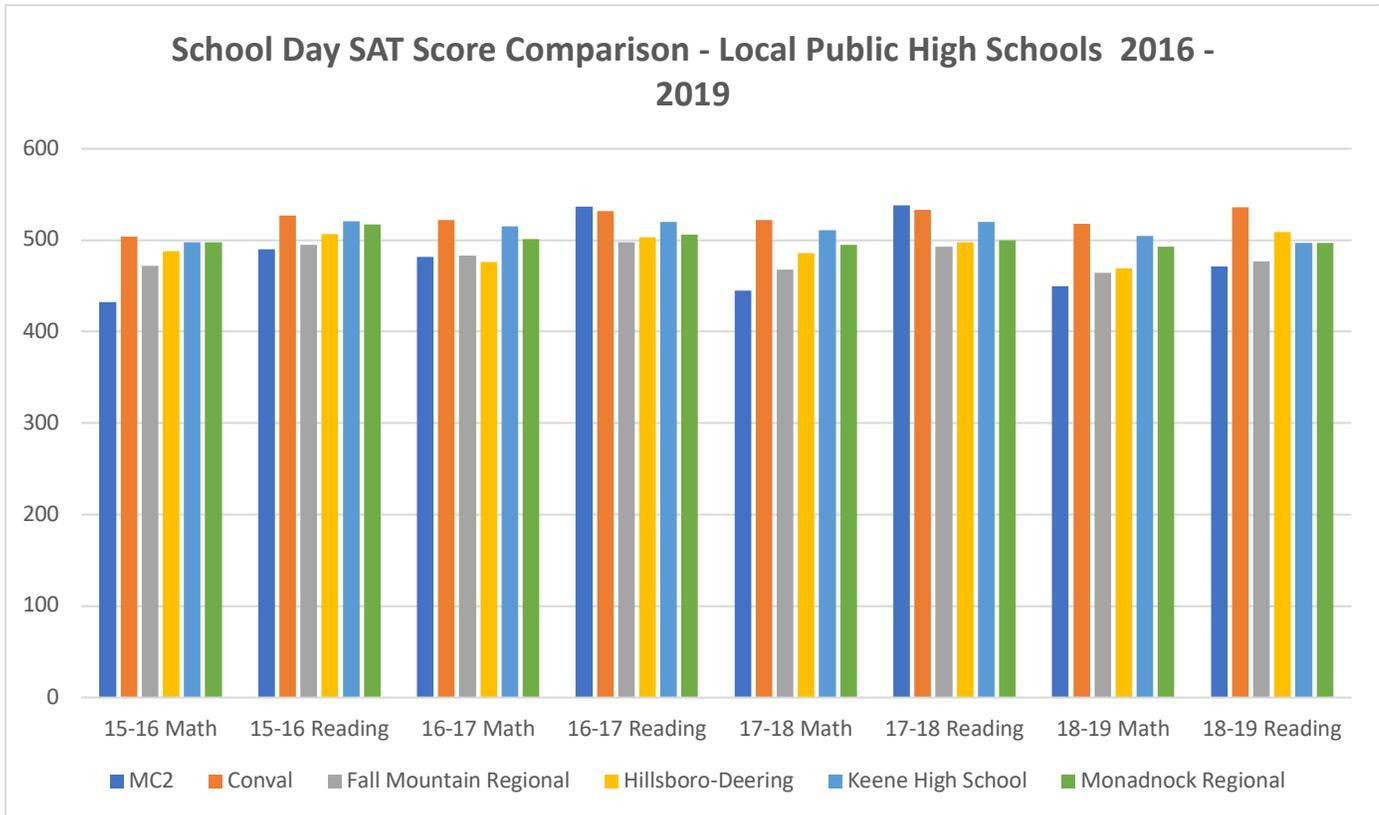


11th Grade Science Assessment Data – 2016 - 2019

SCIENCE TEST	NUMBER OF STUDENTS TESTED	AVERAGE SCORE	PROFICIENCY
2016 NECAP	8	1134.8	Partially Proficient
2017 NECAP	10	1134.9	Partially Proficient
2018 NH SAS	10	1150.4	Approaching Proficient
2019 NH SAS	7	1148.14	Approaching Proficient

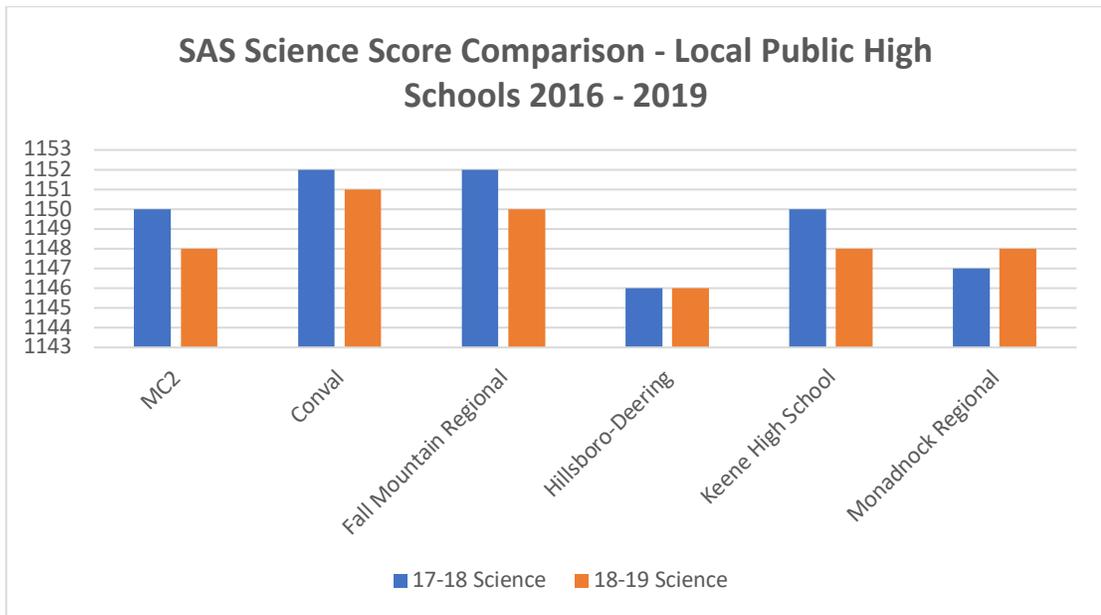
School Day SAT Scores – Comparison with Local Public High Schools – 2016 - 2019

High School	15-16 Math	15-16 Reading	16-17 Math	16-17 Reading	17-18 Math	17-18 Reading	17-18 Science	18-19 Math	18-19 Reading	18-19 Science
MC2	432.5	490	482	537	445	538	1150	450	471	1148
Conval	504	527	522	532	522	533	1152	518	536	1151
Fall Mountain Regional	472	495	483	498	468	493	1152	464	477	1150
Hillsboro-Deering	488	507	476	503	486	498	1146	469	509	1146
Keene High School	498	521	515	520	511	520	1150	505	497	1148
Monadnock Regional	498	517	501	506	495	500	1147	493	497	1148



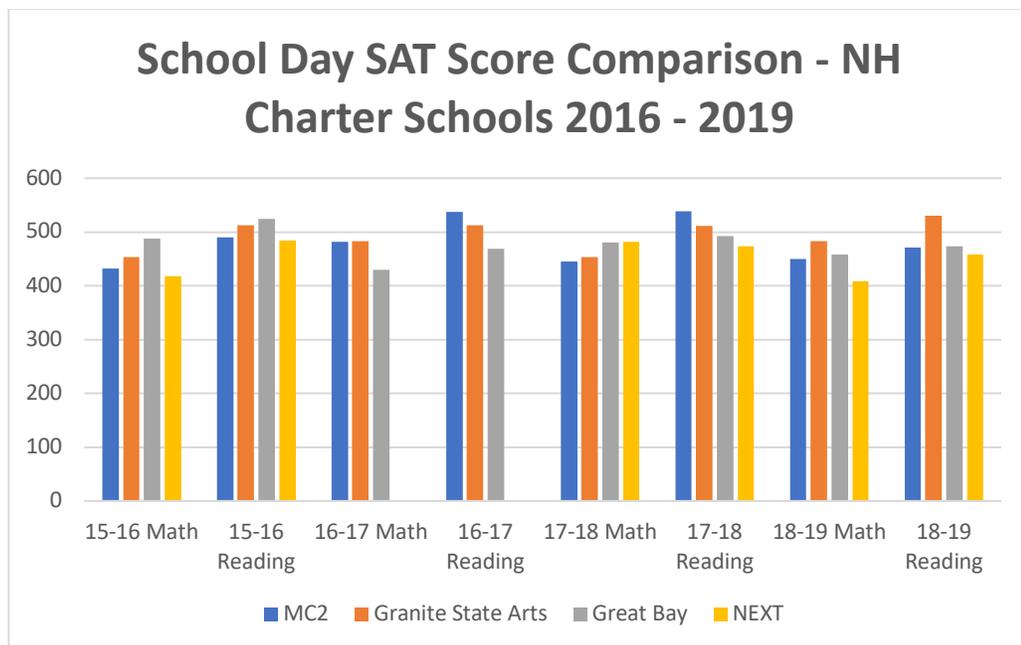
NH SAS Science Scores – Comparison with Local Public High Schools 2016 – 2019

High School	17-18 Science	18-19 Science
MC2	1150	1148
Conval	1152	1151
Fall Mountain Regional	1152	1150
Hillsboro-Deering	1146	1146
Keene High School	1150	1148
Monadnock Regional	1147	1148



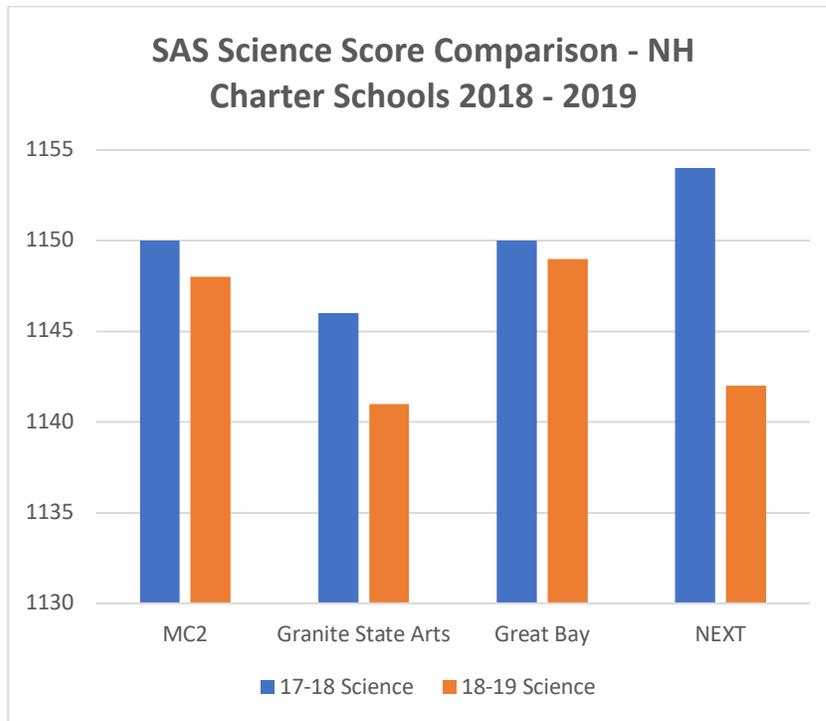
School Day SAT Scores – Comparison with NH Chartered Public High Schools 2016 - 2019

Charter High School	15-16 Math	15-16 Reading	16-17 Math	16-17 Reading	17-18 Math	17-18 Reading	18-19 Math	18-19 Reading
MC2	432.5	490	482	537	445	538	450	471
Granite State Arts	453	513	483	513	453	511	483	530
Great Bay	488	524	430	469	480	492	458	473
NEXT	418	484			482	474	408	458



NH SAS Science Assessment Scores – Comparison with NH Chartered Public High Schools – 2018 - 2019

Charter High School	17-18 Science	18-19 Science
MC2	1150	1148
Granite State Arts	1146	1141
Great Bay	1150	1149
NEXT	1154	1142



**Appendix 2
School Details
Question 9**

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

	Current FY2020	FY2021	FY2022	Projected FY2023	FY2024	FY2025
<u>Revenues:</u>						
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
Total Revenues	1,420,696	1,405,178	1,421,928	1,438,810	1,454,745	1,479,069
<u>Expenses:</u>						
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
Total Expenses	1,416,671	1,382,945	1,403,333	1,421,207	1,442,890	1,464,570
Projected Net Position	4,025	22,233	18,595	17,603	11,855	14,499
Beginning Fund Balance	213,467	217,492	239,725	258,319	275,922	287,778
Projected Ending Fund Balance	217,492	239,725	258,319	275,922	287,778	302,277
Personnel costs as a % of revenue	65%	66%	67%	66%	66%	66%
Lease costs as % of revenue	18%	18%	18%	19%	19%	18%

**Appendix 3
School Details
Question 11**

I. Goal and Description: Increase the percentage of competencies students will be proficient in for each phase.

On Average, students will meet the following benchmarks

Phase 1 – proficient in 15% competencies, proficient in Self Direction, Community, Ownership, and Technology

Phase 2 – proficient in 40% competencies, proficient in Self Direction, Community, Ownership, Technology, Quality Work, Management, Decision Making, and Collaboration

Phase 3 – proficient in 80% competencies, proficient in all habits

Phase 4 – proficient in 100% competencies, exemplary in all habits

Objectives	Outcome	Measurement	Timeline	Progress Checks
Objective 1.1: Revise advisory curriculum to identify specific academic and habit competencies to be assessed quarterly	Academic and habit competencies will be defined and submitted quarterly	Completed Learning Window	By July 24, 2020	Present draft Learning Windows at weekly PD meetings beginning May 4, 2020
Objective 1.2: Increase number of competencies students identify and earn through off-site and independent learning opportunities	Define the range and number of competencies that will be earned based on the duration of off-site and independent learning opportunities	Guidance and parameters for integrating competencies into the development of off-site and independent learning opportunities	By July 24, 2020	End of quarter (winter and spring) through off-site and independent learning opportunities entered in Project Foundry
Objective 1.3: Increase habits assessments across all learning opportunities	Provide a habits assessment for every formal learning opportunity offered during the school day	Habits assessments logged in Project Foundry	April 6, 2020	Monitor weekly through Project Foundry reporting

**Appendix 3
School Details
Question 11**

2. Goal and Description: Increase the percentage of students showing annual growth and reaching proficiency in State and District assessments.

The percentage of students with growth projections available and valid beginning and ending term scores who met or exceeded their projected RIT scores in the NWEA – MAP testing will increase by 20% in mathematics, reading and language usage by June of 2021. The percentage of phase 3 students scoring proficient on the SAT School Day assessment and NH SAS Science test will increase by 50% by June of 2021.

Objectives	Outcome	Measurement	Timeline	Progress Checks
Objective 2.1: Use NWEA, Demonstrated Success and College Board data analysis tools to identify student needs and target improvement in studio classes and independent project.	Staff will integrate use of NWEA data into instructional planning and student goal setting	Data is referenced in instructional planning and student goal setting	Quarterly, beginning April 17, 2020	Quarterly reporting
Objective 2.2: Begin using NWEA screening tools to assess student academic achievement when enrolled between scheduled annual assessments.	Screening data will provide benchmarks and allow staff to assist student with academic goal-setting	NWEA screening report data	February 3, 2020	Two weeks after each new student enrollment
Objective 2.3: Begin offering the PSAT to MC ² students	As a College Board testing site, MC ² will begin offering the PSAT for its students	PSAT scores/reports in student files	Beginning September 1, 2020	Required College Board materials sent to MC ² by July 27, 2020

Appendix 4
Affirmative Evidence
Question 2f

EXHIBIT A
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Statement of Net Position
June 30, 2019

	<u>Governmental Activities</u>
ASSETS	
Current Assets:	
Cash and cash equivalents	\$ 252,233
Accounts receivable	4,535
Due from other governments	177,053
Prepaid expenses	12,989
Deposit held by others	21,163
Total Current Assets	<u>467,973</u>
Noncurrent Assets:	
Capital assets:	
Depreciable capital assets, net	<u>60,599</u>
Total Noncurrent Assets	<u>60,599</u>
Total Assets	<u>528,572</u>
DEFERRED OUTFLOWS OF RESOURCES	
Total Deferred Outflows of Resources	<u>-</u>
LIABILITIES	
Current Liabilities:	
Accounts payable	5,505
Accrued expenses	12,218
Working capital loan advance	150,000
Advances from grantors	51,853
Unearned revenue	4
Current portion of note payable	2,997
Total Current Liabilities	<u>222,577</u>
Noncurrent liabilities:	
Note payable	<u>11,769</u>
Total Noncurrent Liabilities	<u>11,769</u>
Total Liabilities	<u>234,346</u>
DEFERRED INFLOWS OF RESOURCES	
Total Deferred Inflows of Resources	<u>-</u>
NET POSITION	
Net investment in capital assets	45,833
Restricted for:	
Food service operations	583
Unrestricted	<u>247,810</u>
Total Net Position	<u>\$ 294,226</u>

See accompanying notes to the basic financial statements

Certificate of Occupancy



**City of Keene
Code Enforcement Department
(603) 352-5440**

Permit Number	XCU2015-0196
Property	149 EMERALD ST.
Owner	BRADY SULLIVAN KEENE PROPERTIES LLC
Owner Address	670 NORTH COMMERCIAL ST. MANCHESTER, NH 03103
TMP	047020040000
Zone	Commerce
Code	New Hampshire State Building Code 2009
Occupancy	When occupied and used as CHANGE OF USE FROM BUSINESS TO EDUCATIONAL (CHARTER SCHOOL)
Conditions	NONE
Use Group	B
Construction Type	Type II B
Design Occupancy Load	150
Auto Sprinkler	Yes
ZBA Case #	N/A
SPR	N/A
Subdivision	N/A

The work authorized by the permit listed herein has been completed.
No change shall be made in the use for this building without prior notice and certificate from the building official.

Date Issued

09/11/2015



**Building Official
City of Keene**



Thank you for filling out the School fire and Life Safety Inspection Checklist

[You will be returned to the homepage of the Division of Fire Safety.](#)

The following was submitted at 11/22/2019 8:06:26 AM

indicates your selections)

[Print Form](#)

**NEW HAMPSHIRE DEPARTMENT OF SAFETY
DIVISION OF FIRE SAFETY
OFFICE OF THE STATE FIRE MARSHAL
Physical address - 110 Smokey Bear Blvd, Concord, NH 03301
Mailing address - 33 Hazen Drive, Concord, NH 03305
Main voice 223-4289 - Main fax 223-4294**

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from NFPA 101, 2015 edition, NFPA 1, 2009 edition and other current applicable codes.

The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).

Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.

Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.

NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6*)

NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement,

awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2*)

1. **School Name (Type Answer) **Required**
 MC2 Charter School
2. **School Address (Type Answer) **Required**
 149 Emerald St, Keene
3. **School Phone Number (Type Answer) **Required**
 1-603-283-0844
4. **Inspected By (Type Answer) **Required**
 Lt John Bates
5. **Inspection Organization Name (Type Answer) **Required**
 Keene Fire
6. **Inspector Contact Number (Type Answer) **Required**
 757-1863
7. **Date of Inspection (Example: MM/DD/YYYY)**
 09/16.2019
8. **Building Name (Type Answer) **Required**
 MC2 Charter School
9. **Assembly Occupancies - All assembly occupancies meet the general requirements of Chapter 13 of the Life Safety Code. NFPA 101 Ch. 13.1.1 (Select one)**
 Pass
 Fail
 N/A
10. **Assembly Occupancies - Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1 (Select one)**
 Pass
 Fail
 N/A
11. **Assembly Occupancies - Egress/relocation drills are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3 (Select one)**
 Pass
 Fail
 N/A
12. **Assembly Occupancies - When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1 (Select one)**
 Pass
 Fail
 N/A
13. **Means of Egress - Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2 (Select one)**
 Pass
 Fail
 N/A
14. **Means of Egress - Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3 (Select one)**
 Pass
 Fail
 N/A
15. **Means of Egress - All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware. NFPA 101 Ch. 15.2.2.2.2 (Select one)**
 Pass
 Fail
 N/A
16. **Means of Egress - There are not any exit doors which are locked from the inside or chained that prevent egress from the**

building. NFPA 101 Ch. 13.2.5.4.2 (Select one)

Pass

Fail

N/A

17. Means of Egress - Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2 (Select one)

Pass

Fail

N/A

18. Means of Egress - All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 7.2.6.4.1 (Select one)

Pass

Fail

N/A

19. Means of Egress - There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5 (Select one)

Pass

Fail

N/A

20. Means of Egress - There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4 (Select one)

Pass

Fail

N/A

21. Means of Egress - All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4 (Select one)

Pass

Fail

N/A

22. Means of Egress - There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6 (Select one)

Pass

Fail

N/A

23. Means of Egress - All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1 (Select one)

Pass

Fail

N/A

24. Means of Egress - All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7 (Select one)

Pass

Fail

N/A

25. Means of Egress - No travel distances exceed 150 feet in a nonsprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2 (Select one)

Pass

Fail

N/A

26. Means of Egress - All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1 (Select one)

Pass

Fail

N/A

27. Means of Egress - Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 15.2.9.1 (Select one)

Pass

Fail

N/A

28. Means of Egress - There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1 (Select one)
- Pass
- Fail
- N/A
29. Means of Egress - Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2 (Select one)
- Pass
- Fail
- N/A
30. Means of Egress - There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3 (Select one)
- Pass
- Fail
- N/A
31. Means of Egress - There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 15.2.4.2 (Select one)
- Pass
- Fail
- N/A
32. Protection - All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 15.3.1.1 (Select one)
- Pass
- Fail
- N/A
33. Protection - All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 15.3.2.1 (Select one)
- Pass
- Fail
- N/A
34. Protection - All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1 (Select one)
- Pass
- Fail
- N/A
35. Protection - Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2 (Select one)
- Pass
- Fail
- N/A
36. Protection - The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1 (Select one)
- Pass
- Fail
- N/A
37. Protection - There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6 (Select one)
- Pass
- Fail
- N/A
38. Protection - The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7 (Select one)
- Pass
- Fail
- N/A
39. Protection - Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3 (Select one)
- Pass
- Fail

N/A

40. Protection - The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7 (Select one)

 Pass

Fail

N/A

41. Protection - The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5 (Select one)

 Pass

Fail

N/A

42. Protection - All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system. NFPA 101 Ch. 15.3.5.3 (Select one)

 Pass

Fail

N/A

43. Protection - There is proper fire rated separation between floors, corridors, and compartments to include fire caulking/collars in any penetrations. NFPA 101 Ch. 15.3.1.1 and NFPA 101 Ch. 8.5.6.2 (Select one)

 Pass

Fail

N/A

44. Protection - All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1 (Select one)

 Pass

Fail

N/A

45. Protection - All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.8.1.3.1 (Select one)

 Pass

Fail

N/A

46. Building Services - All electrical panels that are in areas accessible to students are properly secured and locked. NFPA 1 Ch. 11.1.10 (Select one) (Select one)

 Pass

Fail

N/A

47. Operating Features - There an approved emergency plan available. NFPA 101 Ch. 15.7.1 (Select one)

 Pass

Fail

N/A

48. Operating Features - Fire/emergency drills are being conducted and documented as required. NFPA 101 Ch. 15.7.2.1 (Select one)

 Pass

Fail

N/A

49. Operating Features - Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1 (Select one)

 Pass

Fail

N/A

50. Operating Features - There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2 (Select one)

 Pass

Fail

N/A

51. Operating Features - The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3 (Select one)

Pass

Fail

N/A

52. **Portable Classrooms - Modular classrooms are labeled with the required certification. Saf-C 3300 (Select one)**

Pass

Fail

 N/A

53. **Portable Classrooms - If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300 (Select one)**

Pass

Fail

 N/A

54. **Required Building Inspection Documentation - Fire extinguisher monthly visual inspection and annual inspection. (Select one)**

 Pass

Fail

N/A

55. **Required Building Inspection Documentation - Emergency lighting testing monthly and annually (Select one)**

 Pass

Fail

N/A

56. **Required Building Inspection Documentation - Commercial kitchen hood cleaning and inspection within 6 months (Select one)**

Pass

Fail

 N/A

57. **Required Building Inspection Documentation - Daily egress check by school staff (Select one)**

 Pass

Fail

N/A

58. **Required Building Inspection Documentation - Annual fire alarm test report any with deficiencies noted. (Select one)**

 Pass

Fail

N/A

59. **Required Building Inspection Documentation - All deficiencies in the annual fire alarm report have been addressed. (Select one)**

 Pass

Fail

N/A

60. **Required Building Inspection Documentation - Annual sprinkler test report with any deficiencies noted. (Select one)**

 Pass

Fail

N/A

61. **Required Building Inspection Documentation - All deficiencies in the annual sprinkler inspection report have been addressed. (Select one)**

 Pass

Fail

N/A

This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.

62. **School Security and Emergency Planning - All classroom door locking devices are compliant with the provisions of the 2018 Life**

Safety Code, Educational Occupancies Chapter (Select one)

Pass

Fail

 N/A**63. School Security and Emergency Planning - If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. (Select one)**

Pass

Fail

 N/A**64. School Security and Emergency Planning - The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-C 6008.05(a)] (Select one)**

Pass

 Fail

N/A

65. School Security and Emergency Planning - The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans (Select one) Pass

Fail

N/A

66. Comments/Notations (Type Answer) Working on all hazard plan and approval with FD.

Location is non-compliant with 6ft corridors but was approved upon occupancy of building, in an existing building.

67. Follow-Up: Based upon the information collected on this form, a corrective action (Check all that apply) Is Required

Is not Required

If corrective action is required, when do you anticipate it will be completed? Date:

68. An approved plan of correction (Select one)

Will be submitted to the local fire department

 Will not be submitted to the local fire department**69. A re-inspection of this facility (Check all that apply)**

Is required

 Is not required

If a re-inspection is required, it will occur on or before? Date:

New Hampshire Department of Education
 Bureau of School Safety and Facility Management
 101 Pleasant Street, Concord, NH 03301-3852
 Telephone (603) 271-3620

School Health Inspection Form

Last revised: July 19, 2019

SCHOOL INFORMATION		
School Name: <i>Making Community Connections</i>	Address: <i>149 Emerald St. UP-3</i>	SAU #: <i>401</i>
Town/City: <i>Keene</i>	State: <i>NH</i>	Zip: <i>03431</i>
School Contact: <i>Chris O'Reilly</i>	Title: <i>School Leader</i>	
Name of each building used by students: <i>Main building</i>		Enrollment: <i>80</i>
Year each building was built: <i>1850</i>		
Water supply (municipal, well, etc.): <i>city</i>	Wastewater system (municipal, septic, etc.): <i>city</i>	
INSPECTION INFORMATION		
Inspector's name: <i>John Rogers</i>	Organization: <i>City of Keene</i>	Inspector's phone: <i>352 5440</i>
Inspector's email: <i>JROGERS@CI.KEENE.NH.US</i>	Were all buildings used by students inspected (Y/N)? <i>(Y)</i>	Date of Inspection: <i>8-1-19</i>
INFORMATION/INSTRUCTION		
<p>A Health Inspection is part of the NH Department of Education's school approval review to ensure school facilities are meeting minimum standards, Ed 306.07 and Ed 403.01(c). The form shall be completed the school year in which the school is up for a school approval review; preferably prior to December 15th.</p> <p>The health inspection must be performed by a health official, not a school employee. Visit https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf for a list of local health officers.</p> <p>Kitchen inspections are not acceptable substitutes for the health inspection.</p> <p>It is helpful to provide the inspector with a map of the school showing room numbers and special areas such as the gym, cafeteria, offices, and library.</p> <p>Attach the following to the health inspection form, if applicable:</p> <ul style="list-style-type: none"> ○ Most recent septic tank pumping service ○ Asbestos inspection reports for buildings built before 1990 ○ Animal vaccination certificates, if applicable ○ Swimming pool testing records, if applicable <p>Please submit the completed form to the NH Department of Education as follows:</p> <ul style="list-style-type: none"> ○ Public schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov ○ Charter schools – email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov ○ Non-public schools – email the form to Melissa Valence at: melissa.valence@doe.nh.gov 		

SANITARY INVESTIGATION	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
1. Is the school free of garbage, insects, rodents, or other unsanitary conditions? If not, please describe the location.	YES	NO		
	Notes:			
RESTROOMS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
2. Are all restrooms clean and in working order? If not, please describe the location.	YES	NO		
	Notes:			
3. Do all restrooms have hot water (85 to 110 degrees F), dispensed soap, toilet paper & dispensed paper towels or heated air dryers?	YES	NO		
	Notes:			
4. Is there at least one toilet fixture for every 50 people? (IPC 2009)	YES	NO		
	Notes:			
FOOD PREPARATION, DINING AREAS, SINKS, & WATER FOUNTAINS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
5. If food is prepared on-site, is a current license from the municipality or state licensing authority posted?	YES	NO	NA	
	Notes:			
6. Are toxic materials clearly labeled and properly stored away from food?	YES	NO		
	Notes:			
7. Is hot water (110 to 130 degrees F) available for culinary purposes, cleansing, laundry and building maintenance? (IPC 2009)	YES	NO		
	Notes:			
8. Are water fountains clean with sufficient water pressure? If not, describe the location of problems.	YES	NO		
	Notes:			

SEPTIC SYSTEMS & WATER SUPPLY SYSTEMS	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
9. Is there a pump schedule for the septic system?	YES	NO	NA		
	Notes:				
10. Is there a reason to suspect the wastewater system has a system failure (backup, etc.)? If so, please describe the condition.	YES		NO		
	Notes:				
11. If the school's drinking water is supplied from an onsite well and the student and staff population is 25 or more, is the well registered and tested as required by NH Dept. of Environmental Services (DES) administrative rule Env-Dw 700?	YES	NO	NA		
	Notes:				
12. In the past 2 years, has the school performed any voluntary water testing for radon or PFCs? If so, please state the findings.	YES		NO		
	City Water				
13. Has the school performed the first round of mandatory lead water testing (due by July 1, 2019)? If so, state month/year of testing. Contact DES for more information (see Letter to schools).	YES		NO		
	Notes: 3/11/19				
ENVIRONMENTAL HAZARDS (mold, asbestos, lead paint, & radon)	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
14. Is there a presence of water leaks in the ceiling, walls, or internal plumbing? If so, please describe the condition and location.	YES		NO	Vent to outside	9-1-19
	Notes: Freestand AC units being vented into ceiling not to the outside as required by owners manual				
15. Is there any mildew or mold present? If so, please describe the condition and location.	YES		NO		
	Notes:				

16. If the building was built before 1990, has the school provided an asbestos inspection report showing its buildings are free of asbestos containing building material (ACBM), or an inspection within the last three years showing that areas with ACBM have been properly maintained? (AHERA, 40 CFR 763, Subpart E and RSA 141-E)	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input type="radio"/> NA		
Notes: NONE Detected Report from 8/25/15					
17. If the building was built before 1978, are you aware of the presence of flaking paint?	<input type="radio"/> YES	<input type="radio"/> NO	<input type="radio"/> NA		
Notes:					
18. If the building was built before 1978, is there worn or damaged paint on windows, doors, or door jambs?	<input type="radio"/> YES	<input type="radio"/> NO	<input type="radio"/> NA		
Notes:					
19. If the building was built before 1978, has any follow up testing been performed by a licensed lead inspector/risk assessor?	<input type="radio"/> YES	<input checked="" type="radio"/> NO	<input type="radio"/> NA		
Notes:					
20. Has the school performed any voluntary air testing for radon?	<input type="radio"/> YES	<input checked="" type="radio"/> NO			
Notes:					
SMOKING	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
21. Are signs posted noting the prohibition of smoking on the school's grounds? RSA 126-K:7 prohibits the use of tobacco products, e-cigarettes, or liquid nicotine on public school grounds.	<input type="radio"/> YES	<input type="radio"/> NO			
Notes:					
ANIMALS ON SHOOOL PROPERTY (if applicable)	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
22. Are all animals enclosed by appropriate and lockable cages/stalls?	<input type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> NA		
Notes:					
23. Do all animals have a current certificate of good health from a licensed veterinarian?	<input type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> NA		
Notes:					

24. Does it appear that animal fecal material is adequately cleaned from the cage/stall?	YES	NO	NA		
	Notes:				
25. Is a hand washing station available nearby with hot water and soap for those students or staff handling the animals or cleaning their cages?	YES	NO	NA		
	Notes:				

ADDITIONAL REMARKS

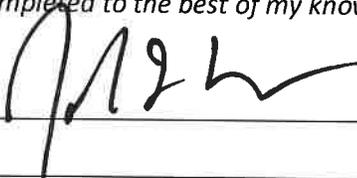
(This area is currently blank for additional remarks.)

ACKNOWLEDGEMENT

"I acknowledge receipt of this report and understand a complete copy must be forwarded to the Department of Education."

Chris O'Reilly  8/1/19
 School contact name and signature Date

"I acknowledge this form has been completed to the best of my knowledge."

