

New Hampshire State Board of Education
New Hampshire Department of Education
Londergan Hall, Room 100F
101 Pleasant Street
Concord, NH 03301

Thursday, January 10, 2019



AGENDA

- I. **CALL TO ORDER - 9:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** (*LIMITED TO 5 MINUTES, BOARD WILL ASK CLARIFYING QUESTIONS ONLY, OTHERWISE NO FEEDBACK PROVIDED*)
- IV. **CONSENT AGENDA**
 - A. Meeting Minutes of December 13, 2018
- V. **PUBLIC HEARINGS**
 - A. **9:30-10:00 AM** - Code of Conduct Requirement (Ed 505.08 and Ed 610.01)
- VI. **SPECIAL PRESENTATIONS** (*TIMES ARE APPROXIMATE*)
 - A. **10:00 AM** – Student/Rye School Board – SB-FY-18-02-011
- VII. **REPORTS, NEW BUSINESS and/or DEPARTMENT UPDATE** (*TIMES ARE APPROXIMATE*)
 - A. **10:30 AM** – Mountain Village Charter School Charter Renewal ~ JANE WATERHOUSE, NHDOE, Charter School Administrator and KATIE GAUTSCH, School Director
 - B. **11:00 AM** – Next Charter School Charter Renewal ~ JANE WATERHOUSE, NHDOE, Charter School Administrator and JOE CRAWFORD, School Director
 - C. **11:30 AM** - New Hampshire School Building Authority's (NHSBA) Recommendation of Prioritized School District Proposals in Descending Rank Order ~ GREGORY HILL, Chair, NHSBA and AMY C. CLARK, P.E., NHDOE, Administrator, School Safety and Facility Management Bureau (*REMOVE from TABLE*)
 - D. **12:00 PM** – State Guarantee Process ~ GREGORY HILL, Chair, NHSBA
 - E. **12:30 PM** – Council of Teacher Education Recommendations/Updates – ASHLEE STETSER, NHDOE Administrator, Division of Education and Higher Education
 1. Update from 20 December Council of Teacher Education Meeting
 2. Rivier University's First Priority Progress Report

VIII. LEGISLATIVE UPDATES

- A. 1:00 PM – Discuss/Review ~ Draft Computer Science Minimum Standards (Ed 306.44)**
- B. 1:30 PM – Initial Proposal ~ Custodian of Records (Ed 502.03)**
- C. 1:45 PM – Initial Proposal ~ Technology & Engineering Teacher (Ed 507.05)**

IX. OPEN BOARD DISCUSSIONS

X. OLD BUSINESS

XI. TABLED ITEMS

- A. New Hampshire School Building Authority's (NHSBA) Recommendation of Prioritized School District Proposals in Descending Rank Order ~ GREGORY HILL, Chair, NHSBA and AMY C. CLARK, P.E., NHDOE, Administrator, School Safety and Facility Management Bureau**

XII. NONPUBLIC SESSION

XIII. ADJOURNMENT – 2:00 PM

if accommodations are needed for communication access such as interpreters, please call (603) 271-3144 at least 5 business days before the scheduled event. We request 5 business days' notice so that we may coordinate interpreters' schedules. Although we will attempt to accommodate any requests made, we cannot guarantee the presence of the service. Thank you for your cooperation.

SIGN IN SHEET
State Board of Education
 Thursday, January 10, 2019
Public Comment

(Limited to 5 minutes, the Board will ask clarifying questions only,
 otherwise no feedback will be provided.)