John Rogers  8-1-19
 Inspector name and signature Date

**MAKING COMMUNITY CONNECTIONS
CHARTER SCHOOL**

Financial Statements

June 30, 2018

and

Independent Auditor's Report

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
FINANCIAL STATEMENTS
June 30, 2018**

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Making Community Connections Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Making Community Connections Charter School, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the Making Community Connections Charter School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of the Making Community Connections Charter School, as of June 30, 2018, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages i-v and 16-17 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Making Community Connections Charter School's basic financial statements. The combining nonmajor governmental fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining nonmajor governmental fund financial statements are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining nonmajor governmental fund financial statements are fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Vachon Cloutay & Company PC

Manchester, New Hampshire
January 11, 2019

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2018**

Presented herewith, please find the Management Discussion and Analysis Report for the Making Community Connections Charter School (the School) for the fiscal year ending June 30, 2018. Responsibility for both the accuracy of the data, and the completeness and fairness of this presentation (including all disclosures) rests with management. To the best of our knowledge and belief, the data contained herein is accurate in all material respects. This data is reported in a manner designed to fairly present the School's financial position, and the results of operations of the various funds of the School. All disclosures necessary to enable the reader to gain an accurate understanding of the School's financial activities have been included.

School Management is responsible for establishing an accounting and internal control structure designed to ensure that the physical, data, informational, intellectual, and human resource assets of the School are protected from loss, theft, and misuse, and to ensure that adequate accounting information is maintained and reported in conformity with generally accepted accounting principles (GAAP). Management also strives to ensure that these assets are put to good and effective use. The internal control structure is designed to provide reasonable assurances that these objectives are attained.

Overview of the Financial Statements

The financial statements presented herein include all of the activities of the Making Community Connections Charter School using the integrated approach as prescribed by GASB Statement 34.

This discussion and analysis is intended to serve as an introduction to the Making Community Connections Charter School's financial statements. The basic financial statements are comprised of three components:

1. Government-wide financial statements
2. Fund financial statements
3. Notes to the basic financial statements

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to most private-sector companies.

The Statement of Net Position presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the remaining difference reported as net position. Over time, increases and decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The Statement of Activities presents information showing how the School's net position changed during the most recent fiscal year. All of the current year's revenue and expenses are taken into account regardless of when cash is received or paid.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2018**

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School solely employs the use of governmental funds.

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School's near-term financial requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances provide a reconciliation to facilitate this comparison between the governmental activities Statement of Net Position and Statement of Activities.

The School maintains numerous individual governmental funds. Information is presented separately in the Governmental Funds Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances for the General Fund which is the sole major fund of the School. Data for the other governmental funds such as the Food Service Fund, Federal Grants Fund and Monadnock Start-up Grant Fund is combined into a single, aggregate presentation.

The School adopts an annual appropriation budget for its General Fund. A budgetary comparison has been provided for the General Fund to demonstrate compliance with this budget.

Notes to the Basic Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Other Information

In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information which is required to be disclosed by accounting principles generally accepted in the United States of America.

Government-Wide Financial Analysis

Statement of Net Position

Net Position of the Making Community Connections Charter School as of June 30, 2018 and 2017 is follows:

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2018**

	<u>2018</u>	<u>2017</u>
Capital and Other Assets:		
Capital assets, net	\$ 24,087	\$ 32,574
Other assets	<u>431,234</u>	<u>322,946</u>
Total Assets	<u>455,321</u>	<u>355,520</u>
Deferred Outflows of Resources:		
Total Deferred Outflows of Resources	<u>-</u>	<u>-</u>
Long-term and Other Liabilities:		
Long-term liabilities	24,717	
Other liabilities	<u>209,119</u>	<u>94,907</u>
Total Liabilities	<u>233,836</u>	<u>94,907</u>
Deferred Inflows of Resources:		
Total Deferred Inflows of Resources	<u>-</u>	<u>-</u>
Net Position:		
Net investment in capital assets	4,528	32,574
Restricted	421	3,401
Unrestricted	<u>216,536</u>	<u>224,638</u>
Total Net Position	<u>\$ 221,485</u>	<u>\$ 260,613</u>

Statement of Activities

The change in net position for the fiscal years ending June 30, 2018 and 2017 are as follows:

	<u>2018</u>	<u>2017</u>
Program revenues:		
Charges for services	\$ 187,822	\$ 17,099
Operating grants and contributions	<u>71,727</u>	<u>252,391</u>
Total program revenues	<u>259,549</u>	<u>269,490</u>
General revenues:		
State adequacy education grant	1,060,806	1,079,841
State differentiated aid	79,904	53,989
Miscellaneous	<u>18,722</u>	<u>99,247</u>
Total general revenues	<u>1,159,432</u>	<u>1,233,077</u>
Total revenues	<u>1,418,981</u>	<u>1,502,567</u>
Program expenses:		
Instruction	684,078	690,111
Supporting services	36,068	50,812
Instructional staff services	-	11,152
General administration	402,518	339,790
Operation and maintenance of plant	304,179	262,673
Pupil transportation	1,166	1,105
Food service	18,612	14,890
Other miscellaneous	<u>11,488</u>	<u>9,962</u>
Total program expenses	<u>1,458,109</u>	<u>1,380,495</u>

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2018**

Change in net position	(39,128)	122,072
Net position - beginning of year	260,613	138,541
Net position - ending of year	\$ 221,485	\$ 260,613

MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL ACTIVITIES

Making Community Connections Charter School generated \$1,418,981 in revenues from all activities in FY2018, a decrease of about 5% over FY2017. The State of New Hampshire Adequate Education Grant and Differentiated Aid totaled \$1,140,710 provided more than 80% of total revenue, and continues to be the School's primary funding source.

The net cost of all governmental activities is their total costs less program revenues applicable to each category. Charges for services totaled \$187,822, reimbursements for special education services, funded 13% of all activities. The School received \$71,727 in Federal and State grant programs which paid 5% of the total cost of all governmental activities.

GENERAL FUND BUDGETARY HIGHLIGHTS

The General Fund ended the fiscal year with a total fund balance of \$222,723, a slight increase of from the prior year. Revenue recognized by the School's general fund amounted to \$189,638 less than budgeted. The School's primary revenue source is the Adequate Education Grant, which is based predominantly on student enrollment. For this reason, the School budgets its revenues conservatively as enrollment at both campuses can fluctuate during the fiscal year. Nonetheless, in FY2018, student enrollment was less than budgeted estimates, resulting in about \$174K of the \$190K revenue deficit. Charges for services is comprised of receipts for special services provided to its students. Under New Hampshire law, a student's public school district is financially responsible for any Special Education service. Therefore, when the School provides Special Education services, it bills the public school district for the cost of the services rendered. In FY2018, revenue from reimbursable services was below the budget estimate, meaning that the School did not provide as many Special Education services as anticipated.

Actual expenditures were less than budgeted amounts by \$178,338. As enrollment was lower than expected, spending was restricted to mitigate the loss of Adequacy Education Grant revenue. The School purchased needed equipment, which is the primary reason revenues did not exceed expenditures in FY2018. See Schedule 1 on page 16 for additional information regarding budgetary activity.

CAPITAL ASSETS

The School maintains a capitalization threshold of \$5,000. Assets are depreciated using the straight-line method over the course of their estimated useful life. Current year capital asset activity included depreciation of existing assets with no current year additions or reductions. See Note 3 in the notes to the basic financial statements for additional information on the capital assets activity.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2018**

LONG-TERM OBLIGATIONS

Long Term Obligations

The School elected to finance equipment purchases of approximately \$31K with a 5-year loan. The equipment improved security and emergency preparedness at both campuses. See Note 5 in the notes to the basic financial statements for additional information on long-term obligations.

FINANCIAL FACTORS DRIVING FUTURE BUDGETS

The Adequate Education Grant is the School's primary source of funding. Wages and building costs comprise the bulk of the School's annual spend. Remaining funds must support other operating, and to the extent possible, capital costs. The fiscal challenge for the School in the coming years is to sufficiently fund operations to allow for the purchase of technology, to offer employees competitive compensation, and to provide transportation for its students.

CONTACTING MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL

This financial report is intended to provide a general overview of the Making Community Connections Charter School's finances and to show accountability for the money it receives. If you have questions about this report or need additional information, contact Making Community Connections Charter School, P. O. Box 593, Amherst, New Hampshire 03031 or by telephone at (603) 589-9517.

EXHIBIT A
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Statement of Net Position
June 30, 2018

	Governmental Activities
ASSETS	
Current Assets:	
Cash and cash equivalents	\$ 255,735
Accounts receivable	1,383
Due from other governments	136,025
Prepaid expenses	16,928
Deposit held by others	21,163
Total Current Assets	<u>431,234</u>
Noncurrent Assets:	
Capital assets:	
Depreciable capital assets, net	<u>24,087</u>
Total Noncurrent Assets	<u>24,087</u>
Total Assets	<u>455,321</u>
DEFERRED OUTFLOWS OF RESOURCES	
Total Deferred Outflows of Resources	<u>-</u>
LIABILITIES	
Current Liabilities:	
Accounts payable	9,439
Accrued expenses	5,962
Working capital loan advance	150,000
Advances from grantors	37,677
Unearned revenue	12
Current portion of note payable	6,029
Total Current Liabilities	<u>209,119</u>
Noncurrent liabilities:	
Note payable	<u>24,717</u>
Total Noncurrent Liabilities	<u>24,717</u>
Total Liabilities	<u>233,836</u>
DEFERRED INFLOWS OF RESOURCES	
Total Deferred Inflows of Resources	<u>-</u>
NET POSITION	
Net investment in capital assets	4,528
Restricted for:	
Food service operations	421
Unrestricted	<u>216,536</u>
Total Net Position	<u>\$ 221,485</u>

See accompanying notes to the basic financial statements

EXHIBIT B
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Statement of Activities
For the Year Ended June 30, 2018

Functions/Programs	<u>Expenses</u>	<u>Program Revenues</u>		<u>Net (Expense) Revenue and Changes in Net Position</u>
Governmental Activities:		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	<u>Governmental Activities</u>
Instruction	\$ 684,078	\$ 187,822	\$ 50,480	\$ (445,776)
Supporting services	36,068		6,984	(29,084)
General administration	402,518			(402,518)
Operation and maintenance of plant	304,179			(304,179)
Pupil transportation	1,166			(1,166)
Food service	18,612		14,263	(4,349)
Other miscellaneous	11,488			(11,488)
Total governmental activities	<u>\$ 1,458,109</u>	<u>\$ 187,822</u>	<u>\$ 71,727</u>	<u>(1,198,560)</u>
General revenues:				
				1,060,806
				79,904
				18,722
				<u>1,159,432</u>
				(39,128)
				<u>260,613</u>
				<u>\$ 221,485</u>

See accompanying notes to the basic financial statements

EXHIBIT C
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Balance Sheet
Governmental Funds
June 30, 2018

	General <u>Fund</u>	Nonmajor Governmental <u>Funds</u>	Total Governmental <u>Funds</u>
ASSETS			
Cash and cash equivalents	\$ 241,039	\$ 14,696	\$ 255,735
Accounts receivable		1,383	1,383
Due from other governments	121,095	14,930	136,025
Due from other funds	17,602		17,602
Prepaid expenses	16,928		16,928
Deposit held by others	16,163	5,000	21,163
Total Assets	<u>412,827</u>	<u>36,009</u>	<u>448,836</u>
DEFERRED OUTFLOWS OF RESOURCES			
Total Deferred Outflows of Resources	<u>-</u>	<u>-</u>	<u>-</u>
Total Assets and Deferred Outflows of Resources	<u>\$ 412,827</u>	<u>\$ 36,009</u>	<u>\$ 448,836</u>
LIABILITIES			
Accounts payable	\$ 7,815	\$ 1,624	\$ 9,439
Accrued expenses	5,962		5,962
Working capital loan advance	150,000		150,000
Due to other funds		17,602	17,602
Advances from grantors	26,327	11,350	37,677
Unearned revenue		12	12
Total Liabilities	<u>190,104</u>	<u>30,588</u>	<u>220,692</u>
DEFERRED INFLOWS OF RESOURCES			
Total Deferred Inflows of Resources	<u>-</u>	<u>-</u>	<u>-</u>
FUND BALANCES			
Nonspendable	33,091	5,000	38,091
Restricted	11,187	421	11,608
Assigned	6,949		6,949
Unassigned	171,496		171,496
Total Fund Balances	<u>222,723</u>	<u>5,421</u>	<u>228,144</u>
Total Liabilities, Deferred Inflows of Resources and Fund Balances	<u>\$ 412,827</u>	<u>\$ 36,009</u>	

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds	24,087
Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Long-term liabilities at year end consist of:	
Note payable	<u>(30,746)</u>
Net Position of Governmental Activities	<u>\$ 221,485</u>

See accompanying notes to the basic financial statements

EXHIBIT D
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2018

MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Reconciliation of the Statement of Revenues, Expenditures
and Changes in Fund Balances of Governmental Funds
to the Statement of Activities
For the Year Ended June 30, 2018

	General Fund	Nonmajor Governmental Funds	Total Governmental Funds	
Revenues:				
Intergovernmental	\$ 1,149,788	\$ 62,649	\$ 1,212,437	
Charges for services	187,822		187,822	
Miscellaneous	18,722		18,722	
Total Revenues	<u>1,356,332</u>	<u>62,649</u>	<u>1,418,981</u>	
Expenditures:				
Current operations:				
Instruction	634,040	41,402	675,442	
Supporting services	29,084	6,984	36,068	
General administration	402,018		402,018	
Operation and maintenance of plant	305,107		305,107	
Pupil transportation	1,166		1,166	
Food service	1,090	17,243	18,333	
Other miscellaneous	11,488		11,488	
Total Expenditures	<u>1,383,993</u>	<u>65,629</u>	<u>1,449,622</u>	
Excess revenues over (under) expenditures	<u>(27,661)</u>	<u>(2,980)</u>	<u>(30,641)</u>	
Other financing sources:				
Loan proceeds	30,746		30,746	
Total other financing sources	<u>30,746</u>	<u>-</u>	<u>30,746</u>	
Net change in fund balances	3,085	(2,980)	105	
Fund balances at Beginning of Year	<u>219,638</u>	<u>8,401</u>	<u>228,039</u>	
Fund balances at End of Year	<u>\$ 222,723</u>	<u>\$ 5,421</u>	<u>\$ 228,144</u>	

Net Change in Fund Balances--Total Governmental Funds \$ 105

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense exceeded capital outlays in the current period. (8,487)

Proceeds from loan issuances are reported as other financing sources in the funds, but a loan issuance increases long-term liabilities in the statement of net position. (30,746)

Change in Net Position of Governmental Activities \$ (39,128)

See accompanying notes to the basic financial statements

MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
For the Year Ended June 30, 2018

NOTE 1—SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the Making Community Connections Charter School conform to accounting principles generally accepted in the United States of America for local educational units of government, except as indicated hereinafter. The Making Community Connections Charter School is organized as a nonprofit organization to provide public charter school educational services as authorized by the State of New Hampshire Department of Education. The provisions of the State of New Hampshire RSA 194-B:10 requires public charter schools to comply with the same financial reporting requirements imposed upon a traditional public school district, on a governmental basis of presentation. Accordingly, the Making Community Connections Charter School's basis of presentation follows the governmental reporting model. The following is a summary of significant accounting policies.

Financial Reporting Entity

The Making Community Connections Charter School (the "School") is a public charter school as defined by the provisions of the State of New Hampshire RSA 194-B Chartered Public School. The School is organized as a 501(c)(3) nonprofit public charity granted status under section 170(b)(1)(A)(ii) of the Internal Revenue Code. The mission of the School is to establish a sustainable network of multiple preschool through graduate school pathways for high quality learning that are student centered, mastery based, and community oriented. The School is governed by a Board of Trustees, with between five and twelve voting members, organized under a charter adopted on May 9, 2011.

Basis of Presentation

The School's basic financial statements consist of government-wide statements, including a statement of net position and a statement of activities, and fund financial statements, which provide a more detailed level of financial information.

1. Government-Wide Financial Statements:

The statement of net position and the statement of activities display information about the School as a whole. These statements include the financial activities of the primary government.

The statement of net position presents the financial condition of the governmental activities of the School at year end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the School's governmental activities. Direct expenses are those that are specifically associated with a service, program or department and therefore clearly identifiable to a particular function. Program revenues include charges paid by the recipient of the goods or services offered by the program, grants and contributions that are restricted to meeting the operational or capital requirements of a particular program and interest earned on grants that are required to be used to support a particular program. Revenues which are not classified as program revenues are presented as general revenues of the School. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the School.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**
For the Year Ended June 30, 2018

2. Fund Financial Statements:

During the year, the School segregates transactions related to certain School functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. Fund financial statements are designed to present financial information of the School at this more detailed level. The focus of governmental fund financial statements is on major funds. Each major fund is presented in a separate column.

Fund Accounting

The School uses funds to maintain its financial records during the fiscal year. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts. The School solely employs the use of governmental funds.

1. Governmental Funds:

Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and deferred outflows of resources, and liabilities and deferred inflows of resources, is reported as fund balance. The following is the School's major governmental fund:

The *General Fund* is the main operating fund of the School and is used to account for all financial resources except those required to be accounted for in another fund.

Measurement Focus

1. Government-Wide Financial Statements:

The government-wide financial statements are prepared using the economic resources measurement focus. All assets, deferred outflows of resources, liabilities, and deferred inflows of resources associated with the operation of the School are included on the Statement of Net Position.

2. Fund Financial Statements:

All governmental funds are accounted for using a flow of current financial resources measurement focus. With this measurement focus, only current assets, deferred outflows of resources, current liabilities and deferred inflows of resources generally are included on the balance sheet. The statement of revenues, expenditures and changes in fund balances reports on the sources (i.e., revenues and other financing sources) and uses (i.e., expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared. Governmental fund financial statements therefore include reconciliations with brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**

For the Year Ended June 30, 2018

Basis of Accounting

Basis of accounting determines when transactions are recorded in the financial records and reported on the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. Differences in the accrual and the modified accrual basis of accounting arise in the recognition of revenue and in the presentation of expenses versus expenditures.

1. Revenues – Exchange and Non-exchange Transactions:

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the School, available means expected to be received within sixty days of fiscal year end.

Non-exchange transactions, in which the School receives value without directly giving equal value in return, include grants, entitlements and donations. Revenue from grants, entitlements and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are required to be used or the fiscal year when use is first permitted; matching requirements, in which the School must provide local resources to be used for a specified purpose; and expenditure requirements, in which the resources are provided to the School on a reimbursement basis. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Under the modified accrual basis, the following revenue sources are considered to be both measurable and available at fiscal year-end: State adequacy funding, grants and student fees.

Grants and entitlements received before the eligibility requirements are met are recorded as advances from grantors. Unearned revenue arises when assets are recognized before revenue recognition criteria have been satisfied.

2. Expenses/Expenditures:

On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable. Allocations of cost, such as depreciation and amortization are not recognized in governmental funds.

Budgetary Data

The School's budget represents functional appropriations as authorized by the Board of Trustees. The Board of Trustees may transfer funds between operating categories as they deem necessary.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**
For the Year Ended June 30, 2018

Due from Other Governments

Due from other governments at June 30, 2018 consist of receivables due from the State of New Hampshire for the final fiscal year 2018 Equitable Aid distribution, federal grant programs, state and federal school lunch program reimbursements and reimbursements due from various local public school districts. All intergovernmental receivables are due within less than one year.

Deposit held by Others

Deposit held by others at June 30, 2018 represent security deposits paid to the landlord of the School's Monadnock and Manchester campuses in accordance with the lease agreements.

Capital Assets

General capital assets result from expenditures in the governmental funds. These assets are reported in the governmental activities column of the government-wide statement of net position, but are not reported in the fund financial statements.

All capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated capital assets are recorded at their acquisition value as of the date received. The School does not maintain a capitalization threshold regarding the dollar value or estimated useful lives of the assets. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not.

All reported capital assets are depreciated. Improvements are depreciated over the remaining useful lives of the related capital assets. Depreciation is computed using the straight-line method over the following useful lives:

	<u>Description</u>	<u>Years</u>
	Equipment	3-15
	Furniture and Fixtures	3-5
	Leasehold improvements	4

Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current resources are reported as obligations of the funds. Long-term obligations that will be paid from governmental funds are recognized as a liability in the fund financial statements when due.

Net Position

Net position represents the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances on any borrowings used for the acquisition, construction or improvement of those assets. Net position is reported as restricted when

MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2018

there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors or laws or regulations of other governments. Unrestricted net position is the residual amount of the assets, deferred outflows of resources, liabilities and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted components of net position.

The School's policy is to first apply restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available.

Fund Balance Policy

As of June 30, 2018, the School has not adopted a formal fund balance policy. Under GASB Statement 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, the School has segregated fund balance into five classifications: Nonspendable, Restricted, Committed, Assigned, and Unassigned. These components of fund balance are defined as follows:

- ***Nonspendable Fund Balance***: Amounts that are not in a spendable form or are required to be maintained intact.
- ***Restricted Fund Balance***: Amounts constrained to specific purposes stipulated by external resource providers or through enabling legislation. Restrictions may be changed or lifted only with the consent of the resource providers or by the enabling legislation.
- ***Committed Fund Balance***: Amounts constrained to specific purposes by the entity itself using its highest level of decision-making authority. To be reported as committed, amounts cannot be used for any other purpose unless the entity takes the same highest-level action to remove or change the constraint.
- ***Assigned Fund Balance***: Amounts an entity intends to use for a specific purpose; intent can be expressed by the governing body or by an official or body to which the governing body delegates the authority.
- ***Unassigned Fund Balance***: Amounts that are available for any purpose; these amounts are reported only in the General Fund, except for any deficit fund balance of another governmental fund.

In circumstances where expenditures are incurred for purposes for which both restricted and unrestricted fund balance is available, restricted fund balance is considered to have been spent first. When expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications can be used, committed amounts should be reduced first, followed by assigned amounts then unassigned amounts.

Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented on the financial statements.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
 NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**
 For the Year Ended June 30, 2018

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results may differ from those estimates.

NOTE 2—DEPOSITS

Deposits as of June 30, 2018, are classified in the accompanying financial statements as follows:

Statement of Net Position:	
Cash and cash equivalents	<u>\$ 255,735</u>

Deposits at June 30, 2018 consist of the following:

Deposits with financial institutions	<u>\$ 255,735</u>
--------------------------------------	-------------------

As of June 30, 2018, the School has not formally adopted an investment policy that limits allowable deposits of the School. The School's Bylaws state that the School has the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgement of the Board. The School's deposits with financial institutions consist solely of demand deposits at year end.

Custodial Credit Risk

Custodial credit risk for deposits is the risk that in the event of a bank failure, the School's deposits may not be returned. Currently, the School has no investment policy for assurance against custodial credit risk. Of the School's deposits with financial institutions at year end, \$17,521 was uncollateralized and uninsured.

NOTE 3—CAPITAL ASSETS

The following is a summary of changes in capital assets of the governmental activities:

	Balance <u>July 1, 2017</u>	Additions	Reductions	Balance <u>June 30, 2018</u>
Capital assets:				
Equipment	\$ 138,568			\$ 138,568
Furniture and fixtures	6,035			6,035
Leasehold improvements	<u>55,780</u>	<u>\$ 3,801</u>	<u>\$ (52,130)</u>	<u>7,451</u>
Total capital assets at historical cost	<u>200,383</u>	<u>3,801</u>	<u>(52,130)</u>	<u>152,054</u>

MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
For the Year Ended June 30, 2018

Less accumulated depreciation for:

Equipment	(109,721)	(8,500)		(118,221)
Furniture and fixtures	(4,991)	(915)		(5,906)
Leasehold improvements	(53,097)	(2,873)	52,130	(3,840)
Total accumulated depreciation	<u>(167,809)</u>	<u>(12,288)</u>	<u>52,130</u>	<u>(127,967)</u>
Total capital assets, net	<u>\$ 32,574</u>	<u>\$ (8,487)</u>	<u>\$ -</u>	<u>\$ 24,087</u>

Depreciation expense was charged to governmental functions as follows:

Instruction	\$ 8,636
General administration	500
Operation and maintenance of plant	2,873
Food service	279
	<u>\$ 12,288</u>

NOTE 4—SHORT-TERM OBLIGATIONS

Working Capital Loan Advance

During the year ended June 30, 2018, the School extended its working capital loan agreement with the New Hampshire Health and Education Facilities Authority. Under the terms of the extension, the School is approved to borrow up to \$150,000 on a semi-annual basis to be used for working capital purposes. Loan advances bear an annual interest rate of 1%, payable on the 5th day of each month. The outstanding principal balance is payable twice a year by November 1st or March 1st following the date of any advance. As of June 30, 2018, the working capital loan advance outstanding at year end was \$150,000, and is due on November 1, 2018.

Changes in the School's short-term obligations for the year ended June 30, 2018 are as follows:

	Balance July 1, 2017	Additions	Reductions	Balance June 30, 2018
Working Capital Loan	<u>\$ 50,000</u>	<u>\$ 150,000</u>	<u>\$ (50,000)</u>	<u>\$ 150,000</u>

NOTE 5—LONG-TERM OBLIGATIONS

Changes in the long-term obligations of the governmental activities for the year ended June 30, 2018 are as follows:

	Balance July 1, 2017	Additions	Reductions	Balance June 30, 2018	Due Within One Year
Note payable	<u>\$ -</u>	<u>\$ 30,746</u>	<u>\$ -</u>	<u>\$ 30,746</u>	<u>\$ 6,029</u>

Payments on the note payable of the governmental activities are paid out of the General Fund.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**
For the Year Ended June 30, 2018

Note Payable

Note payable at June 30, 2018 is comprised of the following individual issue:

<u>Description</u>	<u>Original Issue</u>	<u>Interest Rate</u>	<u>Final Maturity Date</u>	<u>Balance at June 30, 2018</u>
Direct Loan Plus	<u>\$ 30,746</u>	1%	June 2023	<u>\$ 30,746</u>

Debt service requirements to retire the outstanding note payable at June 30, 2018 are as follows:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Totals</u>
2019	\$ 6,029	\$ 277	\$ 6,306
2020	6,087	219	6,306
2021	6,148	158	6,306
2022	6,210	96	6,306
2023	6,272	34	6,306
	<u>\$ 30,746</u>	<u>\$ 784</u>	<u>\$ 31,530</u>

NOTE 6—INTERFUND BALANCES

The School maintains separate cash accounts for several of its governmental funds, however, most cash transactions flow through the General Fund. For accounting and reporting purposes, the portions of the pooled cash balance attributable to other governmental funds are reported in the specific funds as an interfund balance. At June 30, 2018, the General Fund has an interfund receivable from the Nonmajor Governmental Funds in the amount of \$17,602.

NOTE 7—COMPONENTS OF FUND BALANCE

The components of the School's fund balance for its governmental funds at June 30, 2018 are as follows:

<u>Fund Balances</u>	<u>General Fund</u>	<u>Nonmajor Governmental Funds</u>	<u>Total Governmental Funds</u>
Nonspendable:			
Prepaid expenses	\$ 16,928		\$ 16,928
Deposit held by others	16,163	\$ 5,000	21,163
Restricted for:			
Food service operations		421	421
Unspent loan proceeds	11,187		11,187
Assigned for:			
Student funds	6,949		6,949
Unassigned:			
Unassigned - General operations	171,496		171,496
	<u>\$ 222,723</u>	<u>\$ 5,421</u>	<u>\$ 228,144</u>

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**
For the Year Ended June 30, 2018

NOTE 8—LEASE COMMITMENTS

Operating Leases

Manchester Campus

During August 2017, the School entered into a new long-term lease agreement for its Manchester school campus. The initial term of the lease shall be for a period of 5 years from the rent commencement date. Base rent will be due in monthly installments with scheduled annual increases, ranging from \$4,236/month in the initial year to \$10,069/month in the final year of the agreement. In addition to the base rent, the School will also be responsible for additional rent based upon its proportionate share of building operating expenses. Additional rent will be payable in monthly installments at a fixed cost of \$4,514/month, throughout the initial term of the agreement. The School has the option to renew the lease for two additional 5-year terms. The base rent during each option period shall be at the then market rate, but not greater than 5% in excess of the prior year's base rent, thereafter increasing 2.5% per annum. Additional rent during each option period shall be based upon the School's proportionate share of the then current amount of building operating expenses assessed to other tenants in the building. Total rental payments under the terms of the lease agreement for the year ended June 30, 2018 were \$92,133.

Future minimum annual commitments for rental payments at June 30, 2018 are as follows:

Year Ended <u>June 30,</u>	<u>Amount</u>
2019	\$ 138,333
2020	161,667
2021	169,167
2022	174,167
2023	29,167
	<u>\$ 672,501</u>

Monadnock Campus

In August 2015, the School entered into a long-term lease agreement for its Monadnock school campus which expires on July 31, 2020. The terms of this lease are intended as a "triple net". Included is a base rent equal to a fixed rate per square foot, and additional rent of \$4.56 per square foot. The School has the option to renew for an additional 5-year term at the stated rates of \$14.00 per square foot for the base rent and \$7.00 per square foot for additional rent.

Total rental payments under the terms of this lease agreement for the year ended June 30, 2018 were \$128,850. Future minimum payments under the lease agreement follow an increasing base rent amount of \$10.00 to \$14.00 per square foot, and additional rent at a flat \$4.56 per square foot.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
 NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**
 For the Year Ended June 30, 2018

Future minimum annual commitments for rental payments at June 30, 2018 are as follows:

Year Ended <u>June 30,</u>	<u>Amount</u>
2019	\$ 132,475
2020	148,636
2021	12,499
	<u>\$ 293,610</u>

NOTE 9—RISK MANAGEMENT

The School is exposed to various risks of losses related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. During the year ended June 30, 2018, the School participated in a public entity risk pool (Trust) for property and liability insurance and worker's compensation coverage. Coverage has not been significantly reduced from the prior year and settled claims have not exceeded coverage in any of the past three years.

The Trust agreements permit the Trust to make additional assessments to members should there be a deficiency in Trust assets to meet its liabilities. Accounting principles generally accepted in the United States of America require members of pools with a sharing of risk to determine whether or not such assessment is probable and, if so, a reasonable estimate of such assessment. At this time, the Trust foresees no likelihood of an additional assessment for any of the past years. Claims expenditures and liabilities are reported when it is probable that a loss has occurred and the amount of that loss can be reasonably estimated. These losses include an estimate of claims that have been incurred but not reported. Based on the best available information there is no liability at June 30, 2018.

Property and Liability Insurance

The Trust provides certain property and liability insurance coverage to member school districts, school administrative units, and other qualified political subdivisions of New Hampshire. As a member of the Trust, the School shares in contributing to the cost of and receiving benefit from a self-insured pooled risk management program. The program includes a Self-Insured Retention Fund from which is paid up to \$200,000 for each and every covered property, crime and/or liability loss that exceeds \$1,000, up to an aggregate of \$1,200,000. Each property loss is subject to a \$1,000 deductible. All losses over the aggregate are covered by insurance policies.

Worker's Compensation

The Trust provides statutory worker's compensation coverage to member school districts, school administrative units, and other qualified political subdivisions of New Hampshire. The Trust is self-sustaining through annual member premiums and provides coverage for the statutorily required workers' compensation benefits and employer's liability coverage up to \$2,000,000. The program includes a Loss Fund from which is paid up to \$500,000 for each and every covered claim.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**
For the Year Ended June 30, 2018

NOTE 10—SIGNIFICANT CONCENTRATION OF REVENUE RISK

As a public charter school, the School annually receives adequacy and differentiated aid funding for both of its campuses from the State of New Hampshire Department of Education on a per pupil basis of average daily membership attendance at a rate determined by the State. Total adequacy and differentiated aid funding received for the year ended June 30, 2018 was \$1,140,710 which is approximately 80% and 84% of total Governmental Activities and General Fund revenues, respectively.

NOTE 11—CONTINGENCIES

Litigation

There may be various claims and suits pending against the School, which arise in the normal course of the School's activities. In the opinion of School management, any potential claims against the School, which are not covered by insurance are immaterial and would not affect the financial position of the School.

Federal Grants

The School participates in a number of federally assisted grant programs. These programs are subject to financial and compliance audits by the grantors or their representatives. The amounts, if any, of expenditures which may be disallowed by the granting agency cannot be determined at this time, although the School expects such amounts, if any, to be immaterial.