Name (Please print clearly)	Address or Organization
✓ 1. Michael Lawton	[REDACTED], MANCHESTER PARENT - TFA
✓ 2. Bonnie Dunham	[REDACTED], Merrimack, NH
✓ 3. Eric Hubbard	[REDACTED] Londonderry NH NH AUTISM ADVOCATES
✓ 4. MOIRA RYAN	[REDACTED]
✓ 5. Adam McWhorter	[REDACTED] Merrimack, NH
✓ 6. Tom, Huet	[REDACTED] Manchester, N.H. 03102
✓ 7. Jennifer Nelson	[REDACTED] Amherst, NH TFA
✓ 8. Noelle Taku	[REDACTED] Merrimack, NH
✓ 9. BEVIN ANDERSON	[REDACTED] NASHUA, NH
✓ 10. Elizabeth Sanville	[REDACTED] TFA Manchester, NH 03103
✓ 11. Jill Cote	[REDACTED] Manchester, NH 03104
✓ 12. Amabelle Cote	[REDACTED] Manchester NH 03104
✓ 13. Callen Cote	[REDACTED] Manchester NH 03104
✓ 14. Mrs. Patrice Bernard	Manchester TFA
✓ 15. Lisa Dean	Stratham NH

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

Frank. Edelblut, Commissioner
Kate Cassady, District 1
Cindy C. Chagnon, At Large
Drew Cline, District 4
Philip Nazzaro, District 3
Sally Griffin, At Large
Helen G. Honorow, District 5
Ann Lane, District 2
Jane Waterhouse, NHOE Charter School Administrator

January 10, 2019

Dear Commissioner and Board Members:

My name is Michael Lawton and I reside at 106 Hickory Street in Manchester, NH with my wife Susan, son Jonathan and daughter Allison. My wife and I come to you today to express our strong support for The Founders Academy Charter School in Manchester, NH.

Our son Jonathan is a member of the first class of students, who upon graduation in 2021, will have attended The Founders Academy from the school's opening in 2014. Next year, our daughter Allison will enroll as a sixth grader and WILL attend The Founders Academy until her graduation in 2026.

We stand before you today, not only to voice our full-throated support of the teachers, administrators, support staff and most importantly the students of TFA, but also to refute claims made by two individuals at the November 9, 2018 Board of Education meeting. The comments submitted by these two individuals, presented grossly inaccurate, highly inflammatory, and outright misleading statements "on behalf of parents who couldn't be here". Their goal was to petition revocation of The Founders Academy's charter. Let us be absolutely crystal clear in this matter, those comments DO NOT represent our opinion of The Founders Academy.

We are proud charter school parents at two charter schools. In addition to TFA, our daughter has flourished at Strong Foundations Charter School in Pembroke since 2014. We count ourselves incredibly fortunate to live in a state where its Charter School Law should be recognized as a model to the nation.

Upon review of the Charter Renewal Requirements, as prescribed by Chartered Schools RSA 194-B, we hereby provide our written responses to the Focus Group Questions presented during the On-Site Visit during the Renewal Process. While we fully understand these answers will not be included in the Final Report of the Renewal Process, we enter them as comments to be added to the record of today's meeting.

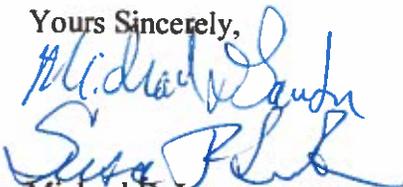
Ladies and Gentlemen, no one can speak for Susan and I unless we specifically grant them permission. We are absolutely capable to speak on our own behalf regarding the well-being and education of our children. To that end, we categorically and explicitly deny

association with comments made at the November 9th, 2018 meeting. Furthermore, comments such as the ones made by these individuals at that meeting are in fact part of a calculated campaign of “guerilla tactics”. The goal of said campaign is to antagonize and bully parents, teachers, and even students who disagree with their steep minority opinion on curriculum, school leadership, and the charter itself. This campaign has been, and continues to be, conducted on social media, on schoolgrounds during committee meetings, and even during student-centered activities. Opinions expressed as facts lack any and all credibility educationally, financially, or legally

We urge each and every one of you to come to the school and see for yourself why The Founders Academy Charter School is a model testament to the goals prescribed by the crafters of the Charter School Law. We formally submit our request, as parents of students attending The Founders Academy, to have its charter renewed without conditions or stipulations for the next 5 (five) years.

We humbly submit this statement to be recorded in the public comment section of the minutes of this meeting for today, January 10, 2019.

Yours Sincerely,



Michael D. Lawton

Susan P. Lawton

Focus Group Questions and Answers to Parents, as outlined in Charter Renewal Process Guidelines for On-Site Visit.

Michael and Susan Lawton

January 10, 2019

- Why did you choose to send your child(ren) to this school?

Susan and I sought out the Founders Academy as an alternative to Manchester Public Schools for our son Jonathan for a variety of social-emotional and educational reasons. Not the least of which was the fact that we felt his needs would be better met in the TFA environment.

- What does the school expect of your children academically?

Since the school's opening, we have witnessed first-hand the development and growth of the school's academic requirements for Jonathan. Our backgrounds are conducive to the goals of the charter and we have seen tremendous maturity in our son's speaking, writing, critical-thinking, and analytical skills.

- Is the school environment a safe place?

Unfortunately, no public setting is 100% safe, but we are absolutely convinced that our son is in a school that values not only physical safety, but also protecting the rights and opinions of everyone. He is encouraged to take risks, problem-solve, and seek out unique ideas.

- What supports does the school offer your child(ren)?

We are beyond grateful to the care and attention of administrators Mooney and Lavallee along with enrichment programs through the Theatre and Music departments.

- What is your role/involvement in the school?

Susan is the Parent Representative to the School Board of Trustees, member of the PTSA, and volunteer at numerous school activities. Michael was a substitute Technology teacher from 2/15-6/15, taught a summer enrichment program, elected 9th grade representative, and was vice-chair of the Parent Steering Committee from 12/17-6/18, and volunteers at various school and PTSA activities and events.

- What are the school's biggest challenges?

The biggest challenged faced by Founders, is being held to the standard of traditional public schools, by both parents and the state. TFA is a "start-up", it has experienced its share of ups and downs, but unlike any other "start-up" is held under incredible scrutiny. Additionally, it is compared to traditional schools which have been in existence, in some cases, for 200 years. My wife and I fully acknowledge that my son is not attending a high school like the ones we attended, however, we will not deny him the right to create his own high experience. We might not have a football team or the like, but we have an incredibly diverse and talented arts program, state of the art technology clubs, incomparable leadership opportunities, and an incredible facility

Attn: Charter School Review Board
New Hampshire Department of Education
Charter School Office
101 Pleasant Street
Concord, New Hampshire 03301

To whom it may concern:

It is the request of my family that you will approve and renew the charter for the Founders Academy without any hesitation. I genuinely believe that the quiet majority of school faculty, students, and families would echo the same steadfast belief. The following is additional statements of support.

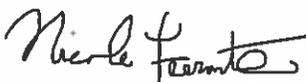
Three years ago, after careful consideration, our family decided to enroll our son in sixth grade at the Founders Academy (TFA) in Manchester, New Hampshire. We take the 20-minute commute each day from Derry, New Hampshire to attend TFA and while we have an option to attend Pinkerton Academy in 2019/2020 we've decided as a family that TFA continues to be the best education for our son.

After enrolling him in sixth grade we were immediately encouraged to take advantage of the summer camp programs. These programs truly helped our son become acclimated in the school and filled in gaps from the sending district. We were and continue to be impressed with the quality of employees, the safety of the facility, and the quality curriculum and standards set by the charter school.

My son has absolutely flourished, and I am proud to hear my son taking on leadership roles in academics and many extracurricular groups. This past year alone we've seen him grow his passion for science and math with the support of his teacher Virginia Nichols and his mentor Mrs. Galambos (who was recently certified as a Nation Geographic Certified Educator). With the faculties unwavering support, I've seen my son go from being an average student to a young adult with a desire to be a life- long learner with skills to help him achieve success outside the classroom.

In closing, we again request that you will approve and renew the charter for the Founders Academy without any hesitation as we cannot imagine any other opportunity that would provide us the quality and consistency of education that The Founders Academy has provided.