SCHEDULE 1

MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL

Schedule of Revenues, Expenditures and Changes in Fund Balance

Budget and Actual (Budgetary Basis) - General Fund

For the Year Ended June 30, 2018

	<u>Budgeted Amounts</u>		<u>Actual Amounts</u>	Variance with Final Budget - Favorable <u>(Unfavorable)</u>
	<u>Original</u>	<u>Final</u>		
Revenues:				
Intergovernmental	\$ 1,324,313	\$ 1,324,313	\$ 1,149,788	\$ (174,525)
Charges for services	207,637	207,637	187,822	(19,815)
Miscellaneous	3,500	3,500	8,202	4,702
Total Revenues	<u>1,535,450</u>	<u>1,535,450</u>	<u>1,345,812</u>	<u>(189,638)</u>
Expenditures:				
Current operations:				
Instruction	803,399	803,399	634,040	169,359
Supporting services	40,160	40,160	29,084	11,076
General administration	416,178	416,178	402,018	14,160
Operation and maintenance of plant	263,985	263,985	285,548	(21,563)
Pupil transportation	5,562	5,562	1,166	4,396
Food service	2,000	2,000	1,090	910
Total Expenditures	<u>1,531,284</u>	<u>1,531,284</u>	<u>1,352,946</u>	<u>178,338</u>
Net change in fund balance	4,166	4,166	(7,134)	(11,300)
Fund balance at beginning of year				
- Budgetary Basis	<u>211,721</u>	<u>211,721</u>	<u>211,721</u>	<u>-</u>
Fund balance at end of year				
- Budgetary Basis	<u>\$ 215,887</u>	<u>\$ 215,887</u>	<u>\$ 204,587</u>	<u>\$ (11,300)</u>

See accompanying notes to the required supplementary information

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION**
For the Year Ended June 30, 2018

NOTE 1—BUDGET TO ACTUAL RECONCILIATION

General Fund

Amounts recorded as budgetary amounts in the Schedule of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual (Budgetary Basis) – General Fund (Schedule 1) are reported on the basis budgeted by the School. Those amounts may differ from those reported in conformity with accounting principles generally accepted in the United States of America in the Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Funds (Exhibit D). General Fund budgetary revenues and expenditures were adjusted for non-budgetary revenues and expenditures and loan proceeds as follows:

	Revenues and Other Financing <u>Sources</u>	Expenditures and Other Financing <u>Uses</u>
Per Exhibit D	\$ 1,387,078	\$ 1,383,993
Non-budgetary revenues and expenditures	(10,520)	(11,488)
Loan proceeds	<u>(30,746)</u>	<u>(19,559)</u>
Per Schedule 1	<u>\$ 1,345,812</u>	<u>\$ 1,352,946</u>

NOTE 2—BUDGETARY FUND BALANCE

The components of the budgetary fund balance for the General Fund at June 30, 2018 are as follows:

<i>Nonspendable:</i>	
Prepaid expenses	\$ 16,928
Deposits held by others	16,193
<i>Unassigned:</i>	
Unassigned - General operations	<u>171,466</u>
	<u>\$ 204,587</u>

SCHEDULE A
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Combining Balance Sheet
Governmental Funds - All Nonmajor Funds
June 30, 2018

	Food Service Fund	Federal Grants Fund	Monadnock Start-up Grant Fund	Total Nonmajor Governmental Funds
ASSETS				
Cash and cash equivalents			\$ 14,696	\$ 14,696
Accounts receivable	\$ 1,383			1,383
Due from other governments	3,094	\$ 11,836		14,930
Deposit held by others			5,000	5,000
Total Assets	<u>4,477</u>	<u>11,836</u>	<u>19,696</u>	<u>36,009</u>
DEFERRED OUTFLOWS OF RESOURCES				
Total Deferred Outflows of Resources	-	-	-	-
Total Assets and Deferred Outflows of Resources	<u>\$ 4,477</u>	<u>\$ 11,836</u>	<u>\$ 19,696</u>	<u>\$ 36,009</u>
LIABILITIES				
Accounts payable	\$ 1,624			\$ 1,624
Due to other funds	2,420	\$ 10,486	\$ 4,696	17,602
Advances from grantors		1,350	10,000	11,350
Unearned revenue	12			12
Total Liabilities	<u>4,056</u>	<u>11,836</u>	<u>14,696</u>	<u>30,588</u>
DEFERRED INFLOWS OF RESOURCES				
Total Deferred Inflows of Resources	-	-	-	-
FUND BALANCES				
Nonspendable			5,000	5,000
Restricted	421			421
Total Fund Balances	<u>421</u>	<u>-</u>	<u>5,000</u>	<u>5,421</u>
Total Liabilities, Deferred Inflows of Resources and Fund Balances	<u>\$ 4,477</u>	<u>\$ 11,836</u>	<u>\$ 19,696</u>	<u>\$ 36,009</u>

SCHEDULE B
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Combining Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds - All Nonmajor Funds
For the Year Ended June 30, 2018

	Food Service Fund	Federal Grants Fund	Monadnock Start-up Grant Fund	Total Nonmajor Governmental Funds
Revenues:				
Intergovernmental	\$ 14,263	\$ 48,386		\$ 62,649
Total Revenues	<u>14,263</u>	<u>48,386</u>	<u>\$ -</u>	<u>62,649</u>
Expenditures:				
Current Operations:				
Instruction		41,402		41,402
Supporting services		6,984		6,984
Food service	17,243			17,243
Total Expenditures	<u>17,243</u>	<u>48,386</u>	<u>-</u>	<u>65,629</u>
Net change in fund balances	(2,980)	-	-	(2,980)
Fund balances at Beginning of Year	<u>3,401</u>		<u>5,000</u>	<u>8,401</u>
Fund balances at End of Year	<u>\$ 421</u>	<u>\$ -</u>	<u>\$ 5,000</u>	<u>\$ 5,421</u>

**MAKING COMMUNITY CONNECTIONS
CHARTER SCHOOL**

Financial Statements

June 30, 2019

and

Independent Auditor's Report

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
FINANCIAL STATEMENTS
June 30, 2019**

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Making Community Connections Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Making Community Connections Charter School, as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the Making Community Connections Charter School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of the Making Community Connections Charter School, as of June 30, 2019, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages i-v and 16-17 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Making Community Connections Charter School's basic financial statements. The combining nonmajor governmental fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining nonmajor governmental fund financial statements are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining nonmajor governmental fund financial statements are fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Vashon Clukay & Company PC

Manchester, New Hampshire
December 2, 2019

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2019**

Presented herewith, please find the Management Discussion and Analysis Report for the Making Community Connections Charter School (the School) for the fiscal year ending June 30, 2019. Responsibility for both the accuracy of the data, and the completeness and fairness of this presentation (including all disclosures) rests with management. To the best of our knowledge and belief, the data contained herein is accurate in all material respects. This data is reported in a manner designed to fairly present the School's financial position, and the results of operations of the various funds of the School. All disclosures necessary to enable the reader to gain an accurate understanding of the School's financial activities have been included.

School Management is responsible for establishing an accounting and internal control structure designed to ensure that the physical, data, informational, intellectual, and human resource assets of the School are protected from loss, theft, and misuse, and to ensure that adequate accounting information is maintained and reported in conformity with generally accepted accounting principles (GAAP). Management also strives to ensure that these assets are put to good and effective use. The internal control structure is designed to provide reasonable assurances that these objectives are attained.

Overview of the Financial Statements

The financial statements presented herein include all of the activities of the Making Community Connections Charter School using the integrated approach as prescribed by GASB Statement 34.

This discussion and analysis is intended to serve as an introduction to the Making Community Connections Charter School's financial statements. The basic financial statements are comprised of three components:

1. Government-wide financial statements
2. Fund financial statements
3. Notes to the basic financial statements

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to most private-sector companies.

The Statement of Net Position presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the remaining difference reported as net position. Over time, increases and decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The Statement of Activities presents information showing how the School's net position changed during the most recent fiscal year. All of the current year's revenue and expenses are taken into account regardless of when cash is received or paid.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2019**

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School solely employs the use of governmental funds.

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School's near-term financial requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances provide a reconciliation to facilitate this comparison between the governmental activities Statement of Net Position and Statement of Activities.

The School maintains numerous individual governmental funds. Information is presented separately in the Governmental Funds Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances for the General Fund which is the sole major fund of the School. Data for the other governmental funds such as the Food Service Fund, Federal Grants Fund and Monadnock Start-up Grant Fund is combined into a single, aggregate presentation.

The School adopts an annual appropriation budget for its General Fund. A budgetary comparison has been provided for the General Fund to demonstrate compliance with this budget.

Notes to the Basic Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Other Information

In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information which is required to be disclosed by accounting principles generally accepted in the United States of America.

Government-Wide Financial Analysis

Statement of Net Position

Net Position of the Making Community Connections Charter School as of June 30, 2019 and 2018 is follows:

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2019**

	<u>2019</u>	<u>2018</u>
Capital and Other Assets:		
Capital assets, net	\$ 60,599	\$ 24,087
Other assets	<u>467,973</u>	<u>431,234</u>
Total Assets	<u>528,572</u>	<u>455,321</u>
Deferred Outflows of Resources:		
Total Deferred Outflows of Resources	<u>-</u>	<u>-</u>
Long-term and Other Liabilities:		
Long-term liabilities	11,769	24,717
Other liabilities	<u>222,577</u>	<u>209,119</u>
Total Liabilities	<u>234,346</u>	<u>233,836</u>
Deferred Inflows of Resources:		
Total Deferred Inflows of Resources	<u>-</u>	<u>-</u>
Net Position:		
Net investment in capital assets	45,833	4,528
Restricted	583	421
Unrestricted	<u>247,810</u>	<u>216,536</u>
Total Net Position	<u>\$ 294,226</u>	<u>\$ 221,485</u>

Statement of Activities

The change in net position for the fiscal years ending June 30, 2019 and 2018 are as follows:

	<u>2019</u>	<u>2018</u>
Program revenues:		
Charges for services	\$ 190,040	\$ 187,822
Operating grants and contributions	111,162	71,727
Capital grants and contributions	<u>57,471</u>	<u>-</u>
Total program revenues	<u>358,673</u>	<u>259,549</u>
General revenues:		
State adequacy education grant	1,064,387	1,060,806
State differentiated aid	108,353	79,904
Miscellaneous	<u>37,359</u>	<u>18,722</u>
Total general revenues	<u>1,210,099</u>	<u>1,159,432</u>
Total revenues	<u>1,568,772</u>	<u>1,418,981</u>
Program expenses:		
Instruction	663,104	684,078
Supporting services	35,730	36,068
General administration	441,891	402,518
Operation and maintenance of plant	320,280	304,179
Pupil transportation	3,788	1,166
Food service	24,213	18,612
Other miscellaneous	<u>6,920</u>	<u>11,488</u>
Total program expenses	<u>1,496,031</u>	<u>1,458,109</u>

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2019**

Change in net position	72,741	(39,128)
Net position - beginning of year	<u>221,485</u>	<u>260,613</u>
Net position - ending of year	<u>\$ 294,226</u>	<u>\$ 221,485</u>

MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL ACTIVITIES

Making Community Connections Charter School generated \$1,568,772 in revenues from all activities in FY2019, an increase of about 10% over FY2018. The State of New Hampshire Adequate Education Grant and Differentiated Aid totaled \$1,172,740 provided more than 74% of total revenue, and continues to be the School's primary funding source.

The net cost of all governmental activities is their total costs less program revenues applicable to each category. Charges for services totaled \$190,040. The School received \$168,633 in Federal and State grant programs which paid approximately 11% of the total cost of all governmental activities.

GENERAL FUND BUDGETARY HIGHLIGHTS

The General Fund ended the fiscal year with a total fund balance of \$232,945, a slight increase of from the prior year. Revenue recognized by the School's general fund amounted to \$163,484 less than budgeted. The School's primary revenue source is the Adequate Education Grant, which is based predominantly on student enrollment. For this reason, the School budgets its revenues conservatively as enrollment at both campuses can fluctuate during the fiscal year. Nonetheless, in FY2019, student enrollment was less than budgeted estimates, resulting in about \$174K of the total revenue deficit. Charges for services is comprised of receipts for special services provided to its students. Under New Hampshire law, a student's public school district is financially responsible for any Special Education service. Therefore, when the School provides Special Education services, it bills the public school district for the cost of the services rendered. In FY2019, revenue from reimbursable services was below the budget estimate, meaning that the School did not provide as many Special Education services as anticipated. Finally, the School recognized \$27,523 in revenues from miscellaneous grants and contributions during the year.

Actual expenditures were less than budgeted amounts by \$165,392. As enrollment was lower than expected, spending was restricted to mitigate the loss of Adequacy Education Grant revenue. See Schedule 1 on page 16 for additional information regarding budgetary activity.

CAPITAL ASSETS

The School maintains a capitalization threshold of \$2,500. Assets are depreciated using the straight-line method over the course of their estimated useful life. Current year capital asset activity included depreciation of existing assets, and the acquisition of equipment totaling \$44,521. See Note 3 in the notes to the basic financial statements for additional information on the capital assets activity.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2019**

LONG-TERM OBLIGATIONS

Long Term Obligations

The School elected to finance equipment purchases of approximately \$15K with a 5-year loan. Additionally, the School retired long term obligations of approximately \$31K. See Note 5 in the notes to the basic financial statements for additional information on long-term obligations.

FINANCIAL FACTORS DRIVING FUTURE BUDGETS

The Adequate Education Grant is the School's primary source of funding. Wages and building costs comprise the bulk of the School's annual spend. Remaining funds must support other operating, and to the extent possible, capital costs. The fiscal challenge for the School in the coming years is to sufficiently fund operations to allow for the purchase of technology, to offer employees competitive compensation, and to provide transportation for its students.

CONTACTING MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL

This financial report is intended to provide a general overview of the Making Community Connections Charter School's finances and to show accountability for the money it receives. If you have questions about this report or need additional information, contact Making Community Connections Charter School, P. O. Box 593, Amherst, New Hampshire 03031 or by telephone at (603) 589-9517.

EXHIBIT A
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Statement of Net Position
June 30, 2019

	Governmental Activities
ASSETS	
Current Assets:	
Cash and cash equivalents	\$ 252,233
Accounts receivable	4,535
Due from other governments	177,053
Prepaid expenses	12,989
Deposit held by others	21,163
Total Current Assets	<u>467,973</u>
Noncurrent Assets:	
Capital assets:	
Depreciable capital assets, net	<u>60,599</u>
Total Noncurrent Assets	<u>60,599</u>
Total Assets	<u>528,572</u>
DEFERRED OUTFLOWS OF RESOURCES	
Total Deferred Outflows of Resources	<u>-</u>
LIABILITIES	
Current Liabilities:	
Accounts payable	5,505
Accrued expenses	12,218
Working capital loan advance	150,000
Advances from grantors	51,853
Unearned revenue	4
Current portion of note payable	2,997
Total Current Liabilities	<u>222,577</u>
Noncurrent liabilities:	
Note payable	<u>11,769</u>
Total Noncurrent Liabilities	<u>11,769</u>
Total Liabilities	<u>234,346</u>
DEFERRED INFLOWS OF RESOURCES	
Total Deferred Inflows of Resources	<u>-</u>
NET POSITION	
Net investment in capital assets	45,833
Restricted for:	
Food service operations	583
Unrestricted	<u>247,810</u>
Total Net Position	<u>\$ 294,226</u>

See accompanying notes to the basic financial statements

EXHIBIT B
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Statement of Activities
For the Year Ended June 30, 2019

Functions/Programs	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental Activities:					Governmental Activities
Instruction	\$ 663,104	\$ 185,990	\$ 88,220		\$ (388,894)
Supporting services	35,730		2,640		(33,090)
General administration	441,891				(441,891)
Operation and maintenance of plant	320,280			\$ 57,471	(262,809)
Pupil transportation	3,788				(3,788)
Food service	24,213	4,050	20,302		139
Other miscellaneous	6,920				(6,920)
Interest and fiscal charges	105				(105)
Total governmental activities	<u>\$ 1,496,031</u>	<u>\$ 190,040</u>	<u>\$ 111,162</u>	<u>\$ 57,471</u>	<u>(1,137,358)</u>
General revenues:					
					1,064,387
State adequacy education grant					108,353
State differentiated aid					37,359
Miscellaneous					<u>1,210,099</u>
Total general revenues					72,741
Change in net position					221,485
Net Position - Beginning					<u>\$ 294,226</u>
Net Position - Ending					

See accompanying notes to the basic financial statements

EXHIBIT C
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Balance Sheet
Governmental Funds
June 30, 2019

	General Fund	Federal Grants Fund	Nonmajor Governmental Funds	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 242,821		\$ 9,412	\$ 252,233
Accounts receivable			4,535	4,535
Due from other governments	148,055	\$ 25,343	3,655	177,053
Due from other funds	31,666		588	32,254
Prepaid expenses	3,315	9,674		12,989
Deposit held by others	16,163		5,000	21,163
Total Assets	<u>442,020</u>	<u>35,017</u>	<u>23,190</u>	<u>500,227</u>
DEFERRED OUTFLOWS OF RESOURCES				
Total Deferred Outflows of Resources	-	-	-	-
Total Assets and Deferred Outflows of Resources	<u>\$ 442,020</u>	<u>\$ 35,017</u>	<u>\$ 23,190</u>	<u>\$ 500,227</u>
LIABILITIES				
Accounts payable	\$ 713	\$ 1,073	\$ 3,719	\$ 5,505
Accrued expenses	7,406	4,812		12,218
Working capital loan advance	150,000			150,000
Due to other funds	588	27,782	3,884	32,254
Advances from grantors	40,503	1,350	10,000	51,853
Unearned revenue			4	4
Total Liabilities	<u>199,210</u>	<u>35,017</u>	<u>17,607</u>	<u>251,834</u>
DEFERRED INFLOWS OF RESOURCES				
Total Deferred Inflows of Resources	-	-	-	-
FUND BALANCES				
Nonspendable	19,478		5,000	24,478
Restricted			583	583
Assigned	9,865			9,865
Unassigned	213,467			213,467
Total Fund Balances	<u>242,810</u>	<u>-</u>	<u>5,583</u>	<u>248,393</u>
Total Liabilities, Deferred Inflows of Resources and Fund Balances	<u>\$ 442,020</u>	<u>\$ 35,017</u>	<u>\$ 23,190</u>	

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds 60,599

Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Long-term liabilities at year end consist of:

Note payable (14,766)

Net Position of Governmental Activities \$ 294,226

See accompanying notes to the basic financial statements

EXHIBIT D

MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds

For the Year Ended June 30, 2019

MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Reconciliation of the Statement of Revenues, Expenditures
and Changes in Fund Balances of Governmental Funds
to the Statement of Activities

For the Year Ended June 30, 2019

	General Fund	Federal Grants Fund	Nonmajor Governmental Funds	Total Governmental Funds	
Revenues:					
Intergovernmental	\$ 1,230,211	\$ 90,860	\$ 20,302	\$ 1,341,373	\$ 20,249
Charges for services	185,990		4,050	190,040	
Miscellaneous	37,359			37,359	
Total Revenues	<u>1,453,560</u>	<u>90,860</u>	<u>24,352</u>	<u>1,568,772</u>	
Expenditures:					
Current operations:					
Instruction	571,836	88,220		660,056	
Supporting services	33,090	2,640		35,730	
General administration	437,713			437,713	
Operation and maintenance of plant	364,041			364,041	
Pupil transportation	3,788			3,788	
Food service			24,190	24,190	
Other miscellaneous	6,920			6,920	
Debt service:					
Principal retirement	31,243			31,243	
Interest and fiscal charges	105			105	
Total Expenditures	<u>1,448,736</u>	<u>90,860</u>	<u>24,190</u>	<u>1,563,786</u>	36,512
Excess revenues over (under) expenditures	<u>4,824</u>	<u>-</u>	<u>162</u>	<u>4,986</u>	(15,263)
Other financing sources:					
Loan proceeds	15,263			15,263	
Total other financing sources	<u>15,263</u>	<u>-</u>	<u>-</u>	<u>15,263</u>	31,243
Net change in fund balances	20,087	-	162	20,249	
Fund balances at Beginning of Year	<u>222,723</u>	<u>-</u>	<u>5,421</u>	<u>228,144</u>	
Fund balances at End of Year	<u>\$ 242,810</u>	<u>\$ -</u>	<u>\$ 5,583</u>	<u>\$ 248,393</u>	

Net Change in Fund Balances--Total Governmental Funds \$ 20,249

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which capital outlays exceeded depreciation expense in the current period. 36,512

Proceeds from loan issuance are reported as other financing sources in the funds, but a loan issuance increases long-term liabilities in the statement of net position. (15,263)

Repayment of principal on notes payable is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. 31,243

Change in Net Position of Governmental Activities \$ 72,741

See accompanying notes to the basic financial statements

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS**

For the Year Ended June 30, 2019

NOTE 1—SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the Making Community Connections Charter School conform to accounting principles generally accepted in the United States of America for local educational units of government, except as indicated hereinafter. The Making Community Connections Charter School is organized as a nonprofit organization to provide public charter school educational services as authorized by the State of New Hampshire Department of Education. The provisions of the State of New Hampshire RSA 194-B:10 requires public charter schools to comply with the same financial reporting requirements imposed upon a traditional public school district, on a governmental basis of presentation. Accordingly, the Making Community Connections Charter School's basis of presentation follows the governmental reporting model. The following is a summary of significant accounting policies.

Financial Reporting Entity

The Making Community Connections Charter School (the "School") is a public charter school as defined by the provisions of the State of New Hampshire RSA 194-B Chartered Public School. The School is organized as a 501(c)(3) nonprofit public charity granted status under section 170(b)(1)(A)(ii) of the Internal Revenue Code. The mission of the School is to establish a sustainable network of multiple preschool through graduate school pathways for high quality learning that are student centered, mastery based, and community oriented. The School is governed by a Board of Trustees, with between five and twelve voting members, organized under a charter adopted on May 9, 2011.

Basis of Presentation

The School's basic financial statements consist of government-wide statements, including a statement of net position and a statement of activities, and fund financial statements, which provide a more detailed level of financial information.

1. Government-Wide Financial Statements:

The statement of net position and the statement of activities display information about the School as a whole. These statements include the financial activities of the primary government.

The statement of net position presents the financial condition of the governmental activities of the School at year end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the School's governmental activities. Direct expenses are those that are specifically associated with a service, program or department and therefore clearly identifiable to a particular function. Program revenues include charges paid by the recipient of the goods or services offered by the program, grants and contributions that are restricted to meeting the operational or capital requirements of a particular program and interest earned on grants that are required to be used to support a particular program. Revenues which are not classified as program revenues are presented as general revenues of the School. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the School.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**

For the Year Ended June 30, 2019

2. Fund Financial Statements:

During the year, the School segregates transactions related to certain School functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. Fund financial statements are designed to present financial information of the School at this more detailed level. The focus of governmental fund financial statements is on major funds. Each major fund is presented in a separate column.

Fund Accounting

The School uses funds to maintain its financial records during the fiscal year. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts. The School solely employs the use of governmental funds.

1. Governmental Funds:

Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and deferred outflows of resources, and liabilities and deferred inflows of resources, is reported as fund balance. The following are the School's major governmental funds:

The *General Fund* is the main operating fund of the School and is used to account for all financial resources except those required to be accounted for in another fund.

The *Federal Grants Fund* is used to account for the financial transactions related to various state and federal education grants and the related expenditures.

Measurement Focus

1. Government-Wide Financial Statements:

The government-wide financial statements are prepared using the economic resources measurement focus. All assets, deferred outflows of resources, liabilities, and deferred inflows of resources associated with the operation of the School are included on the Statement of Net Position.

2. Fund Financial Statements:

All governmental funds are accounted for using a flow of current financial resources measurement focus. With this measurement focus, only current assets, deferred outflows of resources, current liabilities and deferred inflows of resources generally are included on the balance sheet. The statement of revenues, expenditures and changes in fund balances reports on the sources (i.e., revenues and other financing sources) and uses (i.e., expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared. Governmental fund financial statements therefore include reconciliations with

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**

For the Year Ended June 30, 2019

brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds.

Basis of Accounting

Basis of accounting determines when transactions are recorded in the financial records and reported on the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. Differences in the accrual and the modified accrual basis of accounting arise in the recognition of revenue and in the presentation of expenses versus expenditures.

1. Revenues – Exchange and Non-exchange Transactions:

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the School, available means expected to be received within sixty days of fiscal year end.

Non-exchange transactions, in which the School receives value without directly giving equal value in return, include grants, entitlements and donations. Revenue from grants, entitlements and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are required to be used or the fiscal year when use is first permitted; matching requirements, in which the School must provide local resources to be used for a specified purpose; and expenditure requirements, in which the resources are provided to the School on a reimbursement basis. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Under the modified accrual basis, the following revenue sources are considered to be both measurable and available at fiscal year-end: State adequacy funding, grants and student fees.

Grants and entitlements received before the eligibility requirements are met are recorded as advances from grantors. Unearned revenue arises when assets are recognized before revenue recognition criteria have been satisfied.

2. Expenses/Expenditures:

On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable. Allocations of cost, such as depreciation and amortization are not recognized in governmental funds.

Budgetary Data

The School's budget represents functional appropriations as authorized by the Board of Trustees. The Board of Trustees may transfer funds between operating categories as they deem necessary.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**

For the Year Ended June 30, 2019

Due from Other Governments

Due from other governments at June 30, 2019 consist of receivables due from the State of New Hampshire for the final fiscal year 2019 Equitable Aid distribution, federal grant programs, state and federal school lunch program reimbursements and reimbursements due from various local public school districts. All intergovernmental receivables are due within less than one year.

Deposit held by Others

Deposit held by others at June 30, 2019 represent security deposits paid to the landlord of the School's Monadnock and Manchester campuses in accordance with the lease agreements.

Capital Assets

General capital assets result from expenditures in the governmental funds. These assets are reported in the governmental activities column of the government-wide statement of net position, but are not reported in the fund financial statements.

All capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated capital assets are recorded at their acquisition value as of the date received. The School's policy is to capitalize those assets with a value of \$2,500 or more and an expected useful life of at least 3 years. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not.

All reported capital assets are depreciated. Improvements are depreciated over the remaining useful lives of the related capital assets. Depreciation is computed using the straight-line method over the following useful lives:

	<u>Description</u>	<u>Years</u>
Equipment		3-15
Furniture and Fixtures		3-5
Leasehold improvements		4

Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current resources are reported as obligations of the funds. Long-term obligations that will be paid from governmental funds are recognized as a liability in the fund financial statements when due.

Net Position

Net position represents the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances on any borrowings used for the acquisition, construction or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**

For the Year Ended June 30, 2019

through external restrictions imposed by creditors, grantors or laws or regulations of other governments. Unrestricted net position is the residual amount of the assets, deferred outflows of resources, liabilities and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted components of net position.

The School's policy is to first apply restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available.

Fund Balance Policy

As of June 30, 2019, the School has not adopted a formal fund balance policy. Under GASB Statement 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, the School has segregated fund balance into five classifications: Nonspendable, Restricted, Committed, Assigned, and Unassigned. These components of fund balance are defined as follows:

- ***Nonspendable Fund Balance***: Amounts that are not in a spendable form or are required to be maintained intact.
- ***Restricted Fund Balance***: Amounts constrained to specific purposes stipulated by external resource providers or through enabling legislation. Restrictions may be changed or lifted only with the consent of the resource providers or by the enabling legislation.
- ***Committed Fund Balance***: Amounts constrained to specific purposes by the entity itself using its highest level of decision-making authority. To be reported as committed, amounts cannot be used for any other purpose unless the entity takes the same highest-level action to remove or change the constraint.
- ***Assigned Fund Balance***: Amounts an entity intends to use for a specific purpose; intent can be expressed by the governing body or by an official or body to which the governing body delegates the authority.
- ***Unassigned Fund Balance***: Amounts that are available for any purpose; these amounts are reported only in the General Fund, except for any deficit fund balance of another governmental fund.

In circumstances where expenditures are incurred for purposes for which both restricted and unrestricted fund balance is available, restricted fund balance is considered to have been spent first. When expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications can be used, committed amounts should be reduced first, followed by assigned amounts then unassigned amounts.

Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented on the financial statements.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**
For the Year Ended June 30, 2019

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results may differ from those estimates.

NOTE 2—DEPOSITS

Deposits as of June 30, 2019, are classified in the accompanying financial statements as follows:

Statement of Net Position:	
Cash and cash equivalents	<u>\$ 252,233</u>

Deposits at June 30, 2019 consist of the following:

Deposits with financial institutions	<u>\$ 252,233</u>
--------------------------------------	-------------------

As of June 30, 2019, the School has not formally adopted an investment policy that limits allowable deposits of the School. The School's Bylaws state that the School has the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgement of the Board. The School's deposits with financial institutions consist solely of demand deposits at year end.

Custodial Credit Risk

Custodial credit risk for deposits is the risk that in the event of a bank failure, the School's deposits may not be returned. Currently, the School has no investment policy for assurance against custodial credit risk. Of the School's deposits with financial institutions at year end, \$5,845 was uncollateralized and uninsured.

NOTE 3—CAPITAL ASSETS

The following is a summary of changes in capital assets of the governmental activities:

	Balance <u>July 1, 2018</u>	<u>Additions</u>	<u>Reductions</u>	Balance <u>June 30, 2019</u>
Capital assets:				
Equipment	\$ 138,568	\$ 44,521		\$ 183,089
Furniture and fixtures	6,035			6,035
Leasehold improvements	7,451			7,451
Total capital assets at historical cost	<u>152,054</u>	<u>44,521</u>	<u>\$ -</u>	<u>196,575</u>
Less accumulated depreciation for:				
Equipment	(118,221)	(7,120)		(125,341)
Furniture and fixtures	(5,906)	(129)		(6,035)
Leasehold improvements	(3,840)	(760)		(4,600)
Total accumulated depreciation	<u>(127,967)</u>	<u>(8,009)</u>	<u>-</u>	<u>(135,976)</u>
Total capital assets, net	<u>\$ 24,087</u>	<u>\$ 36,512</u>	<u>\$ -</u>	<u>\$ 60,599</u>

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
 NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
 For the Year Ended June 30, 2019**

Depreciation expense was charged to governmental functions as follows:

Instruction	\$ 3,049
General administration	4,177
Operation and maintenance of plant	760
Food service	23
	<u>\$ 8,009</u>

NOTE 4—SHORT-TERM OBLIGATIONS

Working Capital Loan Advance

During the year ended June 30, 2018, the School extended its working capital loan agreement with the New Hampshire Health and Education Facilities Authority. Under the terms of the extension, the School is approved to borrow up to \$150,000 on a semi-annual basis to be used for working capital purposes. Loan advances bear an annual interest rate of 1%, payable on the 5th day of each month. The outstanding principal balance is payable twice a year by November 1st or March 1st following the date of any advance. As of June 30, 2019, the working capital loan advance outstanding at year end was \$150,000, and is due on November 1, 2019.

Changes in the School's short-term obligations for the year ended June 30, 2019 are as follows:

	Balance <u>July 1, 2018</u>	<u>Additions</u>	<u>Reductions</u>	Balance <u>June 30, 2019</u>
Working Capital Loan	\$ 150,000	\$ 150,000	\$ (150,000)	\$ 150,000

NOTE 5—LONG-TERM OBLIGATIONS

Changes in the long-term obligations of the governmental activities for the year ended June 30, 2019 are as follows:

	Balance <u>July 1, 2018</u>	<u>Additions</u>	<u>Reductions</u>	Balance <u>June 30, 2019</u>	Due Within <u>One Year</u>
Note payable	\$ 30,746	\$ 15,263	\$ (31,243)	\$ 14,766	\$ 2,997

Payments on the note payable of the governmental activities are paid out of the General Fund.

Note Payable

Note payable at June 30, 2019 is comprised of the following individual issue:

<u>Description</u>	Original <u>Issue</u>	Interest <u>Rate</u>	Final Maturity <u>Date</u>	Balance at <u>June 30, 2019</u>
HEFA Direct Loan	\$ 15,263	1%	April 2024	\$ 14,766

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**
For the Year Ended June 30, 2019

Debt service requirements to retire the outstanding note payable at June 30, 2019 are as follows:

Year Ended <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Totals</u>
2020	\$ 2,997	\$ 134	\$ 3,131
2021	3,027	104	3,131
2022	3,057	74	3,131
2023	3,088	43	3,131
2024	2,597	12	2,609
	<u>\$ 14,766</u>	<u>\$ 367</u>	<u>\$ 15,133</u>

NOTE 6—INTERFUND BALANCES

The School maintains separate cash accounts for several of its governmental funds, however, most cash transactions flow through the General Fund. For accounting and reporting purposes, the portions of the pooled cash balance attributable to other governmental funds are reported in the specific funds as an interfund balance. At June 30, 2019 interfund balances consist of the following:

	Due from			<u>Totals</u>
	<u>General Fund</u>	<u>Federal Grants Fund</u>	<u>Nonmajor Governmental Funds</u>	
Due to General Fund		\$ 27,782	\$ 3,884	\$ 31,666
Nonmajor Governmental Funds	\$ 588			588
	<u>\$ 588</u>	<u>\$ 27,782</u>	<u>\$ 3,884</u>	<u>\$ 32,254</u>

NOTE 7—COMPONENTS OF FUND BALANCE

The components of the School's fund balance for its governmental funds at June 30, 2019 are as follows:

<u>Fund Balances</u>	<u>General Fund</u>	<u>Federal Grants Fund</u>	<u>Nonmajor Governmental Funds</u>	<u>Total Governmental Funds</u>
Nonspendable:				
Prepaid expenses	\$ 3,315			\$ 3,315
Deposit held by others	16,163		\$ 5,000	21,163
Restricted for:				
Food service operations			583	583
Assigned for:				
Student funds	9,865			9,865
Unassigned:				
Unassigned - General operations	213,467			213,467
	<u>\$ 242,810</u>	<u>\$ -</u>	<u>\$ 5,583</u>	<u>\$ 248,393</u>

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**

For the Year Ended June 30, 2019

NOTE 8—LEASE COMMITMENTS

Operating Leases

Manchester Campus

During August 2017, the School entered into a new long-term lease agreement for its Manchester school campus. The initial term of the lease shall be for a period of 5 years from the rent commencement date. Base rent will be due in monthly installments with scheduled annual increases, ranging from \$4,236/month in the initial year to \$10,069/month in the final year of the agreement. In addition to the base rent, the School will also be responsible for additional rent based upon its proportionate share of building operating expenses. Additional rent will be payable in monthly installments at a fixed cost of \$4,514/month, throughout the initial term of the agreement. The School has the option to renew the lease for two additional 5-year terms. The base rent during each option period shall be at the then market rate, but not greater than 5% in excess of the prior year's base rent, thereafter increasing 2.5% per annum. Additional rent during each option period shall be based upon the School's proportionate share of the then current amount of building operating expenses assessed to other tenants in the building. Total rental payments under the terms of the lease agreement for the year ended June 30, 2019 were \$115,126.

Future minimum annual commitments for rental payments at June 30, 2019 are as follows:

Year Ended	
<u>June 30,</u>	<u>Amount</u>
2020	\$ 150,000
2021	166,250
2022	171,250
2023	29,167
	<u>\$ 516,667</u>

Monadnock Campus

In August 2015, the School entered into a long-term lease agreement for its Monadnock school campus which expires on July 31, 2020. The terms of this lease are intended as a "triple net". Included is a base rent equal to a fixed rate per square foot, and additional rent of \$4.56 per square foot. The School has the option to renew for an additional 5-year term at the stated rates of \$14.00 per square foot for the base rent and \$7.00 per square foot for additional rent. Total rental payments under the terms of this lease agreement for the year ended June 30, 2019 were \$143,212. Future minimum payments under the lease agreement follow an increasing base rent amount of \$10.00 to \$14.00 per square foot, and additional rent at a flat \$4.56 per square foot.

Future minimum annual commitments for rental payments at June 30, 2019 are as follows:

Year Ended	
<u>June 30,</u>	<u>Amount</u>
2020	\$ 148,636
2021	12,499
	<u>\$ 161,135</u>

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**
For the Year Ended June 30, 2019

NOTE 9—RISK MANAGEMENT

The School is exposed to various risks of losses related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. During the year ended June 30, 2019, the School participated in a public entity risk pool (Trust) for property and liability insurance and worker's compensation coverage. Coverage has not been significantly reduced from the prior year and settled claims have not exceeded coverage in any of the past three years.

The Trust agreements permit the Trust to make additional assessments to members should there be a deficiency in Trust assets to meet its liabilities. Accounting principles generally accepted in the United States of America require members of pools with a sharing of risk to determine whether or not such assessment is probable and, if so, a reasonable estimate of such assessment. At this time, the Trust foresees no likelihood of an additional assessment for any of the past years. Claims expenditures and liabilities are reported when it is probable that a loss has occurred and the amount of that loss can be reasonably estimated. These losses include an estimate of claims that have been incurred but not reported. Based on the best available information there is no liability at June 30, 2019.

Property and Liability Insurance

The Trust provides certain property and liability insurance coverage to member school districts, school administrative units, and other qualified political subdivisions of New Hampshire. As a member of the Trust, the School shares in contributing to the cost of and receiving benefit from a self-insured pooled risk management program. The program includes a Self-Insured Retention Fund from which is paid up to \$200,000 for each and every covered property, crime and/or liability loss that exceeds \$1,000, up to an aggregate of \$1,200,000. Each property loss is subject to a \$1,000 deductible. All losses over the aggregate are covered by insurance policies.

Worker's Compensation

The Trust provides statutory worker's compensation coverage to member school districts, school administrative units, and other qualified political subdivisions of New Hampshire. The Trust is self-sustaining through annual member premiums and provides coverage for the statutorily required workers' compensation benefits and employer's liability coverage up to \$2,000,000. The program includes a Loss Fund from which is paid up to \$500,000 for each and every covered claim.

NOTE 10—SIGNIFICANT CONCENTRATION OF REVENUE RISK

As a public charter school, the School annually receives adequacy and differentiated aid funding for both of its campuses from the State of New Hampshire Department of Education on a per pupil basis of average daily membership attendance at a rate determined by the State. Total adequacy and differentiated aid funding received for the year ended June 30, 2019 was \$1,172,740 which is approximately 75% and 81% of total Governmental Activities and General Fund revenues, respectively.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**
For the Year Ended June 30, 2019

NOTE 11—CONTINGENCIES

Litigation

There may be various claims and suits pending against the School, which arise in the normal course of the School's activities. In the opinion of School management, any potential claims against the School, which are not covered by insurance are immaterial and would not affect the financial position of the School.

Federal Grants

The School participates in a number of federally assisted grant programs. These programs are subject to financial and compliance audits by the grantors or their representatives. The amounts, if any, of expenditures which may be disallowed by the granting agency cannot be determined at this time, although the School expects such amounts, if any, to be immaterial.

SCHEDULE 1
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Schedule of Revenues, Expenditures and Changes in Fund Balance
Budget and Actual (Budgetary Basis) - General Fund
For the Year Ended June 30, 2019

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Favorable (Unfavorable)
	Original	Final		
Revenues:				
Intergovernmental	\$ 1,404,145	\$ 1,404,145	\$ 1,230,211	\$ (173,934)
Charges for services	203,063	203,063	185,990	(17,073)
Miscellaneous			27,523	27,523
Total Revenues	<u>1,607,208</u>	<u>1,607,208</u>	<u>1,443,724</u>	<u>(163,484)</u>
Expenditures:				
Current operations:				
Instruction	784,096	784,096	571,836	212,260
Supporting services	44,680	44,680	33,090	11,590
General administration	465,823	465,823	437,713	28,110
Operation and maintenance of plant	306,309	306,309	352,854	(46,545)
Pupil transportation	5,300	5,300	3,788	1,512
Food service	1,000	1,000		1,000
Debt service:				
Principal retirement			31,243	(31,243)
Interest and fiscal charges			105	(105)
Total Expenditures	<u>1,607,208</u>	<u>1,607,208</u>	<u>1,430,629</u>	<u>176,579</u>
Excess of revenues over (under) expenditures	<u>-</u>	<u>-</u>	<u>13,095</u>	<u>13,095</u>
Other financing sources:				
Loan proceeds			15,263	15,263
Total other financing sources	<u>-</u>	<u>-</u>	<u>15,263</u>	<u>15,263</u>
Net change in fund balance	<u>-</u>	<u>-</u>	<u>28,358</u>	<u>28,358</u>
Fund balance at Beginning of Year				
- Budgetary Basis	<u>204,587</u>	<u>204,587</u>	<u>204,587</u>	<u>-</u>
Fund balance at End of Year				
- Budgetary Basis	<u>\$ 204,587</u>	<u>\$ 204,587</u>	<u>\$ 232,945</u>	<u>\$ 28,358</u>

See accompanying notes to the required supplementary information

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION**
For the Year Ended June 30, 2019

NOTE 1—BUDGET TO ACTUAL RECONCILIATION

General Fund

Amounts recorded as budgetary amounts in the Schedule of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual (Budgetary Basis) – General Fund (Schedule 1) are reported on the basis budgeted by the School. Those amounts may differ from those reported in conformity with accounting principles generally accepted in the United States of America in the Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Funds (Exhibit D). General Fund budgetary revenues and other financing sources and expenditures and other financing uses were adjusted for non-budgetary revenues and expenditures and expenditure of loan proceeds as follows:

	Revenues and Other Financing <u>Sources</u>	Expenditures and Other Financing <u>Uses</u>
Per Exhibit D	\$ 1,468,823	\$ 1,448,736
Non-budgetary revenues and expenditures	(9,836)	(6,920)
Expenditure of loan proceeds	-	(11,187)
Per Schedule 1	<u>\$ 1,458,987</u>	<u>\$ 1,430,629</u>

Major Special Revenue Fund

Budgetary information in these financial statements has been presented only for the General Fund, as there is no adopted budget for the Federal Grants Fund.

NOTE 2—BUDGETARY FUND BALANCE

The components of the budgetary fund balance for the General Fund at June 30, 2019 are as follows:

<i>Nonspendable:</i>	
Prepaid expenses	\$ 3,315
Deposits held by others	16,163
<i>Unassigned:</i>	
Unassigned - General operations	213,467
	<u>\$ 232,945</u>

SCHEDULE A
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Combining Balance Sheet
Governmental Funds - All Nonmajor Funds
June 30, 2019

	Food Service Fund	Monadnock Start-up Grant Fund	Total Nonmajor Governmental Funds
ASSETS			
Cash and cash equivalents		\$ 9,412	\$ 9,412
Accounts receivable	\$ 4,535		4,535
Due from other governments	3,655		3,655
Due from other funds		588	588
Deposit held by others		5,000	5,000
Total Assets	<u>8,190</u>	<u>15,000</u>	<u>23,190</u>
DEFERRED OUTFLOWS OF RESOURCES			
Total Deferred Outflows of Resources	-	-	-
Total Assets and Deferred Outflows of Resources	<u>\$ 8,190</u>	<u>\$ 15,000</u>	<u>\$ 23,190</u>
LIABILITIES			
Accounts payable	\$ 3,719		\$ 3,719
Due to other funds	3,884		3,884
Advances from grantors		\$ 10,000	10,000
Unearned revenue	4		4
Total Liabilities	<u>7,607</u>	<u>10,000</u>	<u>17,607</u>
DEFERRED INFLOWS OF RESOURCES			
Total Deferred Inflows of Resources	-	-	-
FUND BALANCES			
Nonspendable		5,000	5,000
Restricted	583		583
Total Fund Balances	<u>583</u>	<u>5,000</u>	<u>5,583</u>
Total Liabilities, Deferred Inflows of Resources and Fund Balances	<u>\$ 8,190</u>	<u>\$ 15,000</u>	<u>\$ 23,190</u>

SCHEDULE B
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Combining Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds - All Nonmajor Funds
For the Year Ended June 30, 2019

	Food Service Fund	Monadnock Start-up Grant Fund	Total Nonmajor Governmental Funds
Revenues:			
Intergovernmental	\$ 20,302		\$ 20,302
Charges for services	<u>4,050</u>		<u>4,050</u>
Total Revenues	<u>24,352</u>	<u>\$ -</u>	<u>24,352</u>
Expenditures:			
Current Operations:			
Food service	<u>24,190</u>		<u>24,190</u>
Total Expenditures	<u>24,190</u>	<u>-</u>	<u>24,190</u>
Net change in fund balances	162	-	162
Fund balances at Beginning of Year	<u>421</u>	<u>5,000</u>	<u>5,421</u>
Fund balances at End of Year	<u>\$ 583</u>	<u>\$ 5,000</u>	<u>\$ 5,583</u>



Making Community Connections Charter School
Charter
March 9, 2011
Revised February 13, 2020

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

Leveraging New Hampshire's Unique Context

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

Research Based Solution

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

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

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

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

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

Target Population

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

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MAKING COMMUNITY CONNECTIONS (MC²) CHARTER SCHOOL

a. Educational Mission

Vision

Making Community Connections Charter School (MC²)'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 MC² 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.

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

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

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

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

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

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

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

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

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

b. Governance and organizational structure and plan

FOUNDING ORGANIZATION

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

BOARD OF TRUSTEES

In accordance with RSA 194-B: §5, MC² will be governed by a 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.

MC² 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 MC² is responsible for supporting the vision, mission and core beliefs of the school, and for providing active and sound fiscal oversight for the school. MC²'s Board of Trustees oversees the school's finances. While school leadership and contracted business management consultants 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 MC² Director; the contract of the MC² Director; and all human resources decisions and contracts.
- Developing and maintaining the MC² accounting and finance manual.
- Ensuring proper accounting and reporting practices.
- Creating a systematic fundraising plan and raising funds for the school.
- Reviewing and evaluating the school's relationship and contract with any outside accounting, bookkeeping and other service providers.
- Supporting the curriculum and educational plan outlined in the charter by supporting the work of the Director and MC² faculty.
- Creating a student recruitment plan in the unlikely case of low student enrollment in any particular school year.
- Developing a long-range, strategic growth plan.
- Developing public understanding, demand, and will for high quality education for every child.

The Board of Trustees 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.

MC² 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.

MC² 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 MC² 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 MC² is an open enrollment school of choice for

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

On a space-available basis, the Board of Trustees 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. MC² is a learning community committed to continually implementing research-based best practices for all students, including students who have had limited access to high academic expectations and supports, are underserved and/or are high need students. High need students are those put at particular risk of academic failure and include those who have particular learning needs, are at risk of not graduating on time, who have dropped out or are far below grade level, or are over aged and under-credited. High need students may be living in poverty, be homeless, be in foster care, or have been incarcerated. They may be students with disabilities or they may be limited English proficient.

Students who are apt to choose MC²:

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

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

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

DISTINGUISHING (SPECIAL) CURRICULUM FEATURES

Learner Profile

Led by the advisors, learning teams (student, advisor, parents or guardians, and other relevant adults) work together to develop learning profiles for each student. Students and families are partners in this process, with students learning about their own learning and consciously developing and applying strategies for effectively managing their own learning experiences. Parents are provided information and training as well, and a common language is developed for talking collaboratively about students' learning. Ongoing analysis of each 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.

MC² 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 MC² experience, including school-to career planning and support services.

Standards/Competencies

State and national standards provide the footprint of our students' learning, with the Common Core Standards as the foundation. Standards from national academic organizations, such as National Science Teachers Association, National Council for Social Studies, and Modern Language Association, will be continually reviewed, aligned with New Hampshire state competencies and incorporated into MC² academic expectations. The Asia Society Global Competencies and Global Leadership Competencies are an explicit component of the MC² 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 MC²: 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 MC² 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 MC² program. Each ELO plan will include clearly identified competencies, accountability and assessment checkpoints, and teacher and community mentors. All ELOs will meet or exceed MC² expectations for application, documentation, and defense of 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 MC². Students work with their learning teams to develop goal setting and project management, while learning how to maximize their learning strengths and improve weaknesses. Students identify long-term (quarterly) goals in their Individualized Learning Plans, and then set weekly targets for making progress toward their goals. The learning team consists of the student, parents and/or family members, and the advisor, with community partners/mentors as appropriate.

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

(g) Academic and other learning goals and objectives

Student Goals

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

I. On average, students 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: MC² Progress Reports.

- 2. Each student successfully completes no less than two substantive projects as measured by MC²'s criteria every year.**
 - a. Measurement: Documentation of student exhibitions, Student Portfolios, MC² 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 MC² 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, MC² 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

MC²'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 21st century skills such as problem identification and resolution, analysis, synthesis, interpretation, and critical thinking embedded within rigorous disciplinary study.

Social and emotional competence – Social and emotional competencies are as essential as discipline knowledge and skills to effectiveness in learning as well as success in life and career. Students learn about why, what, and how to develop these critical assets through intentional experiences, coaching, exploration, and assessment embedded within their learning experiences. Parents, guardians, and community members are partners in investigating and coaching key developmental assets and competencies that will serve children well throughout life.

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

Inquiry – Cultivating students' natural sense of curiosity and wonder through developing students' capacity for making meaning of the world around them is at the heart of lifelong learning. Students are actively engaged in identifying questions of interest and importance, construct and organize knowledge, employ MC² 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*

MC² 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' MC² career.

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

Student achievement will be assessed:

- through a variety of strategies, including but not limited to discussions, observations, formative and summative performance based assessments, discipline area portfolios, and state and national standardized tests, including norm and criterion referenced tests. NWEA's Measures of Academic Progress (MAP) testing program will be used a minimum of twice a year for every student from the end of the primary key stage (equivalent to second grade) on. The New Hampshire state 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. MC² will utilize a variety of data tools to monitor students' progress.

MC² 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

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

Minimum Graduation Requirements:

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” MC² pathway will accrue a minimum of 24 credits for graduation, distributed as follows:

Domains of Knowledge	Credit(s)
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:

Domains of Knowledge	Credit(s)
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 MC² – and ultimately graduation from MC² – is “competency based”. This means students must provide evidence of application of proficiency of competencies in order to receive credit. Performance based assessments include application, documentation, and defense of student learning and 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 MC² 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 MC² is distributed among all employees. Administrative positions include the MC² CEO, the Business Manager, a School Leader for each campus, and an Administrative Assistant for each campus. All positions are employed by MC² 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 MC²'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 MC² CEO and Business Manager.

RESPONSIBILITIES

The CEO and SCHOOL LEADERS are responsible for:

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

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

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

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

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 MC² at local business meetings, events, and conventions
- Presenting with MC² learners at local service organization meetings (Lions, Kiwanis, Rotarians, etc.)
- Working with the MC² 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 MC² to fulfill the responsibilities that fall to a New Hampshire charter school, in accordance with RSA 194-B:11.
- ensuring that documented Special Education students achieve their maximum potential.
- realizing that all students are special and providing individualized help in certain areas as needed.
- committing to the success of MC² students, and to MC²'s program goals.
- embodying all of the characteristics of an MC² teacher.

LEAD TEACHER responsibilities include:

- Assist teachers in understanding MC² mission and core values.
- Provide direction and coordination for how the MC² competency model is implemented consistent with District initiatives and recognized best instructional practices.
- Support the instructional development of all teachers in understanding the MC² 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 MC²

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

MC² Teachers

MC² works from the belief that the most important decision a school makes is deciding who will be responsible for creating the learning experience for the students in the school.

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

- is committed to being a contributor to a collaborative culture
- committed to personal and professional growth
- embodies a strong work ethic
- is committed to creativity and innovation
- is committed to social justice and equity
- is committed to development and infusion of global learning and global competence
- is committed to innovative curriculum development and instruction
- is committed to working with integrity and with moral and ethical purposes
- is committed to being a contributor to a culture of critical friendship
- is committed to appreciation and infusion of the arts
- is committed to working from an asset-based view of children, families, and communities
- is highly qualified

The MC² CEO and School Leaders

The MC² CEO and School Leaders embody all of the characteristics of an MC² Teacher and possess unique instructional leadership qualities as well.

As leaders committed to ***distributive, progressive, and servant leadership***, MC²'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 MC² core beliefs, mission, vision, and educational philosophy, and accountable for the success of each child at MC².
- 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)

MC² 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
Assumptions:					
Student Population	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
Total Full Time Equivalents	23	23	25	25	27

(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. MC² leadership and staff are collaboratively developing a compensation schedule based on a progression of proficiency and leadership in the MC² model. Increasing compensation and benefits is a priority for the MC² 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

MC² 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

MC² will respect the LEA's responsibility under statute for handling special education

decision-making, and have a charter school liaison that collaborates with the local education agency on individual student matters.

CURRENT SCHOOL DISTRICT SPECIAL EDUCATION RESPONSIBILITY

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

CHARTER SCHOOL RESPONSIBILITY AND METHOD OF COORDINATING

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

1. To assure that districts are alerted about requests for admission.
2. To provide information about the school to the sending district, and when possible, attend meetings for the purpose of district review of choice requests.
3. To obtain copies of parent rights provided to parents by districts and to assist parents who want choice to understand their own district’s procedures.
4. To obtain copies of any IEP that is in place, and assure that each teacher and service provider employed by MC² 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

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

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

1. A student interested in attending MC² 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 MC² 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," MC² is committed to coaching students in MC² Habits of Lifelong Learning in all aspects of school culture and life. Cognitive coaching is at the heart of MC²'s governance and discipline structure, with foundational tenets based in Antioch University's Critical Skills Program,, 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. MC² intentionally engages students of all ages in reflecting on, inquiring into, and dialoguing and debating about the meaning of the five freedoms of the First Amendment for individuals, groups, and communities. Explicit habits of 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.

MC² is committed to a respectful and safe environment for all. A student may be suspended or expelled in accordance with statute and policy. With a goal of helping students develop maturity and responsibility, the school 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

MC² follows public school accounting guidelines and internal accounting controls necessary to safeguard its assets. MC² 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 MC² 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.

MC² 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, MC² '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 MC²,
- Description of community services available at the site,
- A report of enrollment statistics including but not limited to, attendance, per-class enrollment, graduation rates, and any occurrences of withdrawal,
- Commentary about successes in program, collaboration, or goal achievement,
- School calendar,
- Transportation services,
- Financial statement and balance sheet identifying Charter School's assets, liabilities, and fund balances or equities,
- Projections of income and expenses for the upcoming school year.

(r) Annual budget, including all sources of funding

MC² uses the current state adequacy allocation as a basis for shaping its budget. The design for MC² explicitly reconsiders how resources including time, human, space, and community resources, are leveraged and utilized, intentionally seeking to minimize duplication of services wherever possible, deploying technology as an essential 24/7 information, communication, and collaboration tool, and tapping the vast array of community knowledge and expertise to offer richly meaningful learning experiences.

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

As appropriate, MC² utilizes Corporation for National and Community Service AmeriCorps and AmeriCorps VISTA volunteers to build the capacity of MC², 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
Revenues:						
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
Total Revenues	1,420,696	1,405,178	1,421,928	1,438,810	1,454,745	1,479,069
Expenses:						
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
Total Expenses	1,416,671	1,382,945	1,403,333	1,421,207	1,442,890	1,464,570
Projected Net Position	4,025	22,233	18,595	17,603	11,855	14,499
Beginning Fund Balance	213,467	217,492	239,725	258,319	275,922	287,778
Projected Ending Fund Balance	217,492	239,725	258,319	275,922	287,778	302,277
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, MC² is exploring revenue streams from other sources based on a comprehensive marketing and development program.

1. Entrepreneurial ventures will be developed by MC² and operated largely by students, with mentor support e.g. green technologies, computer and communication technology initiatives, artistic events, and other ideas will be pursued.
2. Fundraising events will be developed as community traditions, such as a community social benefit dinner to honor volunteers and student accomplishments, on-line events such as auctions and eventually an individual annual giving campaign.
3. Fee for service programs associated with MC² will be developed as a source of revenue for operations, including professional development institutes, materials, and parent and community partner led training events.

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

Annually, the Board of Trustees will approve a school calendar that conforms to laws and rules of the state as to number and duration of days required by law, including any existing provisions for exceptions that may be pursued.

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

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

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

MC², pursuant to RSA 194-B:1, III, 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.

MC² 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: MC² 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: MC² 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: MC² is grateful for the opportunity to partner with Dara

Feldman and The Virtues Project in the continued development of the culture of MC²'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 MC² 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 MC² design is that parents, legal guardians, and adult advocates are partners on students' learning teams and essential members of the MC² school community. Their knowledge of their children is sought throughout every aspect of their children's school careers. Resources, support, and/ training are provided for parents, legal guardians, and adult advocates for the purpose of building shared language, purpose, and strategies around and for student learning. Parents and legal guardians are encouraged to participate in school governance structures. 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 MC² has leased, borrowed, or contracted for use shall be returned or handled according to contractual prearrangement.

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

1. The board will first consider any debt obligation and will research the disposal of property, etc. that best enables the Trustees to meet its debts
2. Once debt obligations are met, any remaining property and assets of the school will be distributed depending upon how it was obtained. Items obtained through

federal or state charter school funding will be offered to other charter schools. Assets provided with funds from local school districts will be offered to public schools in a manner deemed fair and appropriate, e.g., either returned to the district that provided the asset or valued or liquidated and distributed on a participation basis. Items that schools do not want will be consigned in the most beneficial manner with the proceeds reverting to the New Hampshire's charter school support fund.

3. All property personally or individually owned by the employee of the charter school shall be exempt from distribution of property as prescribed herein and shall remain the property of the individual teachers and staff. Such property includes, but is not limited to, albums, curriculum manuals, personal mementos and other material or equipment that have been personally financed or acquired or personally developed by teachers and staff.

All outstanding debts/encumbrances for which the charter school is legally liable will be properly settled with the creditor of record. Under no circumstances shall a sending school district be liable for any obligations of the dissolved charter school. Making Community Connections Charter School shall coordinate any planned or voluntary bankruptcy filing with the area school board(s) to facilitate reintegration of its students. A minimum notice of 120 days for voluntary dissolution of the charter school will be given to school districts with students as Making Community Connections Charter School.

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

Not applicable.

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

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

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

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

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

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

Making Community Connections Charter School 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



Annual Progress Report

Four Key Questions to Answer

Please respond by providing evidence to each of the following questions. Please insert narratives, data, charts, diagrams or any other evidence directly to the specific section. If you need to add appendices, please label the appendices with the question number and letter, for example:

Appendix 1
Question 1a

Once complete, please submit the Report to” Jane.Waterhouse@doe.nh.gov

Date	October 28, 2019
School Name	Making Community Connections Charter School - Keene
Names of Report Writers	Chris O’Reilly, Kim Carter, Dawna Duhamel, Jodi Adams

1. Is the school making progress toward achieving its mission?

Introduction

Making Community Connections Charter School (MC²) opened its Monadnock campus in Keene in August of 2015 and just completed its third year of operation. It serves students and families in the greater Monadnock region, mostly within Cheshire County. The campus is located in a commercial area near downtown Keene.

Demographics- At the end of our school year in June 2019 we had 68 students enrolled. 25% (17) of enrolled students were eligible for free and reduced lunch.

Special Needs- The percentage of students with IEPs or Section 504 Plans in 2018-2019 was 40% (22 IEP, 5 Section 504).

Distribution- Students progress through the MC² by phase, with each phase being similar to, but not the equivalent of, a traditional grade-level. In 2018-19, 26 students were in Phase 1 (9th grade); 23 in Phase 2 (10th); 13 in Phase 3 (11th); 6 in Phase 4 (12th).

a. What progress has the school made toward its academic goals?

1. On average, students make no less than one year’s academic growth each year in reading, writing, math, social studies, and science.

The MC² model allows students to progress through the four phases (roughly equivalent to “grades” in traditional high school) at their own pace. MC² acknowledges, and explains to all students and their families, that there is a learning curve to overcome when they begin at our school. On average, the first phase at MC² will take a student approximately 1.5 years to complete, with subsequent phases taking anywhere between six months to one year to complete. One of our first students to complete all four phases since enrolling when we first opened in August of 2015 graduated in May of 2019.

Student growth in reading and writing is best measured by the number of ELA competencies earned by students over the school year. On average, during the 2018-19 school year Phase 1 students earned 6.46 ELA competencies, Phase 2 students earned 9.35, Phase 3 students earned 11.31, and Phase 4 students earned 7.17. In Mathematics, students earned the following competencies, on average, in each phase: Phase 1 - 1.42; Phase 2 - 2.48; Phase 3 - 3.38; Phase 4 - 2.33.

In Social Studies, students earned the following competencies, on average, in each phase: Phase 1 - 1.96; Phase 2 - 7.74; Phase 3 - 8.38; Phase 4 - 5.33.

In Science, students earned the following competencies, on average, in each phase: Phase 1 - .15; Phase 2 - .57; Phase 3 - .69; Phase 4 - 1.67. Students also earned competencies in Technology, World Language and Culture, Art, Wellness, Career Exploration and electives, all of which incorporate practice and growth in the core academic subjects.

Other measures of academic growth, such as beginning and end-of-year NWEA MAP scores are included in this report (section 3. b.).

2. Each student successfully completes no less than two substantive projects as measured by MC²'s criteria every year.

When first enrolled at MC², students participate in an orientation learning opportunity designed to have students experience the MC² model of learning, begin learning about themselves as learners, and develop their first personalized learning project. The orientation learning opportunity concludes with the student giving a ten-minute presentation to their learning team defending their learning about their project areas as well as about themselves as learners.

Students are also required to prepare and present an exhibition of learning at the end of each quarter. In the exhibition presentation students highlight at least three of the learning activities that they engaged in over the quarter, communicating their learning and growth in each. They also explain their academic progress (completion of competencies in the required academic disciplines) as well as in their practice of the Habits of Mind and Being (referred to as Habits), which are regularly assessed by instructors. Students also present and discuss their future goals within their Individualized Learning Plan, which is updated quarterly. The presentations have a fifteen-minute limit, are followed by a question and answer period, and are assessed by the learning team (student, educator, parents/guardians, other family members) using a rubric. Students must earn a rating of proficient or better for the entire presentation.

Students at MC² are required to participate in an internship experience in each Phase (grade), and by the end of the internship experience, students are required to complete an internship project, which is developed by the student with input from his or her internship mentor. The project is assessed by the mentor, internship coordinator and subject matter expert, as required. Students do not necessarily complete an internship project every school year, but are required to complete one in each phase.

Additional learning projects are developed by students throughout the school year. Learning projects can be completed within a group or individually, and initiated by staff, students, parents, or a community invitation, but all require a student to apply their learning in a personally meaningful way, while seeking to make a contribution to the community.

b. What progress has the school made toward its programmatic goals?

1. Each student can articulate his/her personal beliefs and values through artistic expression.

All students have the opportunity to participate in Art studios during the course of the school year and many participate in Fine Arts learning experiences within the community. A total of 34 Arts competencies were earned by students who participated in Arts studios over the course of the year.

Several specific examples include: One upper-phase student who took the opportunity to address a school-wide conversation about behavior management and discipline by initiating a mural project in our shared community space. She worked with other upper-phase students to design a mural intended to inspire others not only to take better care of our space, but also to showcase diversity and aspirations in a seascape painting. During the process, she and her peers were

able to mentor other students who demonstrated challenges and help them feel invested in the project and the larger community. Several other middle and upper-phase students used their skills and interest in audio/visual techniques to develop a steady stream of informational video projects that serve the MC² community, as well as the larger community. One such internship project, in cooperation with Cheshire TV, was to develop brief PSA-style commercials on behalf of local nonprofits to provide a better community service to them and get them aired on the local public access channel in the Keene area.

Students continued to utilize our Makerspace equipment to create small businesses in which they create, market and sell hand-turned wooden writing implements, and handmade greeting cards.

Students successfully spearheaded an effort to start an art club in the school, recruiting a staff member to supervise them and starting their first meetings this year with six attendees.

One phase-two student has been writing a book and collaborating with a local author to refine his plot and edit his work, while another is using her career exploration time to develop her commission artwork business where she designs original art pieces and writes original stories for customers who seek her out in an online artist's forum.

2. Each student demonstrates his/her ability to listen for understanding, supports his/her peers' learning, and takes responsibility for his/her own learning.

All students are assessed in their practice of MC²'s seventeen habits of being and habits of mind on a regular basis. A snapshot of student practice and progress in the habits is provided in each student's quarterly report. Students and their families also have real-time access to this information within their personal account in our learning management system. Students demonstrate their ability to listen for understanding by practicing the habit of communication, where proficient practice in clarity is exhibited by a student asking questions to check understanding. Students exhibit their ability to support his or her peers learning by practicing the habit of collaboration proficiently when they are making an effort to work with friends as well as with others, and understanding the value of working together. Students show us that they are taking responsibility for their own learning by practicing the habit of ownership, where they have provided specific examples of showing responsibility for their learning. Within our learning management system students can clearly see which learning experience they were observed practicing the specific habit in. All students must practice the seventeen habits proficiently by the end of phase 3, and they must practice all seventeen habits at the level of exemplary in order to graduate.

3. Each student knows his/her unique strengths and can apply those strengths to overcome academic challenges.

Students can identify their strengths and weaknesses through regular habit assessments, daily feedback from advisors in their End of Day/Week reflections, feedback from teachers in assignments and projects that they submit through our learning management system, completed rubrics from quarterly exhibitions provided by the student's learning team, completed rubrics from gateway exhibitions provided by the learning team and outside/community panelists, and quarterly feedback from internship mentors/community partners. With all of this data provided to the students, Individual Learning Plans are developed quarterly and daily/weekly goals are set with advisors.

C. What progress has the school made toward its organizational goals?

MC²'s current organizational goals are as follows:

Build sustainability through:

- Increasing compensation and benefits is a priority for the MC² Board and developing a compensation schedule based on a progression of proficiency and leadership in the MC² model. MC² made small steps in this direction, by increasing the base salary slightly and adding PTO and holiday pay for Administrative Assistants.

- Replace aging technology. All of MC² Monadnock’s technology devices are under four years old, under the technology replacement cycle parameters.
- Develop school cultures of mediation and dispute resolution. We continue to implement mediation and dispute resolution practices with our students.
- Develop and disseminate information to assist parent and pupils with decision-making about their choice of school. Parents and pupils interested in enrolling at the school are scheduled to visit and attend morning meeting with the entire school community and attend a one to two-hour informational session about the MC2 model with the administrative assistant. Families then meet with the school leader for a one-hour interview and a review of the student and family expectations, as well as answer any questions about the MC2 model. Additional time is scheduled to meet with students and families to discuss any needs related to meeting the requirements of a student’s Individual Education Plan or Section 504 Plan, which may also involve special education staff from the family’s district of residence and support professionals from within the larger community.

2. Is the charter school responsibly using public funds?

- a. Has the school provided quarterly financial reports that comply with accepted standards of public school accounting?

Monthly reports are provided for the Board and interested public; quarterly financial reports and the annual audit are submitted to Jane Waterhouse.

- b. Do the school’s purchasing and billing practices meet acceptable standards for public school accounting?

The annual budget is approved by the Board of Trustees and submitted to the CEO and Business Manager. The MC2 CEO is authorized to process purchase orders, check requests, and budget requests for expenditures that fall within the guidelines of the approved budget. Budget allocations and purchasing processes are collaboratively implemented and monitored by the CEO, Business Manager, and School Leader. Internal controls are monitored on a monthly basis. Accounts receivable records are monitored to ensure receipt of all payments due MC2, with follow-up billing conducted until payments are received.

- c. Has the school provided an annual external audit with no material defects?

Yes. Vachon Klukay & Company PC are contracted as MC2’s auditors and audit reports have been submitted to NHDOE, as requested.

- d. Do the school’s quarterly financial reports demonstrate reasonable and prudent planning?

Monthly Governing Board meeting minutes show continual communications and clear dialogue regarding the financial situation of the school. The Board has a Finance Committee that meets monthly and works closely with the CEO and Business Administrator, monitoring finances and deliberating on significant financial decisions.

- e. Do the school’s Board minutes indicate clear communication of accurate information about the school’s financial condition?

Yes. Monthly financial reports are reviewed prior to the Board meeting by the Finance Committee. Monthly reports are shared with all Board members, and the Finance Committee’s review is recorded in the Board minutes.

3. Is the charter school promoting student attainment of expected knowledge and skills?

- a. Are students meeting proficiency standards as measured by state assessments?

The NH State Assessments (11th grade SAS Science and School Day SAT) were administered to eligible students, which made up 12% of our student population (8 students) in the 2018-19 school year. On the Science assessment, 62.5% scored “approaching proficient”; 12.5% scored “proficient”; 12.5% scored “below proficient” and 12.5% did not take the assessment. On the School Day SAT in Math, 50% scored “approaching proficient”; 25% scored “partially proficient”; 12.5% “substantially below proficient”; 12.5% did not take the test. On the School Day SAT in Reading and Writing, 37.5% scored “proficient; 37.7% scored “partially proficient”; 12.5% scored “approaching proficient”; 12.5% did not take the test.

Of the students eligible to take the 11th grade assessments, 25% have been enrolled at our campus since it opened in August of 2015; 25% have been enrolled for less than three school years; 50% have been enrolled for less than two months.

b. Are students making progress toward meeting state proficiency standards?