Thank you,



Nicole Ferrante

[REDACTED]
Derry, New Hampshire 03038

January 9, 2019

To Whom It May Concern:

As a parent of a current student at The Founders Academy, I could not be more pleased with the personal growth and opportunity my son has been able to experience over the last two and a half years. Coming from a larger sending district, my student struggled with social anxiety, bullying as well as individualized behavioral challenges. There was a lack of drive and attention span solely based off of "academic boredom". My student wasn't challenged to apply the information he was learning but rather memorize and repeat each lesson. His mind was so much more capable than this robotic, meaningless way of processing information that his struggles began to emerge behaviorally. Although he didn't always mean to be a "difficult" student, the environment around him was enabling. His school simply wasn't a good fit for him.

Coming to Founders Academy was the best choice I could have academically made for my student. The dedicated faculty reminds the students during each lesson of why the information "matters" and how it will be utilized as the grow into competent adults. The small classroom sizes have been essential in each student receiving the attention and direction they each require in the classroom; instilling confidence in the education system and reinforcing the importance of receiving a quality education to the students. The emphasis of communication between student and faculty has been a cornerstone for students to understand the legitimacy of professionalism. It has encouraged an environment of unity between student and teacher, allowing students to create trusting relationships with the faculty they work with each day.

It's an absolute parental achievement to be able to say my student comes home excited about what his learning and is open to sharing that information with myself. It isn't unusual for dinner conversations to be based around general analysis of the current literature he is reading or the newest percussion rhythm he is working on mastering. My favorite part is hearing him talk about the things he finds challenging or that he is struggling with because each conversation ends with "I know that this is hard, but I'm going to meet with my teacher so that I have a better understanding for it." TFA faculty have not only taken the time to help my individual student, they have taught him the importance of asking for help. Prior to TFA, my student would simply give up if challenged with a task or assignment that he found too hard, but now, he perseveres and uses his resources appropriately.

Outside of the classroom, my student has found an abundance of opportunities for leadership growth and development, recreational wellness, as well as social equity. During his sixth-grade year, he was able to develop his own club, become the president of that club, and learn what it takes to truly lead a group of students with the help of a staff member. That club, now 2 years later, has found several ways to give back to the school and is still lead by my student. His confidence sky rocketed when the school recognized his efforts to better the TFA community. He socially felt more confident and didn't find himself "outcasted" as he did at his previous school. He found friends just like himself, both in staff and in students.

The Founders Academy has been a pivotal experience for my student. Looking back to when we entered the school to today, the amount of personal growth and achievement I can see in my student is

extravagant. He is no longer facing those original challenges and is now equipped with the skillset to overcome any obstacle ahead of him. The supportive administration, faculty and community around my student has instilled a confidence and drive to be the best student and citizen he can be. TFA has provided opportunities of leadership, volunteerism, and emersion that not every school can. My son can now successfully go to school and gain a quality education because of Founders. As parent, that is the reason I am proud to have a student at TFA.

Best Regards,

Emily Zoltko

Parent of a student at The Founders Academy

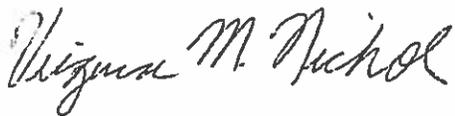
To Whom it may concern,

I am a teacher at TFA. This is the best school I have taught at in my ten years of teaching. The students enrich my life and allow me to share my knowledge of math with them. My colleagues are qualified, talented, and dedicated. The PTSA has a Facebook page that is not administered by anyone on the board of the PTSA. It is supposed to be a place where people from our community can express concerns and ask questions. Unfortunately, the site is being used to vent grievances and share misinformation. The language used has sometimes become vulgar and targeted. The discussions around the grievances are often negative and disparaging towards the school administration, teachers, and staff. I personally have been a target for simply using my teaching degree to help develop a curriculum for the school that better serves our students. A letter with misinformation about me was read to the Steering board committee, when I was not present to defend myself. There was no intent to sharing this letter other than to discredit me. There are members of the page who are former staff and parents and I am confused as to why our administration, who could help clarify information in these discussions was removed from membership of the Facebook community by the administrator of the page. I hope that you can find time to investigate the page.