NWEA MAP testing in Mathematics, Reading, Language Usage and General Science is completed by all students at the beginning of the school year in the fall, and at the end of the school year in the spring. Approximately 62% (42) of our students had NWEA Growth Projections available and valid beginning and end term scores for each of the tests administered. The percentage of students who met or exceeded their projected growth measures are as follows: Mathematics – 45.2% (19 students); Reading – 55.6% (25 students); Language Usage – 34.1% (14 students); General Science – 31.7% (13 students).

c. Are students meeting reasonably defined measures of proficiency (see also question 1 – defined academic goals)?

A majority of our students are meeting reasonably defined measures of proficiency in academic areas across the board as evidenced by our competency completion data, and further, a majority of our students are meeting proficiency in many of our seventeen habits of mind and habits of being as evidenced in student quarterly progress reports. Our graduates are also meeting measures of proficiency that lead to their acceptance at post-secondary institutions such as: University of Massachusetts - Amherst, Bennington College (VT), Keene State College (NH), Johnson and Wales University (RI), and the United States Armed Forces (U.S. Air Force).

d. Are students making progress toward any non-academic goals established within its Charter?

Identification of growth metrics beyond testing is essential for our population of students. Criterion-referenced measures of student growth, including Exhibitions of Learning (a 10-15 minute presentation given by each student at the end of each quarter), and completion of phase-specific requirements to advance to the next phase, which 29% of our students accomplished this year. The phase-specific requirements directly relate to MC²'s five learning goals (Global Citizenship, Social and Emotional Competence, Service Learning, Inquiry and the MC² Habits of Lifelong Learning) and include the completion of internships, community service, extended learning opportunities, personal finance competencies, audience reflections and proficiency in phase-specific Habits.

Students are required to participate in daily advisory meetings (twice daily) and weekly (three times per week) community meetings where they engage in community building activities which are designed to build social and emotional competence. Advisors continuously coach students in these activities, assessing their progress through observation and students' daily reflections. Regular Habits assessments are given to students through our learning management system where they, their parents and all staff have access to their progress.

4. Is the school sustainable?

a. Does the school's governing board function effectively and in accordance with public meeting laws and regulations?

Yes. Board meetings are monthly, with committee meetings (Finance, Governance, Academic Excellence, Development, and Succession) in between. The Board, CEO, and Business Administrator have an excellent working relationship, sharing a common vision for student success and fiscal responsibility. Board meetings are posted, conducted in public according to RSA 91-A, and minutes are kept and approved at subsequent board meetings.

b. Has the school established systems to manage operations efficiently?

Yes. The CEO has been functioning in the role since the planning year, and thus has seven+ years of Charter School operating experience in addition to her prior experience as a principal and consultant. The Business Administrator come

from a public school (SAU) Business Administrator background, and brings deep knowledge and experience in NH public school financial administration, law, and regulations. The Administration (CEO, BA, and School Leaders) work effectively as a team, and administrators and the board have a good working relationship, with the CEO attending all board meetings, and the school leaders and BA attending occasionally as time permits and agenda demands. The board and administration effectively and properly distribute responsibilities, with the board not “micro-managing” operations while providing oversight through collaborative committee work, regular and frequent financial reporting, and participation in and observation of school activities as availability and circumstances permit without excessive/oppressive monitoring (striving for the Goldilocks-balance of not too much, not too little, but “just right”).

c. Are there systems in place to assure instructional quality?

MC² employs a number of systems to monitor and continually improve instructional quality, including regular student feedback through students’ daily written reflections, video observations, and analysis of student work. MC² uses the Thoughtful Classroom Teacher Effectiveness Framework (TCTEF) as the basis for teacher evaluation to create a common language for expectations for performance and best practices. TCTEF is used as the basis for teacher observation, goal-setting, and performance reviews. Implementation of this framework provides the basis for ongoing learning walks, observations, and performance goal-setting. Feedback from students through their daily reflections is incorporated into weekly team meetings to adjust instructional practices. Staff engage in regular professional learning community meetings, using the Critical Friends Group model, and week-long professional development each quarter.

d. Has the school established an appropriate relationship with the local school district(s) to facilitate high quality services to students with special educational needs?

Collaborations around special educational services between districts of responsibility and charter schools continues to be a challenging endeavor for all involved, but district directors and case managers have been eager to work with MC² administration and staff to address students’ needs within the significantly different (from the district schools) MC² educational model to ensure that students are receiving required services.

e. Are physical facilities safe, clean and suitable for the purposes of the school?

The facility is safe, clean, and an excellent environment for learning. The annual fire safety inspection was completed on 11/14/18 with no violations found.

f. Is the school emotionally safe for children and adults, free from bullying?

Many of the students who enroll in MC² do so to get away from the social problems of larger schools. However, they bring those behaviors with them. MC² practices a culture of mediation, so when problems arise, students are coached through a mediation process. The intention is to assist young people in learning alternative strategies for resolving issues before the issues become significant. MC² Keene has not had any reports of physical violence, and minimal reports of bullying and or harassment, which were resolved successfully through our due process.

g. Does the school have a viable financial plan to support its program?

The school’s financial plan is primarily based on adequacy funding from the state. The budget is developed and monitored based on these revenue sources. The Business Administrator and the Board’s Finance Committee work closely to monitor and manage current resources.

h. Are there sufficient indications of continuing enrollment to sustain the school’s program and meet its plans for growth?

Yes. Enrollment had been steady at between 70 and 80 students over the previous two years, but dipped into the high 60s this past year as several students graduated and some students found MC²’s competency-based approach too rigorous. Our long-term goal is to increase enrollment to 100 students during 2019-2020 school year.

i. Does the school employ teachers who meet state requirements for experience and/or certification?

All teachers who were hired in the 2018-19 school year were certified in NH or have a Statement of Eligibility. Alternative 4 or 5 plans were developed for any teacher hired on the basis of an SOE, and Intern Licenses were secured.

j. Does the school demonstrate an ability to retain skilled and qualified staff?

Three factors have impacted this expectation since the school opened: fit with the educational model; compensation; and school calendar. As a fully competency-based, personalized model with a strong focus on social-emotional development, the MC² educational model is distinct from many educators' experience and some find it isn't a fit for them; we are not (yet) able to offer health benefits; and MC² operates a year-round schedule, something not all educators are interested in. MC² Keene has nonetheless attracted and retained a core group of skilled and qualified staff. Incoming teachers are often early career educators and we have supported several in their alternative licensing processes. School leadership has an intentional development process, hiring entering educators as paraprofessionals who are able to grow into teaching positions. As of June 2019 our school leader, lead teacher and administrative assistant (25% of our staff) have been employed at the Monadnock campus of MC² since it opened in August 2015. Four of our support staff, one special educator and three paraprofessionals (33% of our staff), have been with us for 2.5 years. One teacher/advisor (8% of our staff) has been with us for 2 years, and the remaining four support staff (33% of our staff) have been with us for under 1 year.

k. Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication?

Parents/guardians are surveyed at the end of each academic quarter. Our Survey results from the last quarter of 2018-19 show that of the 14 respondents to the question, "Does MC² provides a positive learning experience for my child", 93% "strongly agreed" and 7% "agreed" (the response choices were: strongly agree, agree, neither agree or disagree, disagree, strongly disagree, and N/A). Our academic programming also requires that students participate in an internship experience in each phase. Parents responded to the following question on our survey, "The internship/citizen internship is an enriching experience for my child." 43% of parents responded that they "strongly agreed", and 57% responded "N/A" because their child had not yet been placed in an internship. Staff communicate regularly with parents through email and phone calls, using our online Portal where students write reflections daily and teachers/advisors respond to them, with parents having the ability to respond as well, and in person at the end of each quarter when Learning Teams (parents, student, advisor) meet for the student's Exhibition of Learning. In our survey parents responded to the following statement, "Staff communicates professionally and in a timely manner" as follows: 86% "strongly agreed", 7% "agreed" and 7% "disagreed".

**MAKING COMMUNITY CONNECTIONS
CHARTER SCHOOL**

Financial Statements

June 30, 2019

and

Independent Auditor's Report

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
FINANCIAL STATEMENTS
June 30, 2019**

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Making Community Connections Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Making Community Connections Charter School, as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the Making Community Connections Charter School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of the Making Community Connections Charter School, as of June 30, 2019, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages i-v and 16-17 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Making Community Connections Charter School's basic financial statements. The combining nonmajor governmental fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining nonmajor governmental fund financial statements are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining nonmajor governmental fund financial statements are fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Vashon Clukay & Company PC

Manchester, New Hampshire
December 2, 2019

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2019**

Presented herewith, please find the Management Discussion and Analysis Report for the Making Community Connections Charter School (the School) for the fiscal year ending June 30, 2019. Responsibility for both the accuracy of the data, and the completeness and fairness of this presentation (including all disclosures) rests with management. To the best of our knowledge and belief, the data contained herein is accurate in all material respects. This data is reported in a manner designed to fairly present the School's financial position, and the results of operations of the various funds of the School. All disclosures necessary to enable the reader to gain an accurate understanding of the School's financial activities have been included.

School Management is responsible for establishing an accounting and internal control structure designed to ensure that the physical, data, informational, intellectual, and human resource assets of the School are protected from loss, theft, and misuse, and to ensure that adequate accounting information is maintained and reported in conformity with generally accepted accounting principles (GAAP). Management also strives to ensure that these assets are put to good and effective use. The internal control structure is designed to provide reasonable assurances that these objectives are attained.

Overview of the Financial Statements

The financial statements presented herein include all of the activities of the Making Community Connections Charter School using the integrated approach as prescribed by GASB Statement 34.

This discussion and analysis is intended to serve as an introduction to the Making Community Connections Charter School's financial statements. The basic financial statements are comprised of three components:

1. Government-wide financial statements
2. Fund financial statements
3. Notes to the basic financial statements

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to most private-sector companies.

The Statement of Net Position presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the remaining difference reported as net position. Over time, increases and decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The Statement of Activities presents information showing how the School's net position changed during the most recent fiscal year. All of the current year's revenue and expenses are taken into account regardless of when cash is received or paid.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2019**

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School solely employs the use of governmental funds.

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School's near-term financial requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances provide a reconciliation to facilitate this comparison between the governmental activities Statement of Net Position and Statement of Activities.

The School maintains numerous individual governmental funds. Information is presented separately in the Governmental Funds Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances for the General Fund which is the sole major fund of the School. Data for the other governmental funds such as the Food Service Fund, Federal Grants Fund and Monadnock Start-up Grant Fund is combined into a single, aggregate presentation.

The School adopts an annual appropriation budget for its General Fund. A budgetary comparison has been provided for the General Fund to demonstrate compliance with this budget.

Notes to the Basic Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Other Information

In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information which is required to be disclosed by accounting principles generally accepted in the United States of America.

Government-Wide Financial Analysis

Statement of Net Position

Net Position of the Making Community Connections Charter School as of June 30, 2019 and 2018 is follows:

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2019**

	<u>2019</u>	<u>2018</u>
Capital and Other Assets:		
Capital assets, net	\$ 60,599	\$ 24,087
Other assets	<u>467,973</u>	<u>431,234</u>
Total Assets	<u>528,572</u>	<u>455,321</u>
Deferred Outflows of Resources:		
Total Deferred Outflows of Resources	<u>-</u>	<u>-</u>
Long-term and Other Liabilities:		
Long-term liabilities	11,769	24,717
Other liabilities	<u>222,577</u>	<u>209,119</u>
Total Liabilities	<u>234,346</u>	<u>233,836</u>
Deferred Inflows of Resources:		
Total Deferred Inflows of Resources	<u>-</u>	<u>-</u>
Net Position:		
Net investment in capital assets	45,833	4,528
Restricted	583	421
Unrestricted	<u>247,810</u>	<u>216,536</u>
Total Net Position	<u>\$ 294,226</u>	<u>\$ 221,485</u>

Statement of Activities

The change in net position for the fiscal years ending June 30, 2019 and 2018 are as follows:

	<u>2019</u>	<u>2018</u>
Program revenues:		
Charges for services	\$ 190,040	\$ 187,822
Operating grants and contributions	111,162	71,727
Capital grants and contributions	<u>57,471</u>	<u>-</u>
Total program revenues	<u>358,673</u>	<u>259,549</u>
General revenues:		
State adequacy education grant	1,064,387	1,060,806
State differentiated aid	108,353	79,904
Miscellaneous	<u>37,359</u>	<u>18,722</u>
Total general revenues	<u>1,210,099</u>	<u>1,159,432</u>
Total revenues	<u>1,568,772</u>	<u>1,418,981</u>
Program expenses:		
Instruction	663,104	684,078
Supporting services	35,730	36,068
General administration	441,891	402,518
Operation and maintenance of plant	320,280	304,179
Pupil transportation	3,788	1,166
Food service	24,213	18,612
Other miscellaneous	<u>6,920</u>	<u>11,488</u>
Total program expenses	<u>1,496,031</u>	<u>1,458,109</u>

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2019**

Change in net position	72,741	(39,128)
Net position - beginning of year	<u>221,485</u>	<u>260,613</u>
Net position - ending of year	<u>\$ 294,226</u>	<u>\$ 221,485</u>

MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL ACTIVITIES

Making Community Connections Charter School generated \$1,568,772 in revenues from all activities in FY2019, an increase of about 10% over FY2018. The State of New Hampshire Adequate Education Grant and Differentiated Aid totaled \$1,172,740 provided more than 74% of total revenue, and continues to be the School's primary funding source.

The net cost of all governmental activities is their total costs less program revenues applicable to each category. Charges for services totaled \$190,040. The School received \$168,633 in Federal and State grant programs which paid approximately 11% of the total cost of all governmental activities.

GENERAL FUND BUDGETARY HIGHLIGHTS

The General Fund ended the fiscal year with a total fund balance of \$232,945, a slight increase of from the prior year. Revenue recognized by the School's general fund amounted to \$163,484 less than budgeted. The School's primary revenue source is the Adequate Education Grant, which is based predominantly on student enrollment. For this reason, the School budgets its revenues conservatively as enrollment at both campuses can fluctuate during the fiscal year. Nonetheless, in FY2019, student enrollment was less than budgeted estimates, resulting in about \$174K of the total revenue deficit. Charges for services is comprised of receipts for special services provided to its students. Under New Hampshire law, a student's public school district is financially responsible for any Special Education service. Therefore, when the School provides Special Education services, it bills the public school district for the cost of the services rendered. In FY2019, revenue from reimbursable services was below the budget estimate, meaning that the School did not provide as many Special Education services as anticipated. Finally, the School recognized \$27,523 in revenues from miscellaneous grants and contributions during the year.

Actual expenditures were less than budgeted amounts by \$165,392. As enrollment was lower than expected, spending was restricted to mitigate the loss of Adequacy Education Grant revenue. See Schedule 1 on page 16 for additional information regarding budgetary activity.

CAPITAL ASSETS

The School maintains a capitalization threshold of \$2,500. Assets are depreciated using the straight-line method over the course of their estimated useful life. Current year capital asset activity included depreciation of existing assets, and the acquisition of equipment totaling \$44,521. See Note 3 in the notes to the basic financial statements for additional information on the capital assets activity.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
FISCAL YEAR ENDING JUNE 30, 2019**

LONG-TERM OBLIGATIONS

Long Term Obligations

The School elected to finance equipment purchases of approximately \$15K with a 5-year loan. Additionally, the School retired long term obligations of approximately \$31K. See Note 5 in the notes to the basic financial statements for additional information on long-term obligations.

FINANCIAL FACTORS DRIVING FUTURE BUDGETS

The Adequate Education Grant is the School's primary source of funding. Wages and building costs comprise the bulk of the School's annual spend. Remaining funds must support other operating, and to the extent possible, capital costs. The fiscal challenge for the School in the coming years is to sufficiently fund operations to allow for the purchase of technology, to offer employees competitive compensation, and to provide transportation for its students.

CONTACTING MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL

This financial report is intended to provide a general overview of the Making Community Connections Charter School's finances and to show accountability for the money it receives. If you have questions about this report or need additional information, contact Making Community Connections Charter School, P. O. Box 593, Amherst, New Hampshire 03031 or by telephone at (603) 589-9517.

EXHIBIT A
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Statement of Net Position
June 30, 2019

	Governmental Activities
ASSETS	
Current Assets:	
Cash and cash equivalents	\$ 252,233
Accounts receivable	4,535
Due from other governments	177,053
Prepaid expenses	12,989
Deposit held by others	21,163
Total Current Assets	<u>467,973</u>
Noncurrent Assets:	
Capital assets:	
Depreciable capital assets, net	<u>60,599</u>
Total Noncurrent Assets	<u>60,599</u>
Total Assets	<u>528,572</u>
DEFERRED OUTFLOWS OF RESOURCES	
Total Deferred Outflows of Resources	<u>-</u>
LIABILITIES	
Current Liabilities:	
Accounts payable	5,505
Accrued expenses	12,218
Working capital loan advance	150,000
Advances from grantors	51,853
Unearned revenue	4
Current portion of note payable	2,997
Total Current Liabilities	<u>222,577</u>
Noncurrent liabilities:	
Note payable	<u>11,769</u>
Total Noncurrent Liabilities	<u>11,769</u>
Total Liabilities	<u>234,346</u>
DEFERRED INFLOWS OF RESOURCES	
Total Deferred Inflows of Resources	<u>-</u>
NET POSITION	
Net investment in capital assets	45,833
Restricted for:	
Food service operations	583
Unrestricted	<u>247,810</u>
Total Net Position	<u>\$ 294,226</u>

See accompanying notes to the basic financial statements

EXHIBIT B
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Statement of Activities
For the Year Ended June 30, 2019

Functions/Programs	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental Activities:					Governmental Activities
Instruction	\$ 663,104	\$ 185,990	\$ 88,220		\$ (388,894)
Supporting services	35,730		2,640		(33,090)
General administration	441,891				(441,891)
Operation and maintenance of plant	320,280			\$ 57,471	(262,809)
Pupil transportation	3,788				(3,788)
Food service	24,213	4,050	20,302		139
Other miscellaneous	6,920				(6,920)
Interest and fiscal charges	105				(105)
Total governmental activities	<u>\$ 1,496,031</u>	<u>\$ 190,040</u>	<u>\$ 111,162</u>	<u>\$ 57,471</u>	<u>(1,137,358)</u>
General revenues:					
					1,064,387
State adequacy education grant					108,353
State differentiated aid					37,359
Miscellaneous					<u>1,210,099</u>
Total general revenues					72,741
Change in net position					221,485
Net Position - Beginning					<u>\$ 294,226</u>
Net Position - Ending					

See accompanying notes to the basic financial statements

EXHIBIT C
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Balance Sheet
Governmental Funds
June 30, 2019

	General Fund	Federal Grants Fund	Nonmajor Governmental Funds	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 242,821		\$ 9,412	\$ 252,233
Accounts receivable			4,535	4,535
Due from other governments	148,055	\$ 25,343	3,655	177,053
Due from other funds	31,666		588	32,254
Prepaid expenses	3,315	9,674		12,989
Deposit held by others	16,163		5,000	21,163
Total Assets	<u>442,020</u>	<u>35,017</u>	<u>23,190</u>	<u>500,227</u>
DEFERRED OUTFLOWS OF RESOURCES				
Total Deferred Outflows of Resources	-	-	-	-
Total Assets and Deferred Outflows of Resources	<u>\$ 442,020</u>	<u>\$ 35,017</u>	<u>\$ 23,190</u>	<u>\$ 500,227</u>
LIABILITIES				
Accounts payable	\$ 713	\$ 1,073	\$ 3,719	\$ 5,505
Accrued expenses	7,406	4,812		12,218
Working capital loan advance	150,000			150,000
Due to other funds	588	27,782	3,884	32,254
Advances from grantors	40,503	1,350	10,000	51,853
Unearned revenue			4	4
Total Liabilities	<u>199,210</u>	<u>35,017</u>	<u>17,607</u>	<u>251,834</u>
DEFERRED INFLOWS OF RESOURCES				
Total Deferred Inflows of Resources	-	-	-	-
FUND BALANCES				
Nonspendable	19,478		5,000	24,478
Restricted			583	583
Assigned	9,865			9,865
Unassigned	213,467			213,467
Total Fund Balances	<u>242,810</u>	<u>-</u>	<u>5,583</u>	<u>248,393</u>
Total Liabilities, Deferred Inflows of Resources and Fund Balances	<u>\$ 442,020</u>	<u>\$ 35,017</u>	<u>\$ 23,190</u>	

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds 60,599

Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Long-term liabilities at year end consist of:

Note payable (14,766)

Net Position of Governmental Activities \$ 294,226

See accompanying notes to the basic financial statements

EXHIBIT D

MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds

For the Year Ended June 30, 2019

MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Reconciliation of the Statement of Revenues, Expenditures
and Changes in Fund Balances of Governmental Funds
to the Statement of Activities

For the Year Ended June 30, 2019

	General Fund	Federal Grants Fund	Nonmajor Governmental Funds	Total Governmental Funds	
Revenues:					
Intergovernmental	\$ 1,230,211	\$ 90,860	\$ 20,302	\$ 1,341,373	\$ 20,249
Charges for services	185,990		4,050	190,040	
Miscellaneous	37,359			37,359	
Total Revenues	<u>1,453,560</u>	<u>90,860</u>	<u>24,352</u>	<u>1,568,772</u>	
Expenditures:					
Current operations:					
Instruction	571,836	88,220		660,056	
Supporting services	33,090	2,640		35,730	
General administration	437,713			437,713	
Operation and maintenance of plant	364,041			364,041	
Pupil transportation	3,788			3,788	
Food service			24,190	24,190	
Other miscellaneous	6,920			6,920	
Debt service:					
Principal retirement	31,243			31,243	
Interest and fiscal charges	105			105	
Total Expenditures	<u>1,448,736</u>	<u>90,860</u>	<u>24,190</u>	<u>1,563,786</u>	36,512
Excess revenues over (under) expenditures	<u>4,824</u>	<u>-</u>	<u>162</u>	<u>4,986</u>	(15,263)
Other financing sources:					
Loan proceeds	15,263			15,263	
Total other financing sources	<u>15,263</u>	<u>-</u>	<u>-</u>	<u>15,263</u>	31,243
Net change in fund balances	20,087	-	162	20,249	
Fund balances at Beginning of Year	<u>222,723</u>	<u>-</u>	<u>5,421</u>	<u>228,144</u>	
Fund balances at End of Year	<u>\$ 242,810</u>	<u>\$ -</u>	<u>\$ 5,583</u>	<u>\$ 248,393</u>	

Net Change in Fund Balances--Total Governmental Funds \$ 20,249

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which capital outlays exceeded depreciation expense in the current period. 36,512

Proceeds from loan issuance are reported as other financing sources in the funds, but a loan issuance increases long-term liabilities in the statement of net position. (15,263)

Repayment of principal on notes payable is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. 31,243

Change in Net Position of Governmental Activities \$ 72,741

See accompanying notes to the basic financial statements

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS**

For the Year Ended June 30, 2019

NOTE 1—SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the Making Community Connections Charter School conform to accounting principles generally accepted in the United States of America for local educational units of government, except as indicated hereinafter. The Making Community Connections Charter School is organized as a nonprofit organization to provide public charter school educational services as authorized by the State of New Hampshire Department of Education. The provisions of the State of New Hampshire RSA 194-B:10 requires public charter schools to comply with the same financial reporting requirements imposed upon a traditional public school district, on a governmental basis of presentation. Accordingly, the Making Community Connections Charter School's basis of presentation follows the governmental reporting model. The following is a summary of significant accounting policies.

Financial Reporting Entity

The Making Community Connections Charter School (the "School") is a public charter school as defined by the provisions of the State of New Hampshire RSA 194-B Chartered Public School. The School is organized as a 501(c)(3) nonprofit public charity granted status under section 170(b)(1)(A)(ii) of the Internal Revenue Code. The mission of the School is to establish a sustainable network of multiple preschool through graduate school pathways for high quality learning that are student centered, mastery based, and community oriented. The School is governed by a Board of Trustees, with between five and twelve voting members, organized under a charter adopted on May 9, 2011.

Basis of Presentation

The School's basic financial statements consist of government-wide statements, including a statement of net position and a statement of activities, and fund financial statements, which provide a more detailed level of financial information.

1. Government-Wide Financial Statements:

The statement of net position and the statement of activities display information about the School as a whole. These statements include the financial activities of the primary government.

The statement of net position presents the financial condition of the governmental activities of the School at year end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the School's governmental activities. Direct expenses are those that are specifically associated with a service, program or department and therefore clearly identifiable to a particular function. Program revenues include charges paid by the recipient of the goods or services offered by the program, grants and contributions that are restricted to meeting the operational or capital requirements of a particular program and interest earned on grants that are required to be used to support a particular program. Revenues which are not classified as program revenues are presented as general revenues of the School. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the School.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**

For the Year Ended June 30, 2019

2. Fund Financial Statements:

During the year, the School segregates transactions related to certain School functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. Fund financial statements are designed to present financial information of the School at this more detailed level. The focus of governmental fund financial statements is on major funds. Each major fund is presented in a separate column.

Fund Accounting

The School uses funds to maintain its financial records during the fiscal year. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts. The School solely employs the use of governmental funds.

1. Governmental Funds:

Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and deferred outflows of resources, and liabilities and deferred inflows of resources, is reported as fund balance. The following are the School's major governmental funds:

The *General Fund* is the main operating fund of the School and is used to account for all financial resources except those required to be accounted for in another fund.

The *Federal Grants Fund* is used to account for the financial transactions related to various state and federal education grants and the related expenditures.

Measurement Focus

1. Government-Wide Financial Statements:

The government-wide financial statements are prepared using the economic resources measurement focus. All assets, deferred outflows of resources, liabilities, and deferred inflows of resources associated with the operation of the School are included on the Statement of Net Position.

2. Fund Financial Statements:

All governmental funds are accounted for using a flow of current financial resources measurement focus. With this measurement focus, only current assets, deferred outflows of resources, current liabilities and deferred inflows of resources generally are included on the balance sheet. The statement of revenues, expenditures and changes in fund balances reports on the sources (i.e., revenues and other financing sources) and uses (i.e., expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared. Governmental fund financial statements therefore include reconciliations with

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**

For the Year Ended June 30, 2019

brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds.

Basis of Accounting

Basis of accounting determines when transactions are recorded in the financial records and reported on the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. Differences in the accrual and the modified accrual basis of accounting arise in the recognition of revenue and in the presentation of expenses versus expenditures.

1. Revenues – Exchange and Non-exchange Transactions:

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the School, available means expected to be received within sixty days of fiscal year end.

Non-exchange transactions, in which the School receives value without directly giving equal value in return, include grants, entitlements and donations. Revenue from grants, entitlements and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are required to be used or the fiscal year when use is first permitted; matching requirements, in which the School must provide local resources to be used for a specified purpose; and expenditure requirements, in which the resources are provided to the School on a reimbursement basis. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Under the modified accrual basis, the following revenue sources are considered to be both measurable and available at fiscal year-end: State adequacy funding, grants and student fees.

Grants and entitlements received before the eligibility requirements are met are recorded as advances from grantors. Unearned revenue arises when assets are recognized before revenue recognition criteria have been satisfied.

2. Expenses/Expenditures:

On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable. Allocations of cost, such as depreciation and amortization are not recognized in governmental funds.

Budgetary Data

The School's budget represents functional appropriations as authorized by the Board of Trustees. The Board of Trustees may transfer funds between operating categories as they deem necessary.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**

For the Year Ended June 30, 2019

Due from Other Governments

Due from other governments at June 30, 2019 consist of receivables due from the State of New Hampshire for the final fiscal year 2019 Equitable Aid distribution, federal grant programs, state and federal school lunch program reimbursements and reimbursements due from various local public school districts. All intergovernmental receivables are due within less than one year.

Deposit held by Others

Deposit held by others at June 30, 2019 represent security deposits paid to the landlord of the School's Monadnock and Manchester campuses in accordance with the lease agreements.

Capital Assets

General capital assets result from expenditures in the governmental funds. These assets are reported in the governmental activities column of the government-wide statement of net position, but are not reported in the fund financial statements.

All capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated capital assets are recorded at their acquisition value as of the date received. The School's policy is to capitalize those assets with a value of \$2,500 or more and an expected useful life of at least 3 years. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not.

All reported capital assets are depreciated. Improvements are depreciated over the remaining useful lives of the related capital assets. Depreciation is computed using the straight-line method over the following useful lives:

	<u>Description</u>	<u>Years</u>
	Equipment	3-15
	Furniture and Fixtures	3-5
	Leasehold improvements	4

Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current resources are reported as obligations of the funds. Long-term obligations that will be paid from governmental funds are recognized as a liability in the fund financial statements when due.

Net Position

Net position represents the difference between assets and deferred outflows of resources, and liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances on any borrowings used for the acquisition, construction or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**

For the Year Ended June 30, 2019

through external restrictions imposed by creditors, grantors or laws or regulations of other governments. Unrestricted net position is the residual amount of the assets, deferred outflows of resources, liabilities and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted components of net position.

The School's policy is to first apply restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available.

Fund Balance Policy

As of June 30, 2019, the School has not adopted a formal fund balance policy. Under GASB Statement 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, the School has segregated fund balance into five classifications: Nonspendable, Restricted, Committed, Assigned, and Unassigned. These components of fund balance are defined as follows:

- ***Nonspendable Fund Balance***: Amounts that are not in a spendable form or are required to be maintained intact.
- ***Restricted Fund Balance***: Amounts constrained to specific purposes stipulated by external resource providers or through enabling legislation. Restrictions may be changed or lifted only with the consent of the resource providers or by the enabling legislation.
- ***Committed Fund Balance***: Amounts constrained to specific purposes by the entity itself using its highest level of decision-making authority. To be reported as committed, amounts cannot be used for any other purpose unless the entity takes the same highest-level action to remove or change the constraint.
- ***Assigned Fund Balance***: Amounts an entity intends to use for a specific purpose; intent can be expressed by the governing body or by an official or body to which the governing body delegates the authority.
- ***Unassigned Fund Balance***: Amounts that are available for any purpose; these amounts are reported only in the General Fund, except for any deficit fund balance of another governmental fund.

In circumstances where expenditures are incurred for purposes for which both restricted and unrestricted fund balance is available, restricted fund balance is considered to have been spent first. When expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications can be used, committed amounts should be reduced first, followed by assigned amounts then unassigned amounts.

Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented on the financial statements.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**
For the Year Ended June 30, 2019

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results may differ from those estimates.

NOTE 2—DEPOSITS

Deposits as of June 30, 2019, are classified in the accompanying financial statements as follows:

Statement of Net Position:	
Cash and cash equivalents	<u>\$ 252,233</u>

Deposits at June 30, 2019 consist of the following:

Deposits with financial institutions	<u>\$ 252,233</u>
--------------------------------------	-------------------

As of June 30, 2019, the School has not formally adopted an investment policy that limits allowable deposits of the School. The School's Bylaws state that the School has the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgement of the Board. The School's deposits with financial institutions consist solely of demand deposits at year end.

Custodial Credit Risk

Custodial credit risk for deposits is the risk that in the event of a bank failure, the School's deposits may not be returned. Currently, the School has no investment policy for assurance against custodial credit risk. Of the School's deposits with financial institutions at year end, \$5,845 was uncollateralized and uninsured.

NOTE 3—CAPITAL ASSETS

The following is a summary of changes in capital assets of the governmental activities:

	Balance <u>July 1, 2018</u>	<u>Additions</u>	<u>Reductions</u>	Balance <u>June 30, 2019</u>
Capital assets:				
Equipment	\$ 138,568	\$ 44,521		\$ 183,089
Furniture and fixtures	6,035			6,035
Leasehold improvements	7,451			7,451
Total capital assets at historical cost	<u>152,054</u>	<u>44,521</u>	<u>\$ -</u>	<u>196,575</u>
Less accumulated depreciation for:				
Equipment	(118,221)	(7,120)		(125,341)
Furniture and fixtures	(5,906)	(129)		(6,035)
Leasehold improvements	(3,840)	(760)		(4,600)
Total accumulated depreciation	<u>(127,967)</u>	<u>(8,009)</u>	<u>-</u>	<u>(135,976)</u>
Total capital assets, net	<u>\$ 24,087</u>	<u>\$ 36,512</u>	<u>\$ -</u>	<u>\$ 60,599</u>

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
 NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)
 For the Year Ended June 30, 2019**

Depreciation expense was charged to governmental functions as follows:

Instruction	\$ 3,049
General administration	4,177
Operation and maintenance of plant	760
Food service	23
	<u>\$ 8,009</u>

NOTE 4—SHORT-TERM OBLIGATIONS

Working Capital Loan Advance

During the year ended June 30, 2018, the School extended its working capital loan agreement with the New Hampshire Health and Education Facilities Authority. Under the terms of the extension, the School is approved to borrow up to \$150,000 on a semi-annual basis to be used for working capital purposes. Loan advances bear an annual interest rate of 1%, payable on the 5th day of each month. The outstanding principal balance is payable twice a year by November 1st or March 1st following the date of any advance. As of June 30, 2019, the working capital loan advance outstanding at year end was \$150,000, and is due on November 1, 2019.

Changes in the School's short-term obligations for the year ended June 30, 2019 are as follows:

	Balance <u>July 1, 2018</u>	<u>Additions</u>	<u>Reductions</u>	Balance <u>June 30, 2019</u>
Working Capital Loan	\$ 150,000	\$ 150,000	\$ (150,000)	\$ 150,000

NOTE 5—LONG-TERM OBLIGATIONS

Changes in the long-term obligations of the governmental activities for the year ended June 30, 2019 are as follows:

	Balance <u>July 1, 2018</u>	<u>Additions</u>	<u>Reductions</u>	Balance <u>June 30, 2019</u>	Due Within <u>One Year</u>
Note payable	\$ 30,746	\$ 15,263	\$ (31,243)	\$ 14,766	\$ 2,997

Payments on the note payable of the governmental activities are paid out of the General Fund.

Note Payable

Note payable at June 30, 2019 is comprised of the following individual issue:

<u>Description</u>	Original <u>Issue</u>	Interest <u>Rate</u>	Final Maturity <u>Date</u>	Balance at <u>June 30, 2019</u>
HEFA Direct Loan	<u>\$ 15,263</u>	1%	April 2024	<u>\$ 14,766</u>

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**
For the Year Ended June 30, 2019

Debt service requirements to retire the outstanding note payable at June 30, 2019 are as follows:

Year Ended <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Totals</u>
2020	\$ 2,997	\$ 134	\$ 3,131
2021	3,027	104	3,131
2022	3,057	74	3,131
2023	3,088	43	3,131
2024	2,597	12	2,609
	<u>\$ 14,766</u>	<u>\$ 367</u>	<u>\$ 15,133</u>

NOTE 6—INTERFUND BALANCES

The School maintains separate cash accounts for several of its governmental funds, however, most cash transactions flow through the General Fund. For accounting and reporting purposes, the portions of the pooled cash balance attributable to other governmental funds are reported in the specific funds as an interfund balance. At June 30, 2019 interfund balances consist of the following:

	<u>General Fund</u>	<u>Due from</u>		<u>Totals</u>
		<u>Federal Grants Fund</u>	<u>Nonmajor Governmental Funds</u>	
<u>Due to</u> General Fund		\$ 27,782	\$ 3,884	\$ 31,666
Nonmajor Governmental Funds	\$ 588			588
	<u>\$ 588</u>	<u>\$ 27,782</u>	<u>\$ 3,884</u>	<u>\$ 32,254</u>

NOTE 7—COMPONENTS OF FUND BALANCE

The components of the School's fund balance for its governmental funds at June 30, 2019 are as follows:

<u>Fund Balances</u>	<u>General Fund</u>	<u>Federal Grants Fund</u>	<u>Nonmajor Governmental Funds</u>	<u>Total Governmental Funds</u>
Nonspendable:				
Prepaid expenses	\$ 3,315			\$ 3,315
Deposit held by others	16,163		\$ 5,000	21,163
Restricted for:				
Food service operations			583	583
Assigned for:				
Student funds	9,865			9,865
Unassigned:				
Unassigned - General operations	213,467			213,467
	<u>\$ 242,810</u>	<u>\$ -</u>	<u>\$ 5,583</u>	<u>\$ 248,393</u>

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**

For the Year Ended June 30, 2019

NOTE 8—LEASE COMMITMENTS

Operating Leases

Manchester Campus

During August 2017, the School entered into a new long-term lease agreement for its Manchester school campus. The initial term of the lease shall be for a period of 5 years from the rent commencement date. Base rent will be due in monthly installments with scheduled annual increases, ranging from \$4,236/month in the initial year to \$10,069/month in the final year of the agreement. In addition to the base rent, the School will also be responsible for additional rent based upon its proportionate share of building operating expenses. Additional rent will be payable in monthly installments at a fixed cost of \$4,514/month, throughout the initial term of the agreement. The School has the option to renew the lease for two additional 5-year terms. The base rent during each option period shall be at the then market rate, but not greater than 5% in excess of the prior year's base rent, thereafter increasing 2.5% per annum. Additional rent during each option period shall be based upon the School's proportionate share of the then current amount of building operating expenses assessed to other tenants in the building. Total rental payments under the terms of the lease agreement for the year ended June 30, 2019 were \$115,126.

Future minimum annual commitments for rental payments at June 30, 2019 are as follows:

Year Ended	<u>June 30,</u>	<u>Amount</u>
2020		\$ 150,000
2021		166,250
2022		171,250
2023		29,167
		<u>\$ 516,667</u>

Monadnock Campus

In August 2015, the School entered into a long-term lease agreement for its Monadnock school campus which expires on July 31, 2020. The terms of this lease are intended as a "triple net". Included is a base rent equal to a fixed rate per square foot, and additional rent of \$4.56 per square foot. The School has the option to renew for an additional 5-year term at the stated rates of \$14.00 per square foot for the base rent and \$7.00 per square foot for additional rent. Total rental payments under the terms of this lease agreement for the year ended June 30, 2019 were \$143,212. Future minimum payments under the lease agreement follow an increasing base rent amount of \$10.00 to \$14.00 per square foot, and additional rent at a flat \$4.56 per square foot.

Future minimum annual commitments for rental payments at June 30, 2019 are as follows:

Year Ended	<u>June 30,</u>	<u>Amount</u>
2020		\$ 148,636
2021		12,499
		<u>\$ 161,135</u>

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**
For the Year Ended June 30, 2019

NOTE 9—RISK MANAGEMENT

The School is exposed to various risks of losses related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. During the year ended June 30, 2019, the School participated in a public entity risk pool (Trust) for property and liability insurance and worker's compensation coverage. Coverage has not been significantly reduced from the prior year and settled claims have not exceeded coverage in any of the past three years.

The Trust agreements permit the Trust to make additional assessments to members should there be a deficiency in Trust assets to meet its liabilities. Accounting principles generally accepted in the United States of America require members of pools with a sharing of risk to determine whether or not such assessment is probable and, if so, a reasonable estimate of such assessment. At this time, the Trust foresees no likelihood of an additional assessment for any of the past years. Claims expenditures and liabilities are reported when it is probable that a loss has occurred and the amount of that loss can be reasonably estimated. These losses include an estimate of claims that have been incurred but not reported. Based on the best available information there is no liability at June 30, 2019.

Property and Liability Insurance

The Trust provides certain property and liability insurance coverage to member school districts, school administrative units, and other qualified political subdivisions of New Hampshire. As a member of the Trust, the School shares in contributing to the cost of and receiving benefit from a self-insured pooled risk management program. The program includes a Self-Insured Retention Fund from which is paid up to \$200,000 for each and every covered property, crime and/or liability loss that exceeds \$1,000, up to an aggregate of \$1,200,000. Each property loss is subject to a \$1,000 deductible. All losses over the aggregate are covered by insurance policies.

Worker's Compensation

The Trust provides statutory worker's compensation coverage to member school districts, school administrative units, and other qualified political subdivisions of New Hampshire. The Trust is self-sustaining through annual member premiums and provides coverage for the statutorily required workers' compensation benefits and employer's liability coverage up to \$2,000,000. The program includes a Loss Fund from which is paid up to \$500,000 for each and every covered claim.

NOTE 10—SIGNIFICANT CONCENTRATION OF REVENUE RISK

As a public charter school, the School annually receives adequacy and differentiated aid funding for both of its campuses from the State of New Hampshire Department of Education on a per pupil basis of average daily membership attendance at a rate determined by the State. Total adequacy and differentiated aid funding received for the year ended June 30, 2019 was \$1,172,740 which is approximately 75% and 81% of total Governmental Activities and General Fund revenues, respectively.

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS (CONTINUED)**
For the Year Ended June 30, 2019

NOTE 11—CONTINGENCIES

Litigation

There may be various claims and suits pending against the School, which arise in the normal course of the School's activities. In the opinion of School management, any potential claims against the School, which are not covered by insurance are immaterial and would not affect the financial position of the School.

Federal Grants

The School participates in a number of federally assisted grant programs. These programs are subject to financial and compliance audits by the grantors or their representatives. The amounts, if any, of expenditures which may be disallowed by the granting agency cannot be determined at this time, although the School expects such amounts, if any, to be immaterial.

SCHEDULE 1
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Schedule of Revenues, Expenditures and Changes in Fund Balance
Budget and Actual (Budgetary Basis) - General Fund
For the Year Ended June 30, 2019

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Favorable (Unfavorable)
	Original	Final		
Revenues:				
Intergovernmental	\$ 1,404,145	\$ 1,404,145	\$ 1,230,211	\$ (173,934)
Charges for services	203,063	203,063	185,990	(17,073)
Miscellaneous			27,523	27,523
Total Revenues	<u>1,607,208</u>	<u>1,607,208</u>	<u>1,443,724</u>	<u>(163,484)</u>
Expenditures:				
Current operations:				
Instruction	784,096	784,096	571,836	212,260
Supporting services	44,680	44,680	33,090	11,590
General administration	465,823	465,823	437,713	28,110
Operation and maintenance of plant	306,309	306,309	352,854	(46,545)
Pupil transportation	5,300	5,300	3,788	1,512
Food service	1,000	1,000		1,000
Debt service:				
Principal retirement			31,243	(31,243)
Interest and fiscal charges			105	(105)
Total Expenditures	<u>1,607,208</u>	<u>1,607,208</u>	<u>1,430,629</u>	<u>176,579</u>
Excess of revenues over (under) expenditures	<u>-</u>	<u>-</u>	<u>13,095</u>	<u>13,095</u>
Other financing sources:				
Loan proceeds			15,263	15,263
Total other financing sources	<u>-</u>	<u>-</u>	<u>15,263</u>	<u>15,263</u>
Net change in fund balance	<u>-</u>	<u>-</u>	<u>28,358</u>	<u>28,358</u>
Fund balance at Beginning of Year				
- Budgetary Basis	<u>204,587</u>	<u>204,587</u>	<u>204,587</u>	<u>-</u>
Fund balance at End of Year				
- Budgetary Basis	<u>\$ 204,587</u>	<u>\$ 204,587</u>	<u>\$ 232,945</u>	<u>\$ 28,358</u>

See accompanying notes to the required supplementary information

**MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION**
For the Year Ended June 30, 2019

NOTE 1—BUDGET TO ACTUAL RECONCILIATION

General Fund

Amounts recorded as budgetary amounts in the Schedule of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual (Budgetary Basis) – General Fund (Schedule 1) are reported on the basis budgeted by the School. Those amounts may differ from those reported in conformity with accounting principles generally accepted in the United States of America in the Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Funds (Exhibit D). General Fund budgetary revenues and other financing sources and expenditures and other financing uses were adjusted for non-budgetary revenues and expenditures and expenditure of loan proceeds as follows:

	Revenues and Other Financing <u>Sources</u>	Expenditures and Other Financing <u>Uses</u>
Per Exhibit D	\$ 1,468,823	\$ 1,448,736
Non-budgetary revenues and expenditures	(9,836)	(6,920)
Expenditure of loan proceeds	-	(11,187)
Per Schedule 1	<u>\$ 1,458,987</u>	<u>\$ 1,430,629</u>

Major Special Revenue Fund

Budgetary information in these financial statements has been presented only for the General Fund, as there is no adopted budget for the Federal Grants Fund.

NOTE 2—BUDGETARY FUND BALANCE

The components of the budgetary fund balance for the General Fund at June 30, 2019 are as follows:

<i>Nonspendable:</i>	
Prepaid expenses	\$ 3,315
Deposits held by others	16,163
<i>Unassigned:</i>	
Unassigned - General operations	213,467
	<u>\$ 232,945</u>

SCHEDULE A
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Combining Balance Sheet
Governmental Funds - All Nonmajor Funds
June 30, 2019

	Food Service Fund	Monadnock Start-up Grant Fund	Total Nonmajor Governmental Funds
ASSETS			
Cash and cash equivalents		\$ 9,412	\$ 9,412
Accounts receivable	\$ 4,535		4,535
Due from other governments	3,655		3,655
Due from other funds		588	588
Deposit held by others		5,000	5,000
Total Assets	<u>8,190</u>	<u>15,000</u>	<u>23,190</u>
DEFERRED OUTFLOWS OF RESOURCES			
Total Deferred Outflows of Resources	-	-	-
Total Assets and Deferred Outflows of Resources	<u>\$ 8,190</u>	<u>\$ 15,000</u>	<u>\$ 23,190</u>
LIABILITIES			
Accounts payable	\$ 3,719		\$ 3,719
Due to other funds	3,884		3,884
Advances from grantors		\$ 10,000	10,000
Unearned revenue	4		4
Total Liabilities	<u>7,607</u>	<u>10,000</u>	<u>17,607</u>
DEFERRED INFLOWS OF RESOURCES			
Total Deferred Inflows of Resources	-	-	-
FUND BALANCES			
Nonspendable		5,000	5,000
Restricted	583		583
Total Fund Balances	<u>583</u>	<u>5,000</u>	<u>5,583</u>
Total Liabilities, Deferred Inflows of Resources and Fund Balances	<u>\$ 8,190</u>	<u>\$ 15,000</u>	<u>\$ 23,190</u>

SCHEDULE B
MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL
Combining Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds - All Nonmajor Funds
For the Year Ended June 30, 2019

	Food Service Fund	Monadnock Start-up Grant Fund	Total Nonmajor Governmental Funds
Revenues:			
Intergovernmental	\$ 20,302		\$ 20,302
Charges for services	<u>4,050</u>		<u>4,050</u>
Total Revenues	<u>24,352</u>	<u>\$ -</u>	<u>24,352</u>
Expenditures:			
Current Operations:			
Food service	<u>24,190</u>		<u>24,190</u>
Total Expenditures	<u>24,190</u>	<u>-</u>	<u>24,190</u>
Net change in fund balances	162	-	162
Fund balances at Beginning of Year	<u>421</u>	<u>5,000</u>	<u>5,421</u>
Fund balances at End of Year	<u>\$ 583</u>	<u>\$ 5,000</u>	<u>\$ 5,583</u>

Making Community Connections Charter School Trustees/ Directors

Office	Name	Daytime Telephone Number	Title/Committees	Address	Date Joined	Term Ends
Chair	Jodi Adams jodicadams@hotmail.com Expertise in residential real estate and environmental sustainability.	(603) 620-7708	Trustee, Chair Academic Excellence; Development; Succession Planning	77 Jefferson Drive Hillsborough, NH 03244-5343	12/4/2015	January 2023
	Adam Johnston ajohnston@optimabank.com Expertise in commercial banking, particularly in real estate lending.	(603) 498-9073	Trustee Finance; Governance	18 Hummingbird Lane Danville, NH 03819	4/18/2016	January 2021
Co-Secretary	Susan Dreyer-Leon sdreyerleon@antioch.edu Expertise in alternative high school education as well as teaching/director experience in higher education	(603) 283-2315	Trustee, Secretary Succession Planning	242 Elm Hill Street Springfield, VT 05156	7/30/2017	January 2022
	John Griffin jgriffin@primmer.com Experienced real estate lawyer in the Manchester area.	(603) 626-3308	Trustee Finance, Governance	23 The Flume Amherst, NH 03031	3/20/2017	January 2022
Co-Secretary, Treasurer	Amanda MacLellan acmaclellan@gmail.com School leadership experience at the elementary and middle school levels,	(603) 674-6010	Trustee Academic Excellence; Development;	188 Highland Street, #2 Manchester, NH 03014	5/21/2018	January 2021

Making Community Connections Charter School Trustees/ Directors

	with a background in school metrics and data analysis.		Succession Planning			
	Joy Sabolevski jsabolevski@gmail.com Experience with financial management and strategic development for nonprofit organizations.	(603) 483-8378	Trustee Finance, Governance	86 Langford Road East Candia, NH 03040	5/20/2019	January 2023
CEO	Kim Carter Kim.carter@mc2school.org	(603) 554-7511	CEO	43 Austin Road Amherst, NH 03031		

To Whom It May Concern:

February 13, 2020

I am currently the parent of a student in his third year at MC2 in Keene NH. He is in his second phase at this school. I have been attending his quarterly exhibitions since his start and multiple regularly scheduled learning team meetings.

MC2 has an amazing staff who make real connections with each student. They try to understand the strengths and weaknesses of each child and develop learner specific lessons in order to engage and strengthen academic, social and career ready competencies. The model of the school allows for this flexibility and holds students accountable for their progress and learning. Staff are given freedom in the classes they offer and how they are presented to students. They look at what students at the school need to meet requirements and provide students with the courses they need to fulfill them.

One of the challenges of having a student at MC2 is understanding the model upon entering. When my son first arrived at the school it was difficult for both of us to fully take in the details of this very different academic model. The school offered many opportunities for families to attend trainings in the complex program used to gather student work called foundry and guidance in navigating the program model. Through multiple exhibitions and meetings with my son's advisor we now feel confident in what is expected and how to complete the requirements of each gateway.

My son is extremely smart and has never had to try very hard to make good grades. Because of this he is not extrinsically motivated. He did the bare minimum to get a good grade while attending public school. When he has an interest in something he knows no boundaries in where it will take him. MC2 forces him to care about the quality of his work and to take ownership of what he is turning in. They give feedback to students and then they address/correct the feedback and resubmit it. It is more true to what happens in the real world. The school also supports his internal motivation by allowing him to show what he knows in a variety of ways. For several projects he has been able to choose his own topic of interest that has challenged his understanding while practicing the skills the class is addressing. He has become an excellent public speaker who gives evidence for his learning when justifying his work at his quarterly exhibitions.

MC2 has encouraged my not-to-social son to stretch himself through their internship program. He participated in a very successful internship experience that both he and his mentor found enjoyable. He learned about work place responsibility and how to deal with the public.

Our community is a better place because of this option for students. The smaller enrollment and amazing staff are what make this school unique. My son would not be thriving in the way he is without MC2.

Good Afternoon,

My name is Michelle Carrio and my son attends MC2 at the Monadnock campus. I am attaching a document I have written that hopefully expresses my gratefulness for having this school for my son. I am a teacher and I know the hours typically required of this job. The teachers and staff at this school put in countless more hours (developing courses, meeting with students and families and connecting with every student through daily reflections and in person) than does a typical educator. My son is a quirky kid who struggled to fit in socially and MC2 has become a safe place for him to grow and learn with others who respect who he is and stretch him to improve himself.

Please feel free to contact me if you have other questions for me!

Thank you,
Michelle Carrio
macarrio@myfairpoint.net
(603)209-6138

How would you describe your role with regards to your child's education at this charter school?
I am the mother of two teens attending MC2 (Making Community Connections Chartering School) they are high schoolers.

In your opinion, what are the strengths of the charter school program? What are the challenges?
The strengths of this high school is the dedication of the teachers, the hands on learning experience, competency based learning, internships, peer relations, student ownership of their own education, small population, confidence building, life skills entwined into the learning (checkbooks, public speaking, interviewing, accountability...etc). The students have a voice in their school, they hold community meetings to tackle behavior problems or to give encouragement to each other)
The challenges this school faces is enough funding, a lunch program, transportation, the learning is in the students power, whether they are motivated or not, the school could use a bigger space and more teachers - hence the funding problem.

How does your school/district demonstrate support for families? Families are invited to be on a committee, there are many. Teachers and administrators make every effort to work with the student and family from before the student is enrolled. Find out everything about the student and their learning style, their uniqueness, their behaviors, their challenges and their strengths. Families are encouraged to volunteer their time if able, donate items needed in the school, come as a speaker, offer wisdom. We become a school family, community.

Tell me about your child's educational needs and if the charter school program is helping address those needs? If yes, how? One of my teens has chronic Lyme which impacts his cognitive abilities, he has slow processing speed, and mild autism. He has a 504 for these things. He had an IEP the rest of his early education years for learning disabilities. The help he needs are built into the model, extra time, checklists, are a couple examples. He has just Gateway into Phase 3 at 18 yrs old. My other teen has ADHD, anxiety, and dyslexia. She has encouragement when needed. To participate in our school district for sports, a modified school day during the sport season is made. The teachers recognize the signs of her needs to move and make adjustments to her day if needed.

What additional academic supports and services are available to all students? The school has paras. I'm not sure how many but I do know they are seeking a couple more. They are available during the day to help a student in whatever way they need, academic or redirection.

To what parent training/activities/events have you been invited, for example, how to support student learning, parenting, opportunities to share experiences with other parents, and

participate as appropriate in decisions relating to the education of your child? The Mentor Recognition Dinner every spring, the quarterly exhibitions, the Gateways, There was a parent group that would meet to discuss how MC2 works or how to use the software. Parents are encouraged to checkin daily with their students End of Day blog. The schoolwide Thanksgiving meal families and student together--pot luck style,

Have you been involved or invited to be involved in the writing of or revision of the policies and school decisions? Yes just recently there was a discussion about changing the calendar. Our input was invited.

Have you participated or been offered the opportunity to participate in an annual evaluation of the charter school program? The parents do quarterly evaluations on the school and the teachers. Every single quarter.

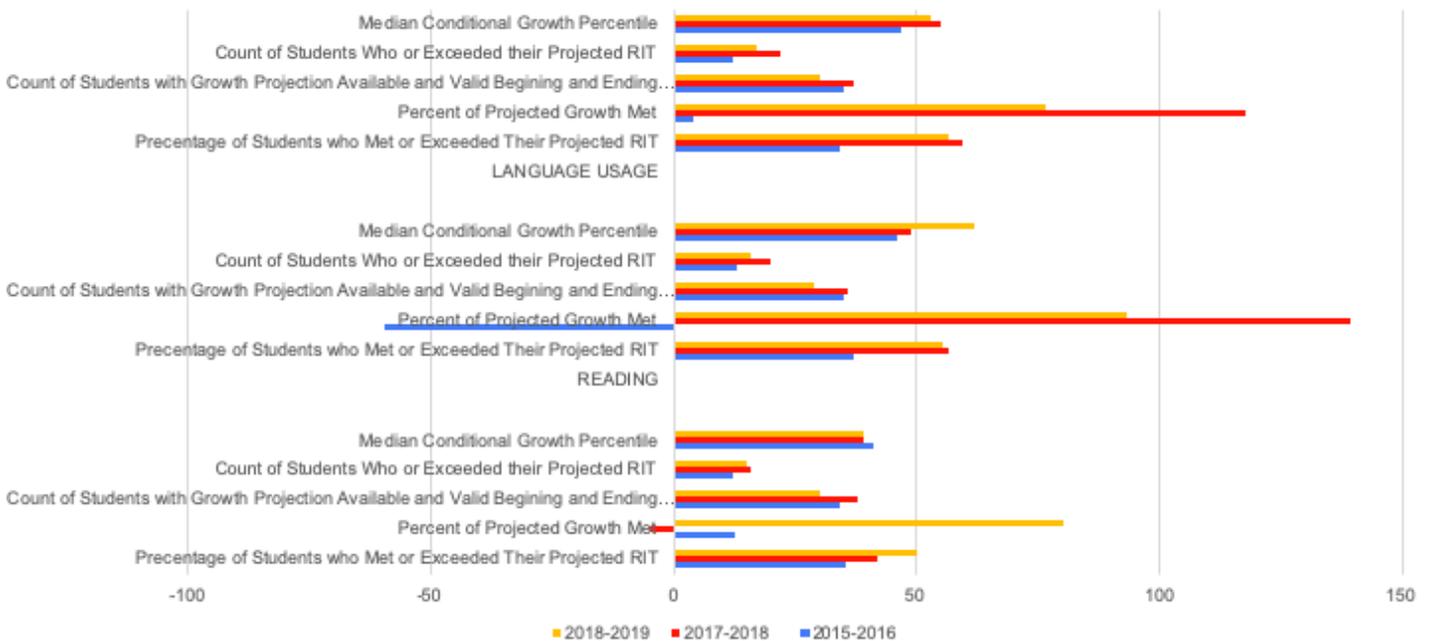
Please describe your volunteer activities and involvement in the charter school. I have done set up and cleanup after the Thanksgiving meal, I joined in on the parent group to get information and to share my experiences. I spent a day helping my sons advisor to tedious time consuming tasks, like searching scholarships available for students.

What could your school do to improve the charter school program? Have a bigger space to recruit more students to attend. And be able to have more teachers/paras to help them offer more choices for courses. To connect with more local opportunities like the YMCA they just started this quarter.

NWEA – Measures of Academic Progress (MAP) Assessment Results 2015 – 2019

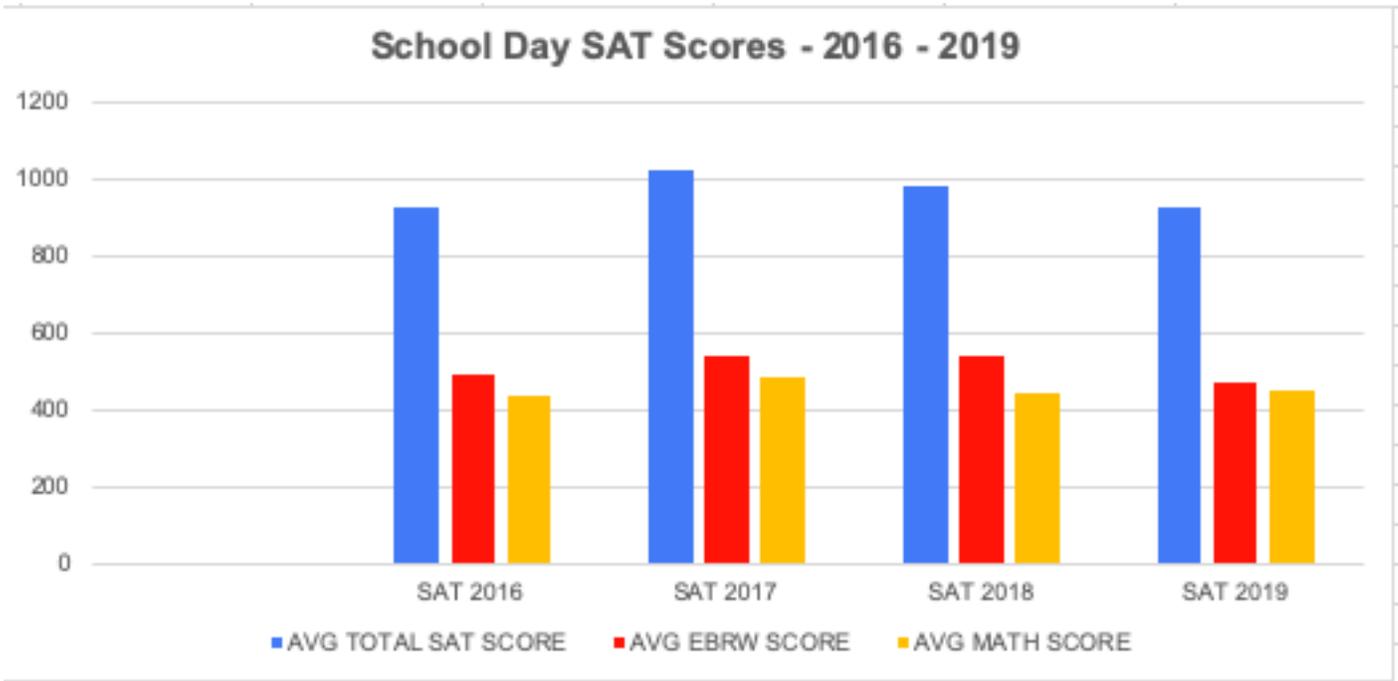
NWEA - Measure of Academic Progress 2015 through 2019	2015-2016	Spring 2017	2017-2018	Change from 15-16	2018-2019	Change from 17-18	2019-2020	Change 15-16 to 18-19
MATHEMATICS								4/2020
Percentage of Students who Met or Exceeded Their Projected RIT	35.3	N/A	42.1	6.8	50	7.9		14.7
Percent of Projected Growth Met	12.5	N/A	-4.9	-17.4	80	84.9		67.5
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	34	N/A	38	4	30	-8		-4
Count of Students Who met or Exceeded their Projected RIT	12	N/A	16	4	15	-1		3
Median Conditional Growth Percentile	41	N/A	39	-2	39	0		-2
READING								
Percentage of Students who Met or Exceeded Their Projected RIT	37.1	N/A	56.6	19.5	55.2	-1.4		18.1
Percent of Projected Growth Met	-59.5	N/A	139.2	198.7	93.1	-46.1		152.6
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	35	N/A	36	1	29	-7		-6
Count of Students Who met or Exceeded their Projected RIT	13	N/A	20	7	16	-4		3
Median Conditional Growth Percentile	46	N/A	49	3	62	13		16
LANGUAGE USAGE								
Percentage of Students who Met or Exceeded Their Projected RIT	34.3	N/A	59.5	25.2	56.7	-2.8		22.4
Percent of Projected Growth Met	3.9	N/A	117.6	113.7	76.7	-40.9		72.8
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	35	N/A	37	2	30	-7		-5
Count of Students Who met or Exceeded their Projected RIT	12	N/A	22	10	17	-5		5
Median Conditional Growth Percentile	47	N/A	55	8	53	-2		6

NWEA - MAP TESTING 2015-2019



School Day SAT Assessment Data – 2016 - 2019

YEAR TESTED	NUMBER OF STUDENTS TESTED	AVERAG TOTAL SAT SCORE	AVERAGE EBRW SCORE	PROFICIENCY	AVERAGE MATH SCORE	PROFICIENCY
SAT 2016	8	922.5	490	Partially Proficient	432.5	Partially Proficient
SAT 2017	12	1020	537.5	Proficient	482.5	Partially Proficient
SAT 2018	6	983	538.3	Proficient	445	Partially Proficient
SAT 2019	7	921.4	471.4	Patially Proficient	450	Partially Proficient

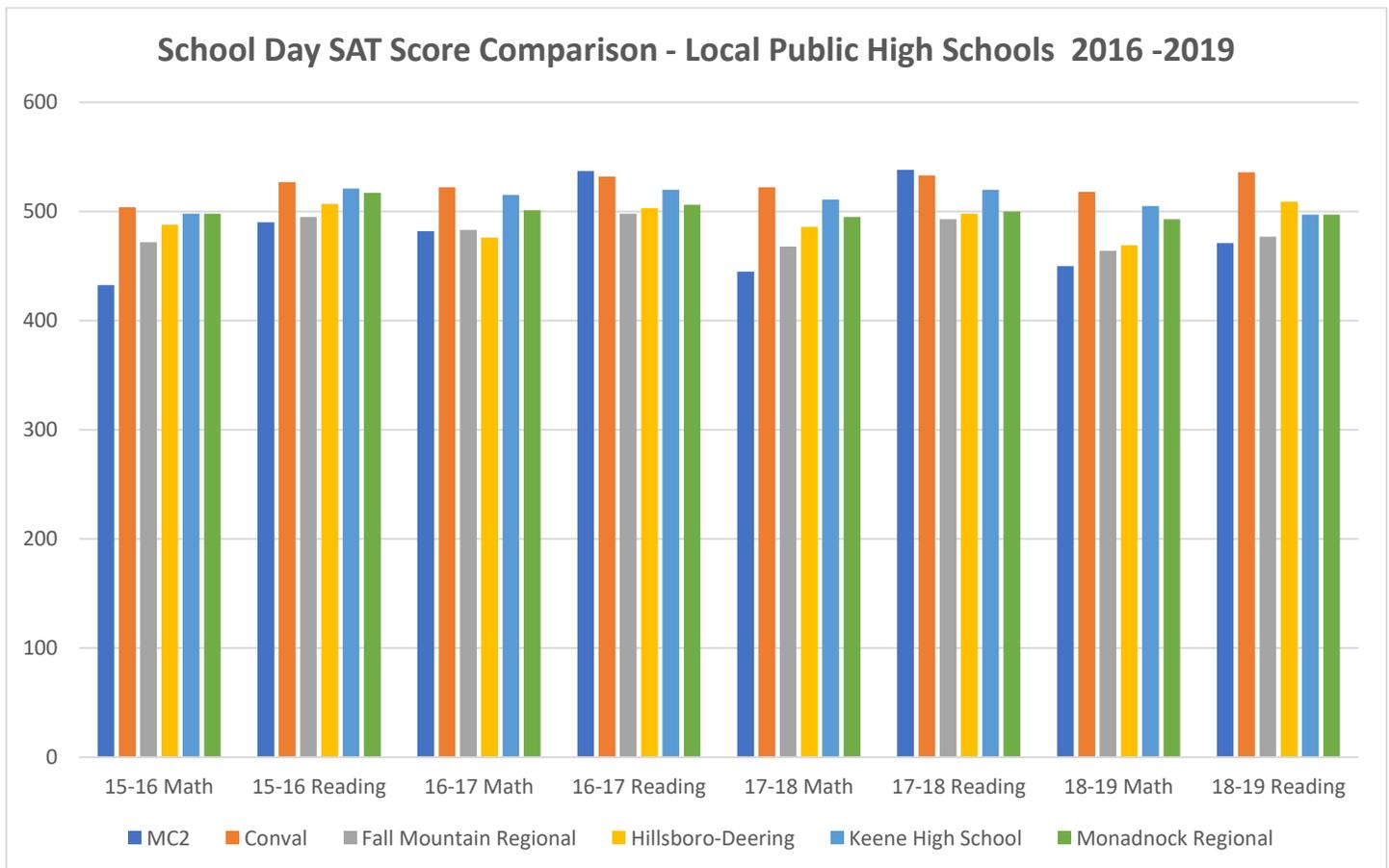


11th Grade Science Assessment Data – 2016 - 2019

SCIENCE TEST	NUMBER OF STUDENTS TESTED	AVERAGE SCORE	PROFICIENCY
2016 NECAP	8	1134.8	Partially Proficient
2017 NECAP	10	1134.9	Partially Proficient
2018 NH SAS	10	1150.4	Approaching Proficient
2019 NH SAS	7	1148.14	Approaching Proficient