I am hopeful that the PTSA business Facebook can encourage parents to continue their conversations here instead of the privately controlled "PTSA" Facebook page that exists presently.

Thank you for your time.

Sincerely,

A handwritten signature in black ink that reads "Virginia M. Nichols". The signature is written in a cursive, flowing style.

Virginia Nichols

TFA Math teacher

Dear Board Members,

I am the parent of two eighth grade students at the Founders Academy, a small business owner and a veteran. I am very grateful for the opportunity to speak to all of you today and respond to some negative, and in my opinion, misleading comments expressed by one parent at your meeting this past November. I wanted to let you know that those comments in no way reflect the experiences or opinions of not only my family, but also, the vast majority of families I've gotten to know at the school over the last three years.

In particular, it was stated at the November meeting that students that have left the school over the years did so because the school didn't adhere to the charter. First of all this is conveniently impossible to prove. I am here to tell you that I've never had a parent tell me that they left the school because it didn't follow the charter. The people I've known to leave over the last three years have done so most of the time because their children played sports or wanted some of the social components that a larger School would offer. Never was I told that it was because of the quality of the education offered at the Founder's Academy, or that the school was in anyway failing to live up to meeting the tenants put forth in the Charter. Also, for every family that left there has been a greater number of families that have chosen the Founder's Academy to educate their children because of the great things they have heard from families at the school.

There has however, always been a vocal minority of parents over the last three years, some of whom have left the school, that have taken to social media to air their grievances with the school, and create the perception that there has been a conscious effort by the administration or teachers to not address their concerns. I can tell you that my experience, and the experiences of the majority of the other families I know at the school is quite the opposite. When problems or concerns have been directed to the teachers or administration, they have always responded in a timely manner.

My wife and I made the decision to send our two oldest children to the Founders Academy three years ago. It is a decision that we have not once regretted. Our children have excelled academically, grown socially and have truly benefitted from the classical curriculum taught at the School. We are thrilled that our two middle school children remain as engaged in their education as they are at the Founders Academy and that they want to continue their education at the school for High School. This we credit to the hard work and dedication of the teachers and administration at the school.

The teachers, staff and administration at the school are a group of dedicated, compassionate professionals. They have competently provided the children at the Founders Academy a quality education that coincides with the spirit of the school's charter and the core fundamentals on which it was founded. In particular, the Dean and her staff have always made themselves available to the students and parents at the school. They have kept us informed regarding the goings on at the school on a day to day basis as well as unexpected things that have come up.

It was also stated last November that the school didn't follow through with the promise to instill the qualities of leadership in our children. I would suggest to this board that if you spent five minutes with the president of the student senate at the Founders Academy you would see the very definition of leadership. I have gotten to know this student through my participation in the Parent, Teacher Student Association. She along with the other High school students are the

best example of the school meeting its obligations. My wife and I have already seen the same seeds of leadership exemplified by the high school students taking root in our own children. This is also due to the dedication of the teachers and administration of the Founders Academy. There have already been acceptance letters for some of the seniors at the school from colleges, and some have chosen to join the military. To which I say there is no greater proof of the school fulfilling its mission.

My two older children will be remaining at the Founder's Academy for their High School education as will many of their classmates. My youngest daughter will be attending next year to start sixth grade. This is a decision my family made with no hesitation. We have no doubt that the school will continue to provide a quality education that adheres to the spirit of the charter that the school was founded under.

I regret that I have not spoken up sooner, but like the majority of families at the school, I never had any reason to think that you would ever consider not renewing the charter for the Founders Academy unconditionally. But I am here today and I will keep speaking up.

The Founders Academy has a saying that through these doors walk the leaders of future... the guardians of our liberty. I would suggest to you, that you are the leaders of today. I have confidence in you, a board of dedicated volunteers charged to serve all of the people in the State. I have no doubt that you will listen to all the voices, not just the loudest, angriest or politically connected ones. That you will equally weigh the experiences of all of the families that have written you emails and letters, or testified today, and the many voices that aren't here because they can't be.