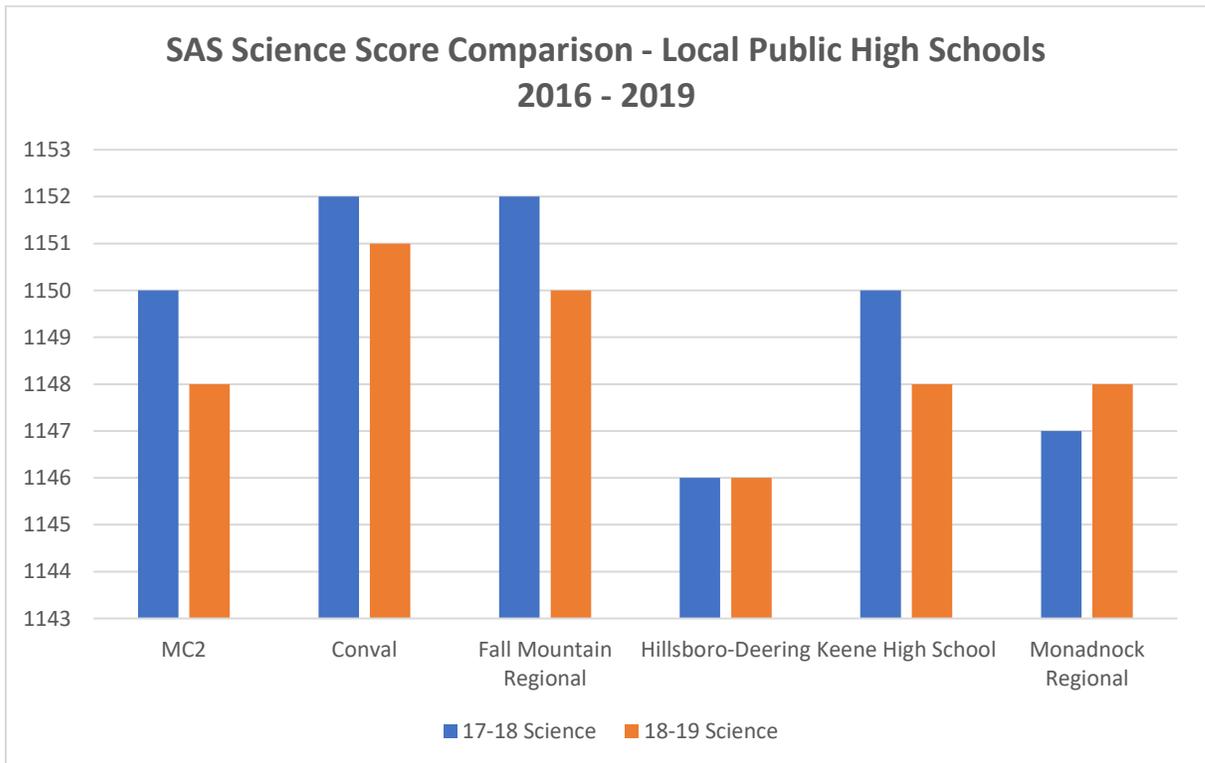
School Day SAT Scores – Comparison with Local Public High Schools – 2016 - 2019

High School	15-16 Math	15-16 Reading	16-17 Math	16-17 Reading	17-18 Math	17-18 Reading	17-18 Science	18-19 Math	18-19 Reading	18-19 Science
MC2	432.5	490	482	537	445	538	1150	450	471	1148
Conval	504	527	522	532	522	533	1152	518	536	1151
Fall Mountain Regional	472	495	483	498	468	493	1152	464	477	1150
Hillsboro-Deering	488	507	476	503	486	498	1146	469	509	1146
Keene High School	498	521	515	520	511	520	1150	505	497	1148
Monadnock Regional	498	517	501	506	495	500	1147	493	497	1148



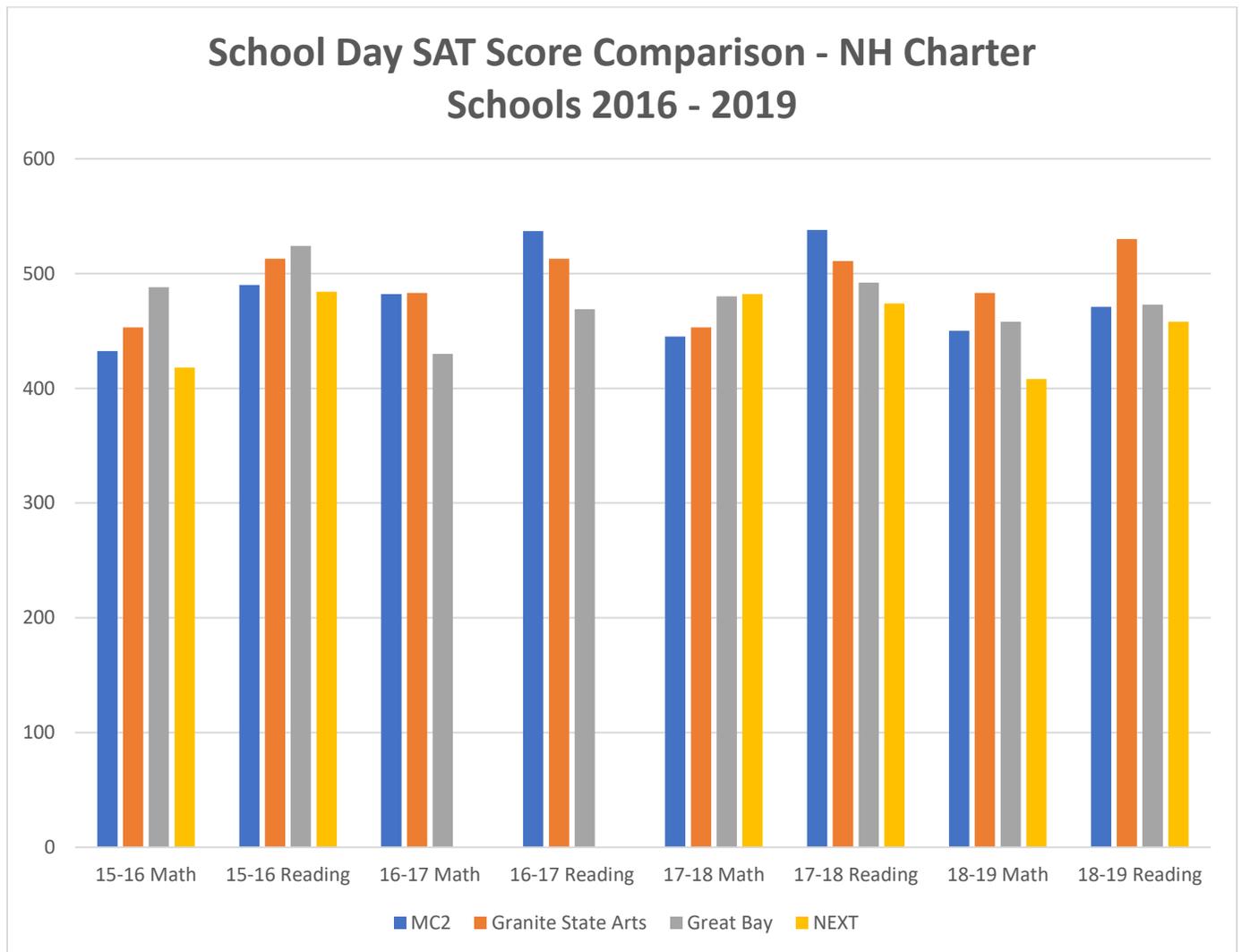
NH SAS Science Scores – Comparison with Local Public High Schools 2016 – 2019

High School	17-18 Science	18-19 Science
MC2	1150	1148
Conval	1152	1151
Fall Mountain Regional	1152	1150
Hillsboro-Deering	1146	1146
Keene High School	1150	1148
Monadnock Regional	1147	1148



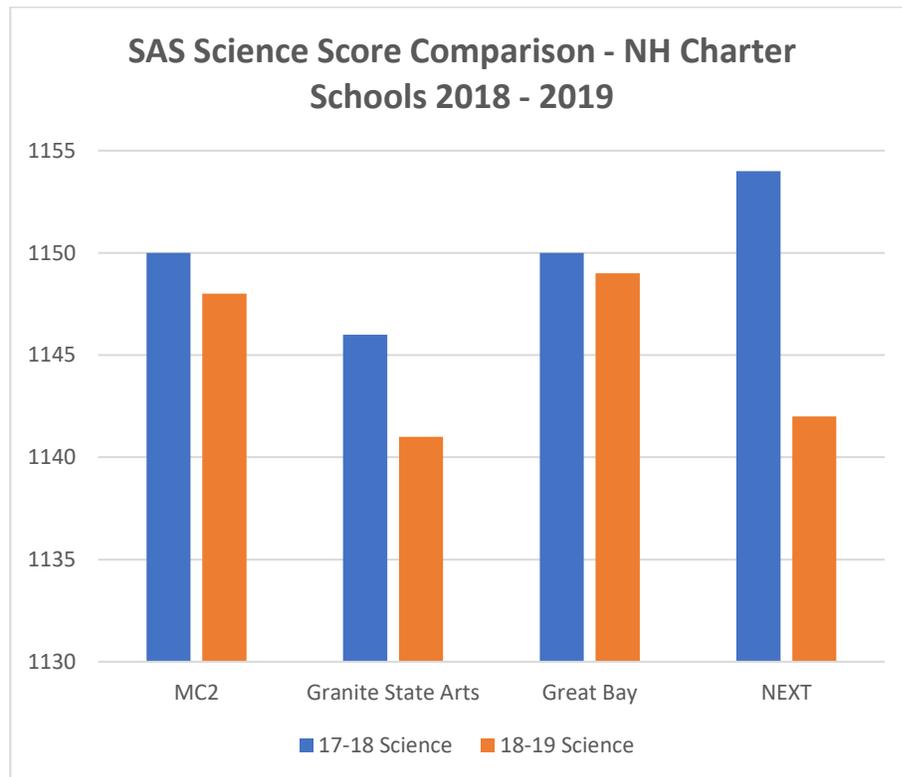
School Day SAT Scores – Comparison with NH Chartered Public High Schools 2016 - 2019

Charter High School	15-16 Math	15-16 Reading	16-17 Math	16-17 Reading	17-18 Math	17-18 Reading	18-19 Math	18-19 Reading
MC2	432.5	490	482	537	445	538	450	471
Granite State Arts	453	513	483	513	453	511	483	530
Great Bay	488	524	430	469	480	492	458	473
NEXT	418	484			482	474	408	458



NH SAS Science Assessment Scores – Comparison with NH Chartered Public High Schools – 2018 - 2019

Charter High School	17-18 Science	18-19 Science
MC2	1150	1148
Granite State Arts	1146	1141
Great Bay	1150	1149
NEXT	1154	1142



Academic Data- SAT, NECAP and SAS Science Testing – 2015 – 2019

The NH State Assessments (11th grade SAS Science and School Day SAT) were administered to eligible students, which made up 12% of our student population (8 students) in the **2018-2019** school year. On the Science assessment, 62.5% scored “approaching proficient”; 12.5% scored “proficient”; 12.5% scored “below proficient” and 12.5% did not take the assessment. On the School Day SAT in Math, 50% scored “approaching proficient”; 25% scored “partially proficient”; 12.5% “substantially below proficient”; 12.5% did not take the test. On the School Day SAT in Reading and Writing, 37.5% scored “proficient; 37.7% scored “partially proficient”; 12.5% scored “approaching proficient”; 12.5% did not take the test. Of the students eligible to take the 11th grade assessments, 25% have been enrolled at our campus since it opened in August of 2015; 25% have been enrolled for less than three school years; 50% have been enrolled for less than two months.

2015-2016 (8) Students

% of student population 12.6%

NECAP Science Test (proficiency levels)

1 Below

5 partial

1 proficient

School Day SAT – Math (proficiency levels)

3 below

3 approaching

2 proficient

School Day SAT – Reading and Writing (proficiency levels)

2 below

2 approaching

4 proficient

Of the students eligible to take the 11th grade assessments

4 (50%) have been with us since opening the school 8/27/2015(6 months)

4 (50%) have been with us for 4 months or less

2016-2017 (12) Students – 2 did not take the Science Test

% of student population 14.1%

NECAP Science Test (proficiency levels)

2 below

6 partial

2 proficient

School Day SAT – Math (proficiency levels)

4 below

5 approaching

3 proficient

School Day SAT – Reading and Writing (proficiency levels)

2 below

2 approaching

6 proficient

3 substantially above proficient

Of the students eligible to take the 11th grade assessments

4 (33.33%) have been with us since opening the school 8/27/2015(19 months)

4 (33.33%) have been with us for 12 months

4 (33.33%) have been with us for 7 months or less

2017-2018 (10) Students – 2 did not take the School Day SAT

% of student population 12.6%

SAS Science Test (proficiency levels)

4 below

1 partial

5 proficient

School Day SAT – Math (proficiency levels)

4 below

4 approaching

School Day SAT – Reading and Writing (proficiency levels)

1 below

2 approaching

4 proficient

1 substantially above proficient

Of the students eligible to take the 11th grade assessments

3 (30%) have been with us since opening the school 8/27/2015(31 months)

3 (30%) have been with us for 20 to 24 months

4 (60%) have been with us 9 months or less

Average length of time a student was enrolled at MC² prior to taking the 11th grade assessments (school opened 8/27/2015)

2015-2016 = 3.75 months (59 school days)

2016-2017 = 12.08 months (190 school days)

2017-2018 = 18.5 months (291 school days)

2018-2019 = 19.57 months (308 school days)

There are approximately 15.75 school days per regular calendar month
(189 school days per year)

Average percentage of our student population eligible to participate in 11th grade testing:

2015-2016 = 12.6%

2016-2017= 14.1%

2017-2018= 12.6%

2018-2019= 12%

Average over 4 years = 12.83%

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ACCOUNTABILITY PROCESS**

**MAKING COMMUNITY CONNECTIONS PUBLIC CHARTERED SCHOOL
MONADNOCK CAMPUS**

RENEWAL VISITATION REPORT



**149 Emerald St, Suite UP3
Keene, NH 03431**

Date of Site Visitation: March 2, 2020

**MAKING COMMUNITY CONNECTIONS PUBLIC CHARTERED SCHOOL
MONADNOCK CAMPUS**

CHARTER SCHOOL RENEWAL REPORT

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I. OVERVIEW OF THE CHARTER SCHOOL RENEWAL PROCESS

The renewal of a public charter school is an established process that takes place every five (5) years.

RSA 194-B:3 (X) defines the charter school renewal term:

X. A school's charter may be renewed in the same manner that a new chartered public school is formed, except that a school's renewal term shall be for a period of 5 years.

RSA 194-B: 16 (VI) defines the conditions for renewal of a New Hampshire Public Charter School:

VI. By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter. Assessment of the charter school's attainment of performance targets sufficient to merit renewal of its charter will include the school's cumulative performance across the five years of its initial term.

Four key questions serves as a framework for assessing progress in New Hampshire public charter schools and serves as the major areas of inquiry for collecting and examining evidence. The four key questions are outlined below:

1. Is the charter school making progress toward achieving its mission?
2. Is the charter school responsibly using public funds?
3. Is the charter school promoting student attainment of expected knowledge and skills?
4. Is the charter school sustainable?

II. SCHOOL PROFILE

The Making Community Connections Charter School Monadnock (MC2) is an open enrollment public charter school, serving middle and high school students in grades 9 to 12 inclusive, with an average annual enrollment of approximately 74 students.

On November 17, 2014, MC2 was chartered by the New Hampshire State Board of Education. The school opened to students on August 27, 2015. It operates with oversight by a Board of Trustees and the New Hampshire Department of Education. As a public chartered school, MC2 is open to student applicants from any New Hampshire community.

The primary purpose of MC2 to cultivate a culture of high expectations, strong support of the learning process and authentic academic achievement based upon each students personalized learning trajectory as they prepare for high school graduation and college and career readiness.

School Mission Statement

The mission of the Making Community Connections Charter School Monadnock 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 and our communities.

III. CHARTER SCHOOL RENEWAL ON-SITE VISITATION

On March the 2nd 2020, the renewal on-site visitation for MC2 was conducted to assess the progress made towards academic, programmatic and organizational goals, use of public funds, defined measures of student proficiency and the sustainability of the school.

The On-site Visiting Team: Jane Waterhouse, Chris Smith, Nathaniel Greene

The visiting team conducted interviews, both on site and virtual, reviewed documents and focused on the following:

- Implementation of the charter school's mission
- Effectiveness of the charter school in terms of cost accounting and financial reporting
- Implementation and effectiveness of the curriculum and defined measures of competencies
- Indicators that the charter school and the board of trustees function effectively, and that there are systems in place for school sustainability

The following school documents were reviewed:

- Application for Renewal of Charter
- Board Meeting Minutes
- School Organizational Chart
- Yearly Calendar
- School Curriculum
- Financial Reports and Annual Financial Audit
- Academic Achievement Data
- Report Cards
- Faculty List with Qualifications
- School Policies
- Evidence of Insurance Coverage (i.e. liability, property, workers' compensation)
- Certificate of Occupancy, Health, Fire and Safety inspection reports
- Program of Studies and Course Syllabi
- Student Work Samples

- Student and Employee Handbooks
- Examples of Communications sent to students and families from school administration

IV. SUMMARY OF APPLICATION REVIEW AND ONSITE VISIT

School Advisory Program

The school advisory program is designed to address the school's vision through each student, and to assist students in achieving personal and academic goals. Students are expected to:

- participate in twice daily advisory meetings
- participate three times weekly in community building activities designed to develop social and emotional competence
- engage in quarterly personal goal setting and reviews, and
- engage in quarterly exhibitions to identify progress made.

Advisors continuously coach students using a cognitive and behavioral coaching model, and monitor student progress through observations and students' daily reflections. Additionally, regular Habits of the Mind and Being assessments are conducted through the school's learning management system. Plans are to implement the GenYES program into advisory, curriculum and college and career readiness workshops in 2020-2021.

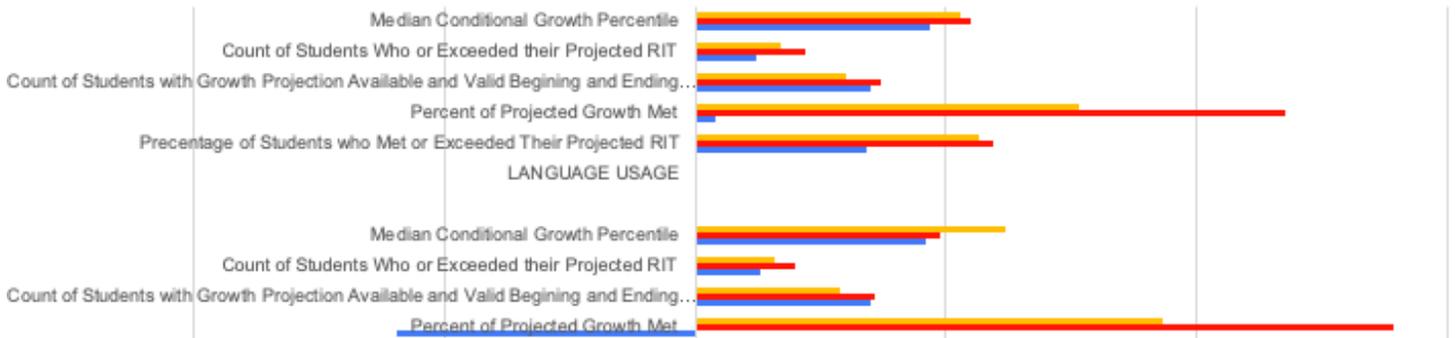
Student Achievement

MC2 utilizes a wide range of standardized, formal and informal assessments to measure student progress and attainment of competencies, including:

- NWEA-MAP testing is undertaken at the outset of each school year.
- SAS Science
- School Day SAT
- MC2's seventeen habits of being and mind reviewed quarterly and reported to parents

On average, students make no less than one year's growth in reading, writing and mathematics.

NWEA - MAP TESTING 2015-2019



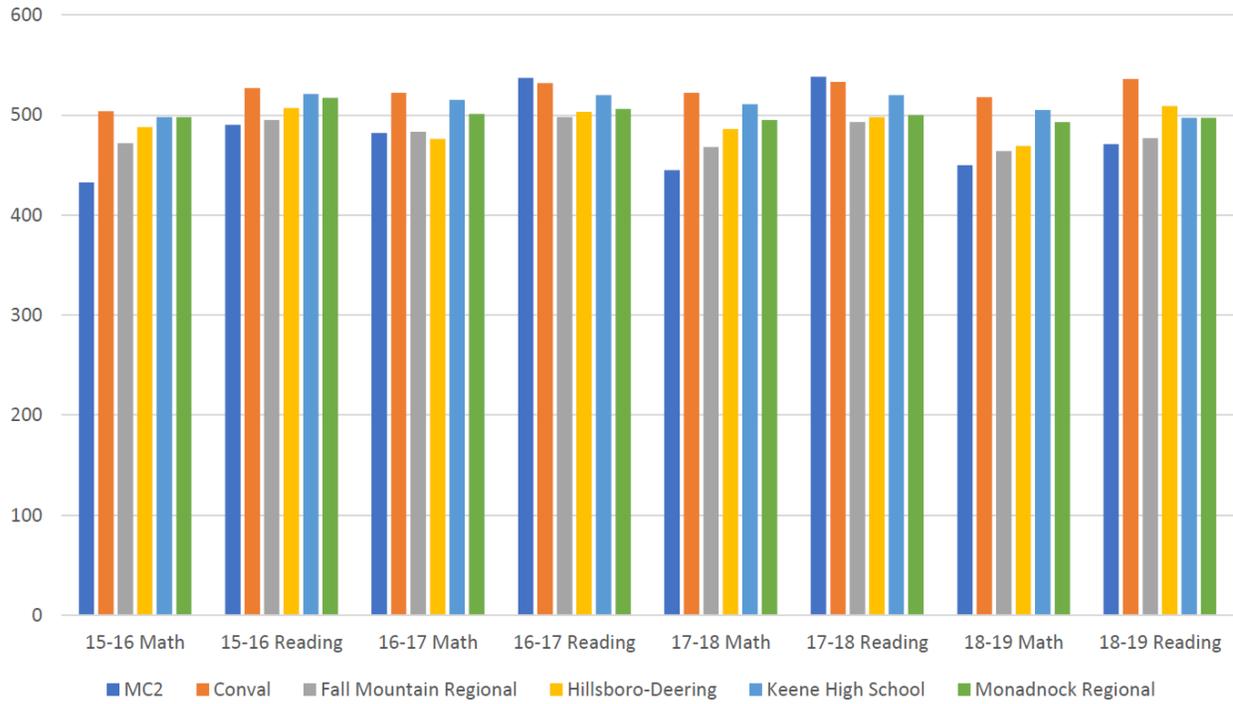
11th Grade Science Assessment Data – 2016 - 2019

	SCIENCE TEST	NUMBER OF STUDENTS TESTED	AVERAGE SCORE	PROFICIENCY
Count of Studen	2016 NECAP	8	1134.8	Partially Proficient
	2017 NECAP	10	1134.9	Partially Proficient
	2018 NH SAS	10	1150.4	Approaching Proficient
	2019 NH SAS	7	1148.14	Approaching Proficient

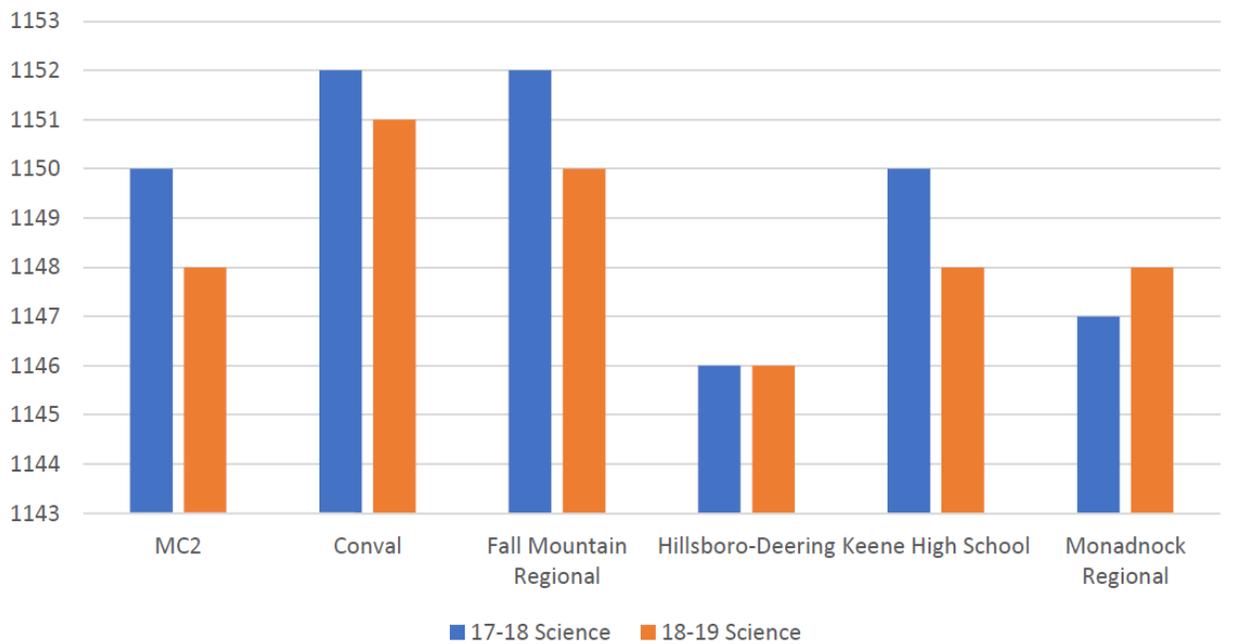
150

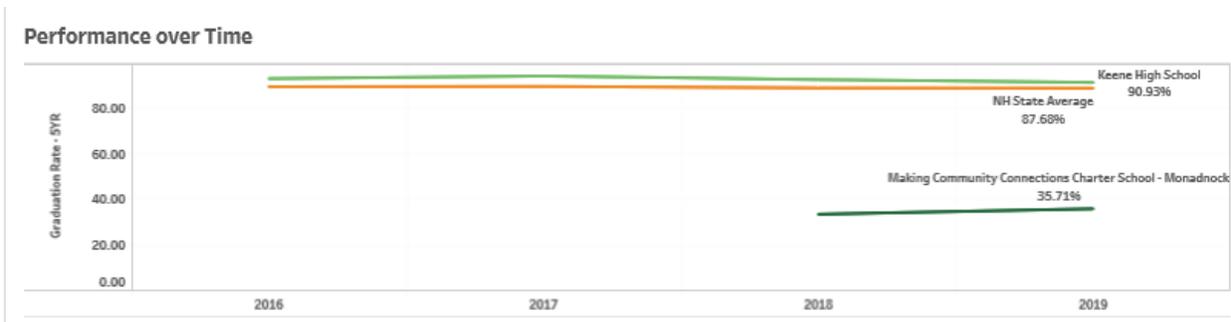
SCHOOL DATE SAT ASSESSMENT DATA 2016-2019

School Day SAT Score Comparison - Local Public High Schools 2016 -2019



SAS Science Score Comparison - Local Public High Schools 2016 - 2019





Forty percent of MC2 students have IEP or 504 plans. Benchmark achievement and proficiency in competencies increases as student move through the learning phases, beginning at a 15% average in Phase 1 to a 100% average in Phase 4.

Students complete no less than 2 substantive projects each year, participate in one internship in each of the four learning phases, and develop independent or group learning projects.

When reviewing the statistics and graphs with regard to student performance at MC2 over a period from 2016 to 2019, MC2 student performance in Math and Reading are shown to be consistent in their respective ratios of achievement to each other. There is also a consistency in their comparisons to the public schools illustrated in the comparison graphs and statistics. It's important to realize that it is not unusual for schools with small student rolls (average of 74 over the 4 year period) to have fluctuations when a very small percentage of low performers or exceptional students disproportionately impact the results year on year.

In benchmark testing, competency achievement, and building skills over time, students demonstrate average to above average work.

Graduation rates remain low when compared to the state and a local school, but showed an increase from 2018-2019.

The school has a rolling admissions process and accepts applications for admissions as long as spaces are available, and therefore students are a very different levels of achievement at any given time.

Student Admissions

The MC2 admissions process includes a review of each student's submitted application materials and a student/parent interview. This process determines the student's potential for success at MC2, the student's overall ability to contribute to the learning community, and whether the school's programs and the student's individual academic needs are aligned.

MC2 will conduct a lottery to determine acceptance for open slots. Enrollment has

continued to be a challenging area and the school is focused upon improving its outreach to the community, which it serves in order to increase student numbers. The school's aim is to increase student numbers by sixteen per year until they reach the current premises maximum of 120 students.

The school's recruitment plan consists of building the brand through social media platforms, the school website, flyers, word of mouth through families and students, outreach through local school guidance counselors and counselling professionals, student community presentations, newspaper and radio advertisements, and public awareness due to the 90+ internship sites.

Governance/Leadership

The Board of Trustees is responsible for the governance of the school. In practice, this means that they are responsible for oversight of the operations of the school in accordance with the charter, the mission, and the budget established annually by the Board.

The Chief Executive Officer reports directly to the Board and is accountable to them for the school's operation and continued progress.

A six-member Board of Trustees governs MC2. Board members meet monthly. The Board holds an annual meeting in June, and additional meetings are called as needed. This Board of Trustees, some of who have been on the board since its inception, takes their stewardship seriously, dedicating their time to the overall governance and support of the school, decision making, being ambassadors in their community, and ensuring that the community at large is connected to the school.

The head of school provides updates to the Board of Trustees on the following areas: student enrollment, community outreach, program design, staffing, professional development, fundraising and school initiatives.

Staffing

The MC2 Charter School teachers and paraprofessionals are either NH certified or have a statement of eligibility and are working on alternative plans for certification. 80% of classes were taught by an experienced educator.

Position(s)	Certification(s)	Subject Area(s)	Years Teaching/Experience
School Leader	Principal/General Special Ed. (NH)	Administration/Special Education	18
Lead Teacher/Advisor/Internship Coordinator	Physics Education (NH)	Physics Education	17
ELA Teacher/Advisor	English Education 5-12 (NH)	ELA	5
Math Teacher/Advisor	Secondary Math (Alt 5 Intern Lic.- NH)	Math	1
Science Teacher/Advisor	Life Science 7-12 (NH)	Science	5
Special Education/Case Manager	General Special Ed./Elementary Ed. (NH)	Special Education	23
Administrative Assistant	(Ending June 30, 2020)		5
Paraprofessional	Paraeducator II (NH)		23
Paraprofessional	Paraeducator II (NH)		21
Paraprofessional			4
Paraprofessional			<1
Paraprofessional			<1
Administrative Assistant	(Beginning July 1, 2020)		<1

Stakeholder Involvement

MC2 has a strong stakeholder support group, made up of alumni, students, parents, staff, school leadership, community members, Board members, and members of the local business community. However, the school is always looking for new recruits.

MC2 developed a Site Council which consists of representatives from the school's stakeholders with the objective of assisting with maintaining the schools sustainability. Additionally, a strategic plan has been put in place with assistance from the local business community, with the objective of increasing enrollment, fundraising, and the recruitment and retention of quality staff. The internship program also allows the school to outreach to the business community and increase their awareness of the school and provide them with a portal through which they can become involved in the schools growth and development. There are currently 90 businesses and organizations offering internships for MC students. Stakeholders volunteer at school events and activities, for example, as evaluators for student demonstrations of learning.

The school has researched the area of stakeholder engagement and has identified some areas for improvement. These include:

- need to develop a formalized program for disseminating information of the schools goals and aspirations to the stakeholders and wider community;
- further engage the schools stakeholders to become an integral part of the schools growth and mission;
- continue to encourage feedback from both stakeholders and staff on how to deepen the ties between the school and the community which it serves,

Funding

The school is primarily funded by the State adequacy funds but also undertakes

independent fundraising activities to bolster the schools revenues. The school is constantly developing new initiatives within the community. Over the past five years the school has raised an additional \$100,000 and is actively looking at ways to set up and fund a scholarship program of \$10,000. The school understands that fundraising and building relationships with local businesses and organizations is essential for cementing the schools financial sustainability.

Partnerships

The internship program within the local business community is a good example of the partnerships that the school is forging within its area. They have an excellent working relationship with their local school district but admit managing relationship with other school districts can be a challenge to get things done in a timely manner to ensure the required services are provided to the students.

V. FOCUS GROUP INTERVIEWS

MC2 made arrangements for parents, members of the Board of Trustees, students, administrators and staff members to participate in focus group interviews on the day of the visit.

The purpose of the interviews was to gain insight on the program structure, effectiveness and the investment of faculty and staff in the non-traditional approach to charter school programming.

School Leadership

In our conversation with the Executive Director and administrators, it was very apparent that every student who attends MC2 is valued and well-cared for by the staff. Their mission, to work together with families and communities to ensure the success of each child, is exactly what they do! They have a culture of high expectations and are very proud of the success of their students, and their program. The school leadership engages in a growth mindset, guided by the programmatic, organizational and academic goals of their strategic plan, which results in improvements in all aspects of MC2's program to better serve their students and provide support to their staff.

Additionally, MC2's successful pioneering efforts have led to many valuable partnerships they have created for their students, and they continue to grow this important area of their program. They currently have 90 community partners offering internships to MC2 students. This demonstrates their commitment to helping the children of New Hampshire attain not only a high school diploma, but the skills necessary to be successful in college and career choices.

Parent Interviews

Essential to the value of MC2 to families and students are the following:

- peace of mind, knowing that their children are safe,
- able to meet the individual academic and social emotional needs of the students,
- staff at the school are successful at motivating students,
- many options and flexibilities for students to complete competencies,
- opportunities for students to find internships in areas of interest and strengths,
- regular communication with staff and weekly newsletters,
- many opportunities for families to become involved in the school,
- Support for parents as well as students,
- Instructors/advisors genuinely care for each student and are skilled at providing the needed support to a very diverse population of students.

Parents expressed concern over the sustainability of the school due to staff turnover and limited resources, but felt the challenges could be overcome.

Parents recommend the program to their friends and family, and feel that their children will stay with MC2 until graduation.

Student Interviews

Students clearly understand the mission of the school and how it relates to their own personal progress. They spoke of their appreciation for the competencies and internship options available to them, the active role they have in the decisions about their education, project work and internships, opportunities to explore their interests, and the ability to thrive in a safe and secure environment - free from many of the challenges that face students attending traditional public schools. The advisory, community building activities and individual, personalized attention they receive is valued and cited as key components of their success. They look forward to their interactions with instructors and fellow students. They feel well supported, no matter what the situation is, by the MC2 staff.

Although teachers are qualified and most are highly competent, students discussed frustration over the staff turnaround at the school, and expressed concern about the school's sustainability. Students also remarked about the challenges of having new students enrolling midterm or midyear and that the process of acclimating new students to the program can be disruptive for the students that are settled in the school and classroom routines.

Staff Interviews

The visiting team met with educators, support staff and advisors. Teachers discussed the strengths and challenges the school faces. The strengths articulated by the teachers included:

- educate the whole child, not just academics, but social and emotional health, peer support groups, internships and group projects,
- teachers well training in cognitive and behavioral coaching model,
- choice and flexibility in learning pathways,
- the school advisory program helps teachers and students connect and strengthen the school community and relationships,
- staff are all highly invested in the mission and vision of the school,
- a school team/family/community approach to the support of the students,
- praise for the current administration in fully considering, developing and supporting every aspect of the school.

The challenges articulated by the teachers included:

- large class size 18 – 25 students’
- limited resources – need increase in funding
- large turnover in paraprofessionals.

Board of Trustees

The visiting team met with four members of the Board of Trustees. Board members were impressed with the program’s growth and the systems that have been put in place by the current CEO and the school’s administrative team. They view the academic program as challenging, and at the same time, meeting the needs and interests of the diverse student population while fully preparing them for college and career readiness. Board members are fully supportive of the program and appreciate its value for the communities that it serves.

The following are some of the key components of the successful school:

- stabilization of leadership,
- highly qualified staff,
- commitment of students, parents and internship partners,
- well- managed budgets and awareness of the benefits of prudent financial management,
- partnerships with educational organizations, community organizations and businesses,
- powerful relationships with stakeholders,
- transparency and board meetings open to the public,
- new director of the Manchester campus has experience in fundraising and will be a definite asset to both school,
- whole team approach to decision-making,
- strong board participation in school events, activities and committee work.

Challenges facing MC2:

- search for one additional board member,

- financial stability and fundraising,
- lower student enrollment than anticipated.

VI. COMMENDATIONS AND RECOMMENDATIONS

A. Progress Toward Meeting Mission

MC2 is faithful to its mission of personalized learning to ensure each child's success by working together with families and communities and thus implementing the key design elements included in its charter.

- **Programmatic:** Students are able to articulate beliefs and values through artistic expression, with the use of the newly installed Makerspace equipment, a student designed art club, art studios, and collaboration with local authors. Students are assessed in their practice of MC2's Seventeen Habits of Being and Habits of Mind. Through this process, students are able to identify strengths and weaknesses to overcome academic challenges.
- **Academic:** On average, students make no less than one year's growth each year in reading, writing, mathematics, science and social studies. Benchmark achievement and proficiency in competencies increases as student move through the learning phases, beginning at a 15% average in Phase 1 to a 100% average in Phase 4. Students complete no less than 2 substantive projects each year, participate in one internship in each of the four learning phases, and develop independent or group learning projects.
- **Organizational:** MC2 has developed several organizational goals to build sustainability, for example, increase stakeholder participation in the Site Council, develop a benefits package for staff, and replace aging technology. Subsequent to feedback from all stakeholders, Making Community Connections Charter School, Monadnock, has recognized that its organizational structure is in need of revision in a few areas. A review is being undertaken and plans of action shall be taken to address this.

B. Responsible Use of Public Funds

MC2 has demonstrated responsible use of public funds. The fiscal management of the school is sound, allowing it to demonstrate that it manages its use of public funds as agreed with the NHDOE. There are clearly defined internal processes and procedures for segregation of duties, and a highly qualified staff for oversight. Independent auditors review the school accounts annually.

A review of Board meeting minutes indicates that financial discussions are held regularly in public session with ongoing updates provided to the Board of Trustees by the administration.

C. Indicators of School Sustainability

Through this review process, it is clear to all reviewers that MC2 has a sustainable model but with a number of concerns as indicated below:

- committed, highly experience and engaged board,
- viable financial plan,
- strong parental and community support,
- fills an educational void in the community,
- the school actively engages families towards achieving its mission. Parents strongly support the school's mission and acknowledge the often new found success that students experience at Making Community Connections Charter School Monadnock,
- the personalized competency-based learning approach has proven to be successful,
- the sustaining guidance of the Board of Trustees,
- the school submits timely required reports to the NHDOE,
- the school follows Generally Accepted Accounting Principles and meets financial reporting and compliance requirements,
- letters of support from parents,
- MC2 promotes a culture of high expectations and is respectful and supportive as demonstrated by the survey responses from students and parents.

Sustainability concerns include the following; however, the interview groups clearly articulated that all stakeholders feel that a solution is currently under development and the sustainability challenges facing the school can be overcome:

- high turnover of paraprofessionals,
- lower than anticipated enrollment,
- limited resources identifying a need for increased fundraising.

D. Promoting Student Attainment of Expected Knowledge and Skills

MC2 has demonstrated adequate progress in promoting student attainment of expected knowledge and skills as outlined in this document. The school provides a high-quality, flexible, and multi-faceted learning environment for all students. The school complies with state and federal special-education laws. MC2 has demonstrated that its programs are indeed achieving their charter's mission and goals in all areas of student personal growth and competency achievement. On average, students make no less than one year's growth in reading, writing and mathematics. The statistics compiled from SAT and NWEA results demonstrate that students are approaching or partially proficient in all academic areas.

Commendations:

- The student-focused design and operation is highly personalized, meeting the diverse needs and interests of students. Many of the students who were unable to address their academic and personal needs at traditional public schools find success and security at MC2. The school is graduating students who would not be successful at more traditional educational establishments.
- The school has proved itself to be true to the mission of its Charter.
- Cohesiveness and growth mindset is a school culture that permeates all aspects of the program, and is demonstrated daily by the staff, the board, parents, students and external stakeholders.
- Stability and diversity and professionalism are characteristics of the Board of Trustees – highly involved in the school.
- A highly committed and skilled administrative team is able to recognize the school's developmental needs and challenges and take action as required, including empowering the staff to bring their "best selves" to work.
- The development of the Site Council, an advisory group made up of numerous stakeholders has developed goals to help MC2 achieve sustainability.
- A committed and knowledgeable highly qualified staff whose focus is on developing and educating their whole student, work tirelessly to implement the program.
- MC2 is a well-regarded institution within the community that it serves.

Recommendations:

- Create and implement a stronger strategic fundraising plan, while working to reduce the high cost of overhead.
- Develop a more focused and committed data-driven accountability plan to support the school in its continued operations.
- Improve relationships with the sending school districts in order to better meet the academic needs of the students.
- Develop an ongoing, robust student recruitment plan/campaign that targets students who would benefit from the educational and emotional environment that MC2 has to offer. Start with reaching out to the local chamber for assistance. Sell the Makerspace products on Esty.
- Consider revising the orientation process for new students who enter the school midterm in order to minimize the disruption to other students.
- Improve staff retention by offering a competitive salary and benefits package.

VII. OVERALL FINDINGS

The Making Community Connections Charter School, Monadnock, has met the requirements for: 1) Progress toward Meeting their Mission; 2) Responsible Use of Public Funds; 3) Indicators of School Sustainability; and, 4) Promoting Student Attainment of Expected Knowledge and Skills.

Making Community Connections Charter School, Monadnock, is recommended to the Commissioner of Education and the New Hampshire State Board of Education for Charter School Renewal.

Renewal Evaluation Team

Lead Evaluator:

Jane Waterhouse, Charter School Administrator, New Hampshire Department of Education

Co-Evaluators:

Chris Smith, Dean of School, The Birches Academy of Academics and Art

Nathaniel Greene, Bureau Administrator, New Hampshire Department of Education

Respectfully submitted,

Jane Waterhouse

Chartered Public School Renewal Rubric			
Name of Charter School: Making Community Connections, Monadnock			
Date: March 17, 2020			
Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete
Standards for Evaluation			
Level of Achievement	Description		
<i>Exceeding (E)</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>		
<i>Meeting (M)</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>		
<i>Partially Meets (P)</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>		
<i>Not Meeting (N)</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>		

I. Charter School Renewal Application		
Part 1: School Information		
Evaluation (E, M, P, N)	Criteria	Comments
M	Contact Information Form	
M	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	
M	Executive Summary: Charter Amendments	
Part 2: School Details Reports: School Features		
Evaluation (E, M, P, N)	Criteria	Comments
P	1. Enrollment and projected growth of student body for the next 5 years	Meeting; however, increased enrollment would provide the school with much needed staff and resources.
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	No Changes have been made
M	3. Technology Programs	Plans in 2020-2021 to implement the GenYES program into advisory, curriculum and college and career readiness workshops
M	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5	<ul style="list-style-type: none"> • Evidence of growth over time using the school's assessment system – Rasch UniT, comparisons to area school districts.

	<p>years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.</p>	<ul style="list-style-type: none"> • SAT scores range from partially proficient to proficient in reading, writing and math • NECAP Science scores partially proficient • Comparison to other school districts in the area
	<p>5. Successes</p>	<p>From the CALL survey and school’s self-reflection:</p> <ul style="list-style-type: none"> • Culture of high expectations • Strong support of the learning process • Authentic academic achievement based on each student’s individual learning trajectory • Honoring the voice of stakeholders • 90 Community partners offering internships for students • Advisories • Student daily reflections of learning • Restorative Practices and Collaborative problem Solving
	<p>5. Challenges</p>	<p>From the CALL survey and school’s self-reflection:</p> <ul style="list-style-type: none"> • Need a formal school governance Structure and decision making process • Revision of strategic plan • Improve communications internally and externally • Attract and retain teaching and support staff • Search for new lower-cost and better situated facility • Build better relationships (SPED Services) with resident school districts outside Keene SAU • No transportation provided for studets
	<p>6. Current stakeholder involvement and future plans for increasing stakeholder Involvement</p>	<p>Site Council is a very active school advisory group made up of members of the community, school and families who meet biweekly to make plans to support a number of school initiatives.</p>

P	7. Fundraising efforts, results, future fundraising goals and plans to address sustainability	The school has in place a fundraising program, which has been successful over the previous year. A longer term objective is creating a \$10,000 Endowment. All areas of the evaluation process point to the need for a robust fundraising plan.
P	8. New Hampshire Charter School Accountability Plan	MCC2 prepares and submits an annual progress report to the State Board each year. School has a strategic plan in place that is in need of revision.
M	9. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds	The school's business administration, the Board of Trustees finance committee work closely to monitor and manage resources Subsequent to funding facility and personnel, the remaining 17% of the school's budget is for all other fixed and extraneous costs
E	10. Efforts to disseminate successful/best practices	The School reached out to its local district to share its long experience with the project-based learning, habits of lifelong learning, social emotional goals and competency based education model. Shares with parents the Think-Kids model of Collaborative Problem Solving for behavior issues.
M	11. Educational Goals and Objectives	<ul style="list-style-type: none"> • Ongoing development of academic and habit competencies • Increase student annual growth and proficiency • Using NWEA Demonstrated Success and College data analysis tools • Begin using NWEA screening tools • Begin offering PSAT to all students
M	12. Needs Assessment	<ul style="list-style-type: none"> • Improve staff benefits offered to aid recruitment and retention of the staff

		<ul style="list-style-type: none"> • Enhance School transport capacity • Have an on-site counselor • Vendor for school lunches
Part 3: Affirmative Evidence		
Evaluation (E, M, P, N)	Criteria	Comments
	1. Is the school making progress toward achieving its mission?	
M	<ul style="list-style-type: none"> • Academic Goals 	<ul style="list-style-type: none"> • On average students make no less than one year’s academic growth in reading, writing, math and social science • Students complete no less than two substantive projects as measured by the School every year
M	<ul style="list-style-type: none"> • Programmatic Goals 	<ul style="list-style-type: none"> • Every student is able to articulate their personal beliefs and values via artistic expression • Makerspace to create small businesses where they create market and sell products • Implemented and assess 17 habits of being and habits of mind • Students prepare and demonstrate exhibitions of learning
M	<ul style="list-style-type: none"> • Organizational Goals 	<p>MCC2 developed a comprehensive enrollment process MCC2 created the following organizational goals:</p> <ul style="list-style-type: none"> • Increase parent, student and all stakeholders participation in school advisory group • Improve staff compensation and benefits • Replace aging technology • Further develop school culture of mediation and dispute resolution practices within the school

<p>M</p>	<p>2. Is the charter school responsibly using public funds?</p>	<ul style="list-style-type: none"> • Monthly reports are prepared and submitted to the Board of Trustees • Annual financial audit reports provided to NH DOE
<p>M</p>	<p>3. Is the charter school promoting student attainment of expected knowledge and skills?</p>	<ul style="list-style-type: none"> • NH State assessments are administered to all eligible students • During the 2018-2019 school year the campus was identified as a CSI school • Stake holders noted that the school is effective in helping students set personal expectations of growth • Successful internship program • Supporting OSLO for learners and their family’s • Dedicate professional staff to teach and coach all students
<p>M</p>	<p>4. Is the school sustainable?</p>	<ul style="list-style-type: none"> • Committed and highly experienced and engaged Board • Viable financial plan based on adequacy funds • Steady enrollment – plan to recruit more students • Qualified staff • Partnerships with 90 organizations • Strong parent support • Fills an educational void in the community
<p>M</p>	<p>5. Current Status of the Board of Trustees</p>	<ul style="list-style-type: none"> • Currently the Board of Trustees consists of six members • The Board is actively recruiting an additional member
<p>M</p>	<p>6. Student Data and Analysis</p>	<ul style="list-style-type: none"> • Number of students graduating has increased and 40% graduated in both 2018 and 2019 • Average daily attendance rates 2019 was 71.02% • Reported incidents in 2019 was 1 and historically in the preceding 3 years averaged 4 per year • Generally the school has a very low incident rate

Part 4: Policy/ Procedure Development		
✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194–B:8	
Required Updated Forms		
✓ Upon Review		
✓	Forms	Comments
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	

✓	Health Inspection	
✓	Insurance Certificate	
✓	Financial Audit	

II. Charter School Onsite Visit		
<i>Part 1: Documentation, Updated Forms Review</i>		
✓ Upon Review		
✓	Criteria	Comments
✓	Revised Charter Application (approved by the SBE)	
✓	Renewal Application	
✓	Master Class Schedule	
✓	List of Board of Trustees	
✓	School Organizational Chart	
✓	Academic Year Calendars (4 - 5)	
✓	Sample Report Card	

✓	List of Staff Members and Qualifications	
✓	Criminal Records Check for all Staff Members	
✓	Annual Charter Accountability Documents, (4 - 5 years)	
✓	Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached	
✓	Yearly Independent Financial Audits	
✓	Board of Trustees Meeting Minutes	
✓	Quarterly Financial reports (4 – 5 years)	
✓	Charter School By-laws	
✓	School Policies	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Outstanding Charter Accountability documents	
✓	Student portfolios and/or student work samples	
Part 2: Focus Group Interviews		

a) Families, Parents, Guardians		
Number present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Parents shared challenges their children had coming into the school, and explained how the school was able to meet the individual academic and social emotional needs of the students and motivate them. • Many options for students to complete competencies • Students thriving • Good communication and weekly newsletters • Parents expressed overall satisfaction
M	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> • Board meetings open to the public. • Budgeted funds cover expenses.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Many options for students to complete competencies • Students thriving with • internships required • College courses available
M	4. Is the school sustainable?	<ul style="list-style-type: none"> • Fundraising committee • Parents engaged in Grant writing • More parent involvement would improve the sustainability of the school • Increased presence and messaging to the community would help to improve
M	5. Parent/Family/Community Involvement	<ul style="list-style-type: none"> • Many opportunities for parent involvement • Parents have a voice and are valued

		<ul style="list-style-type: none"> • Quarterly surveys go out to families • One parent assists with grant writing • Participation in Site Council meetings
b) School Leadership: Directors, Principals Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Students are co-creators/designers of their high school pathway, through competencies • Flexibility allows students to proceed at their own pace with the continuous support and guidance of the MCC2 team. • Community-based learning approach provides experiential education that ensures life, college and career readiness • Community members and Families are an integral component of the student’s learning process and evaluations.
	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> • All fiscal matters are shared publicly • Board makes final budget decisions • Audits and financial reports are submitted to the DOE
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Qualified, committed staff • Increase competencies options annually • Learning teams and advisories • Academic, social emotional supports provided on as need basis • Scaffolding - Learning in phases

		<ul style="list-style-type: none"> • one year’s academic growth in each of the core academics – maths, ELA, science, social studies • Cognitive and behavioral coaching model
P	4. Is the school sustainable?	<ul style="list-style-type: none"> • Although there are many fundraising activities, the amount of revenue from this source needs improvement. Plan to increase fundraising. • Qualified staff • Plans to increase enrollment – Building their Brand
M	5. Does the Board of Trustees adequately support the school and the administration?	<ul style="list-style-type: none"> • Very engaged board - members participate in school events and activities: evaluation teams for Gateway Exhibitions • Monthly board and committee meetings
c. Board of Trustees Number Present: 4		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Meeting the individual needs of students, based on their learning style is a strength of the school
M	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> • Responsible, and prudent financial planning = balanced budget
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Rigorous program – learner progress is based on proficiency in competencies • High standards in competencies and assessments results in mastery • 4 and 5 year cohorts
P	4. Is the school sustainable?	<ul style="list-style-type: none"> • Fundraising low – need to be more successful and increase goal by 5 - 10K -One of the strategic goals

		<ul style="list-style-type: none"> • Some financial stress to meet needs of staff and students. • Financial Stability and Fundraising are strategic goals • Reserve account • Lower student enrollment than hoped for • Good relationships with resident districts • New director of Manchester campus has experience in fundraising
M	5. Current Status of the Board of Trustees, roles and responsibilities.	<ul style="list-style-type: none"> • Board development and recruiting is a strategic goal • Member serve on committee that meet regularly • Board Retreat for training purposes • New Board members provided training to understand the school model
M	6. Does the Board of Trustees adequately support the school and the administration?	<ul style="list-style-type: none"> • Strong Board participation in school events and activities. • Whole team approach to decision-making
d. Students		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Freedom and choice to choose education pathway that meets their interests and needs • Flexible scheduling • Strong student voice – changes made as a result of student input • Internships • Makerspace • Promotes strong sense of community

M	2. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Teachers are very qualified • Competencies are clearly defined and evaluated • Students take an active role in the decisions about their education, project work and internships
P	3. Is the school sustainable?	<ul style="list-style-type: none"> • Large student and teacher turnover • Additional funding would provide the school with more educational options and resources
e. Instructional Staff		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Provide the tools and support to educate the whole child, not just academics: social and emotional health, peer support groups • Teaches well trained in behavioral coaching model
M	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> • Yes – must haves are covered • Tight budget • Board oversight and finances committee
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Emphasis on competencies and career-based skills – very different than grade-focused • Students buy-in and are enthusiastic because of a focus on their interests, a degree of freedom of choice in their pathway • Evaluation of skills and presentations of learning • Internships

P	4. Is the school sustainable?	<ul style="list-style-type: none"> • Solid Staff • Provide a critical role in filling this educational gap for students unable to thrive in a more traditional public educational setting • Large turnover in paras • Increased funding for resources - staff - would improve the program • Sometime large class sizes – 18-25 students per class
M	5. Is the school meeting the professional needs of the instructional and support staff?	<ul style="list-style-type: none"> • PD Learning Windows • Regular staff meetings • Team approach to student learning • Would like more support, especially in the area of onboarding new staff

<i>Commendations</i>	<ul style="list-style-type: none"> • Despite the financial constraints on the school it is a safe and welcoming environment that is providing its students to develop and learn that the mainstream public schools are unable to provide • Committed and professional staff • Experienced and dedicate Board of Trustees • Broad support from parents, students and the wider community which the school serves • Unique program that meets the personal needs and interest of students
<i>Concerns</i>	<p>The school is subject to the challenges that are not uncommon to Charter Schools that have low student numbers these include.</p> <ul style="list-style-type: none"> • Limited adequacy funding • High fixed costs per student • Currently no effective strategy to increase external fundraising

	<ul style="list-style-type: none"> • Student academic achievement not at the levels that the school expects
<p><i>Recommendations</i></p>	<ul style="list-style-type: none"> • Develop a focused strategy to actively recruit new students • Review how both internal and external communication with the stake holders can be improved • Revisit how relationships with the school districts that have students at the school can be developed to become more supportive • The school is excelling in building their students personal growth and development and they now need to apply the same successful formula to the academic aspect
<p><i>Name of Reviewer</i></p>	<p>Jane Waterhouse</p>
<p><i>Contact Details</i></p>	<p>Jane.Waterhouse@doe.nh.gov (603)271-6813</p>

Chartered Public School Renewal Rubric			
Name of Charter School: MC2			
Date:			
Evaluation Results	Approved	Approved with Conditions	Revoked
Recommendations			
School Details	Complete	Mostly Complete	Not complete
Standards for Evaluation			
Level of Achievement	Description		
<i>Exceeding (E)</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>		
<i>Meeting (M)</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>		
<i>Partially Meets (P)</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>		
<i>Not Meeting (N)</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>		
I. Charter School Renewal Application			
<i>Part 1: School Information</i>			

Evaluation (E, M, P, N)	Criteria	Comments
M	Contact Information Form	
M	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	
M	Executive Summary: Charter Amendments	
<i>Part 2: School Details Reports: School Features</i>		
Evaluation (E, M, P, N)	Criteria	Comments
P	1. Enrollment and projected growth of student body for the next 3 years	It wasn't clear to me upon what criteria the projections were based.
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	No Changes
M	3. Technology Programs	Gen yes will make students marketable
M	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	The data is somewhat obscured because of the transient nature of the school's student body, but growth was evident.
M	5. Successes	

M	5. Challenges	While there seems much work to be done, the school appears to have identified its major challenges.
M	6. Current stakeholder involvement and future plans for increasing stakeholder Involvement	
P	7. Fundraising efforts, results, future fundraising goals and plans to address sustainability	Fundraising efforts do not seem to be sufficient or growing
M	8. New Hampshire Charter School Accountability Plan	
M	9. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds	
E	10. Efforts to disseminate successful/best practices	Programmatically the school is inline with the direction NH is going, and they reach out to share with local districts.
M	11. Educational Goals and Objectives	
M	12. Needs Assessment	
Part 3: Affirmative Evidence		
Evaluation (E, M, P, N)	Criteria	Comments
	1. Is the school making progress toward achieving its mission?	
M	a. Academic Goals	

M	b. Programmatic Goals	Group interview and guided group interaction that we witnessed demonstrated student abilities to articulate unique strengths and how they used them to overcome weaknesses.
M	c. Organizational Goals	
M	2. Is the charter school responsibly using public funds?	This can be subjective, but there appear to be several checks and balances in place
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	The mountain climbing analogy used to describe how the gates mirrored the competency structure indicates a structure that is geared very well to ensure student attainment of expected information.
M	4. Is the school sustainable?	While there is question about fundraising to meet organizational needs, MC2 offers a unique place for students who would not otherwise be successful in school. It is doubtful that the need for MC2 will go away anytime soon.
M	5. Current Status of the Board of Trustees	The board has an impressive breadth of experience
M	6. Student Data and Analysis	
<i>Part 4: Policy/ Procedure Development</i>		
✓ Upon Review		

✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	
<i>Required Updated Forms</i>		
✓ Upon Review		
✓	Forms	Comments
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Financial Audit	

II. Charter School Onsite Visit		
Part 1: Documentation, Updated Forms Review		
✓ Upon Review		
✓	Criteria	Comments
✓	Revised Charter Application (approved by the SBE)	
✓	Renewal Application	
✓	Master Class Schedule	
✓	List of Board of Trustees	
✓	School Organizational Chart	
✓	Academic Year Calendars (4 - 5)	
✓	Sample Report Card	
✓	List of Staff Members and Qualifications	
✓	Criminal Records Check for all Staff Members	
✓	Annual Charter Accountability Documents, (4 - 5 years)	
✓	Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached	
✓	Yearly Independent Financial Audits	

✓	Board of Trustees Meeting Minutes	
✓	Quarterly Financial reports (4 – 5 years)	
✓	Charter School By-laws	
✓	School Policies	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Outstanding Charter Accountability documents	
✓	Student portfolios and/or student work samples	Graduation Gateway Packet demonstrated a high level of rigor
Part 2: Focus Group Interviews		
a) Families, Parents, Guardians		
Number present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	Parents shared stories of how their children were supported at MC2 in ways that allowed them to embrace their uniqueness and play to their strengths.
M	2. Is the charter school responsibly using public funds?	

M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	Parents seemed concerned for the future of the school but felt that challenges could be overcome.
M	5. Parent/Family/Community Involvement	
b) School Leadership: Directors, Principals		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
P	4. Is the school sustainable?	Leadership admits that there is currently a problem with the question of fundraising
M	5. Does the Board of Trustees adequately support the school and the administration?	
c. Board of Trustees		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments

M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
P	4. Is the school sustainable?	Fundraising issue is a major hurdle
M	5. Current Status of the Board of Trustees, roles and responsibilities.	
M	6. Does the Board of Trustees adequately support the school and the administration?	
d. Students		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school promoting student attainment of expected knowledge and skills?	
P	3. Is the school sustainable?	The school appears to face an existential threat in trying to find the balance between being accepting of students who don't do well in other places and allowing them to learn self-regulation, and making the rest of the community feel safe while allowing the first student their space.
e. Instructional Staff		

Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	The teachers seemed expert and demonstrated a high degree of buy-in
M	4. Is the school sustainable?	
M	5. Is the school meeting the professional needs of the instructional and support staff?	Teachers work as a cohesive team to overcome any shortcomings present.

Commendations	From my experience as a high school teacher I can say with certainty that MC2 is a place that is graduating students who would not be successful in a traditional public school. The principal is very knowledgeable about the programmatic and emotional needs of his students and empowers his staff to bring their best selves to work. I was impressed with the overall culture of the school and the acceptance of individual quirks of students. The guided group interaction in the morning was validating in a way that was truly inspirational.
Concerns	The fundraising issue is the biggest concern in my opinion, although I believe that this could be overcome if the proper people are recruited. There is also the concern that a purely cognitive

	model for dealing with behavioral issues creates a feeling of unease, at least in some instances, in students witnessing negative behavior within the milieu.
<i>Recommendations</i>	Reach out to local chamber for assistance in mounting a fundraising campaign. Also, perhaps an etsy shop to sell the wares produced in the Makerspace, but more importantly to demonstrate relevance of the program.
<i>Name of Reviewer</i>	Chris Smith
<i>Contact Details</i>	Chrissmith@birchesacademy.org



Chartered Public School Renewal Rubric

Name of Charter School: **Making Community Connections**

Date:

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete

Standards for Evaluation

Level of Achievement	Description
<i>Exceeding (E)</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<i>Meeting (M)</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<i>Partially Meets (P)</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
<i>Not Meeting (N)</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

I. Charter School Renewal Application

Part 1: School Information

Evaluation (E, M, P, N)	Criteria	Comments
M	Contact Information Form	
M	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	
M	Executive Summary: Charter Amendments	

Part 2: School Details Reports: School Features

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Enrollment and projected growth of student body for the next 3 years	
M	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	
M	3. Technology Programs	
M	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results	

	and explanation of increases and decreases in proficiency levels.	
M	5. Successes	The information provided in the CALL survey was detailed and showed a good assessment of the schools successes and challenges in meeting the mission and vision of the school.
M	5. Challenges	The information provided in the CALL survey was detailed and showed a good assessment of the schools successes and challenges in meeting the mission and vision of the school.
M	6. Current stakeholder involvement and future plans for increasing stakeholder Involvement	
M	7. Fundraising efforts, results, future fundraising goals and plans to address sustainability	The school would benefit from having a stronger strategic plan for fundraising, with clearly defined roles, dates, and goals as well as identified community partners and stakeholders
M	8. New Hampshire Charter School Accountability Plan	Information is included that identifies academic and programmatic goals, however the school would benefit from having a clearly identified plan for how they are measuring the success of the mission of their charter from year to year with clearly defined data points tied to the mission of the charter.
M	9. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i>	

	b. A detailed description of the specific school board's reasoning for allocating funds	
M	10. Efforts to disseminate successful/best practices	
M	11. Educational Goals and Objectives	
M	12. Needs Assessment	
<i>Part 3: Affirmative Evidence</i>		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	a. Academic Goals	
M	b. Programmatic Goals	
M	c. Organizational Goals	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Current Status of the Board of Trustees	
M	6. Student Data and Analysis	

Part 4: Policy/ Procedure Development

✓ Upon Review

✓	Policies	Comments
X	Records Retention pursuant to RSA 189:29-a	
X	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
X	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
X	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
X	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
X	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
X	Due Process, pursuant to RSA 194-B:8	

Required Updated Forms

✓ Upon Review

✓	Forms	Comments
X	Certificate for Occupancy	
X	Fire Inspection Certificate	
X	Building Safety Inspection	

X	Health Inspection	
X	Insurance Certificate	
X	Financial Audit	

II. Charter School Onsite Visit		
<i>Part 1: Documentation, Updated Forms Review</i>		
✓ Upon Review		
✓	Criteria	Comments
X	Revised Charter Application (approved by the SBE)	
X	Renewal Application	
X	Master Class Schedule	
X	List of Board of Trustees	
X	School Organizational Chart	
X	Academic Year Calendars (4 - 5)	
X	Sample Report Card	

X	List of Staff Members and Qualifications	
X	Criminal Records Check for all Staff Members	
X	Annual Charter Accountability Documents, (4 - 5 years)	Some student data was missing from one of the previous years as a result of assessment data that was only held in the system for a certain length of time before it was deleted. The school has addressed this problem and is keeping records of all student assessment data
X	Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached	
X	Yearly Independent Financial Audits	
X	Board of Trustees Meeting Minutes	
X	Quarterly Financial reports (4 – 5 years)	
X	Charter School By-laws	
X	School Policies	
X	List of Curriculum, Assessments Tools and current Instructional Practices	
X	Parent/Student Handbook	
X	Staff Handbook	

X	Outstanding Charter Accountability documents	
X	Student portfolios and/or student work samples	During the review, the team had the opportunity to attend a Graduation Defense by one of the students, and the work that this student demonstrated was significant, as evidence through multiple artifacts and an extensive portfolio. It was impressive and showcased the amount of work this student had accomplished during her time at the school.

Part 2: Focus Group Interviews

a) Families, Parents, Guardians

Number present:

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	The parents were all satisfied with the amount of progress their children were making as a result of attending the school
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	

M	5. Parent/Family/Community Involvement	Each of the parents discussed different levels of involvement with the school community, but it was clear that they were all involved in some way.
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b) School Leadership: Directors, Principals

Number Present:

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Does the Board of Trustees adequately support the school and the administration?	The leadership team all expressed levels of support for themselves as well as support that they felt from the overall leadership of the Board and the school organization.

c. Board of Trustees

Number Present:

Evaluation (E, M, P, N)	Criteria	Comments
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M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M	5. Current Status of the Board of Trustees, roles and responsibilities.	There is at least one open position on the Board that the organization is currently working to fill. There is significant business and financial experience with the current Board members, which was extremely positive for the continued operation of the school.
E	6. Does the Board of Trustees adequately support the school and the administration?	The Board has clearly taken a very active role in supporting the school
d. Students		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	Each of the students clearly understood the mission of the school and how it related to their own personal educational progress.

E	2. Is the charter school promoting student attainment of expected knowledge and skills?	The students all conveyed a sense of community and described an educational experience that was individual, personalized, and meeting their academic needs in a way that they had not felt in their previous schools
M	3. Is the school sustainable?	Some of the students expressed frustration over staff turnover at the school.
e. Instructional Staff		
Number Present:		
Evaluation (E, M, P, N)	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	The staff are all highly invested in the mission and vision of the school and the students individual academic progress. It was clear from speaking with the staff that they are all dedicated teachers with a passion for seeing their students excel academically.

M	4. Is the school sustainable?	The staff expressed a desire for additional teachers or support staff to assist with the schools operations
M	5. Is the school meeting the professional needs of the instructional and support staff?	

<i>Commendations</i>	Making Community Connections should be commended for designing and operating an educational organization that is highly personalized, meeting the needs of students who struggled in one way or another academically or socially in previous schools prior to attending MCC. There is a strong sense of the mission and vision that is shared across all the different groups that we spoke with. The Board is also highly involved in the operations of the school, and there is a significant set of business skills and knowledge represented by the Board. The parents are all also highly involved with the school, and understand the mission and vision of MCC and the way in which the school continues to support each students individual educational goals as they progress towards the goal of high school graduation.
<i>Concerns</i>	Though not unique to MCC, the school has some challenges regarding staff turnover and operating an educational organization with enough financial support through state aid and local fundraising to continue to attract and retain education professionals invested in the successful operation of the schools mission and vision and continued operation.
<i>Recommendations</i>	Developing a stronger strategic plan for fundraising as well as developing a more focused and data driven accountability plan will support the school in its continued operation
<i>Name of Reviewer</i>	<u>Dr. Nate Greene</u>

Contact Details

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