In closing, I ask you as a board to unconditionally grant the renewal of the charter. In any areas that the school may fall short, I have complete confidence in the administration's and teacher's abilities to address those areas.

I have with me today emails from other parents at the school who could not be here today that I would like to be given to the board members and included in the record for this meeting. These parents have expressed concerns that they have only received one or two read receipts from you the board members since emailing you over the last two weeks. They wanted to make sure that their voices are heard as well.

Thank you very much for your time.

Sincerely – Tom Huot

Good afternoon,

I am writing to you all today in showing my support of all the administration and Founders Academy. This is our first year at Founders Academy and couldn't be happier! Our daughter is currently in 6th grade and absolutely loves it. She loves all of the subjects and things she is learning about. We chose Founders as an alternative to public school. One of the things we loved about Founders was that it followed a more traditional style of school with smaller class sizes and so many opportunities to grow, learn, build confidence, learn to advocate for oneself and become a leader. The academics have surpassed my expectations and the staff makes learning fun. The teaching staff has been responsive and willing to help where needed. The staff always respond to emails from parents and students very quickly. They want to see each child succeed and you can tell in talking to them how dedicated they are. Dean Mooney has been just as wonderful! She has worked with me about some busing situations we had encountered at the beginning of the school year. At one point I went to her when I felt ignored from the Manchester Bus Transit and she spoke with them on my behalf and got the answers we were looking for. It is my hope that the board will vote to renew the charter and realize how many families love the school.

Thank you
Ashley Student

January 6, 2019

VIA EMAIL

Mr. Andrew Cline, Chair
New Hampshire State Board of Education
101 Pleasant Street
Concord, NH 03301

Dear Mr. Cline,

We are writing to express our support for The Founders Academy Public Charter School in Manchester and for the renewal of the school's charter. We are the parents of two Founders students, and we could not be happier with the education they are receiving.

We started exploring alternatives to traditional public schools when our oldest daughter was in fifth grade. We were seeking greater academic challenge, smaller class sizes, and a community of learners with a vested interest in their education. Founders impressed us, and we decided it would be a good fit for our daughter. We have not been disappointed. Class size is small, her teachers engage and challenge her, and she has met other students who share the common goal of academic success. We have found the teachers approachable both when she had questions as well as when we had concerns. The administration has been equally approachable and responsive in our experience. Given our satisfaction, we elected to send our middle daughter to Founders this fall to begin sixth grade. Her experience has been as enjoyable as that of her older sister. It is our intent to send our youngest daughter there as well when she is ready for sixth grade.

Of course, there is always room for improvement at any school, and in our opinion, the Administration is receptive to improvement. From our experience, they are open to discussion and input from parents regarding issues or concerns that arises. What we would like to stress is that the education Founders is providing our daughters with is unparalleled to anything else that they would receive in the City of Manchester. This includes everything from the course offerings to the course content. Students who excel have the opportunity to move to the next level regardless of their grade level, and students who need additional support are given it.

We strongly encourage you and your fellow Board members to look favorably upon the renewal of this wonderful school's charter. It would be a disservice to the students, teachers and administration who have invested in the school to do otherwise.

Should you have any further questions regarding our experience, please do not hesitate to contact us.

Kind regards,

David and Mary Lynn Roedel



Cc: Kate Cassady
Cindy C. Chagnon
Philip Nazzaro
Sally Griffin
Helen G. Honorow
Ann Lane

Good Afternoon,

I am writing you today in support of the current administration and charter at The Founders Academy. My daughter has been attending The Founders Academy for three years. She is currently in 8th grade and at this time we have no intentions of leaving. We initially chose The Founders Academy as an alternative to public school. We were impressed at orientation and decided to give it a try.

The education she has received to date has exceeded my expectations. The teachers at The Founders Academy are there because they want to be. They are willing to meet and help with any concerns the children may have. My daughter has emailed her teachers on the weekend and will usually get a response within a few hours. I am not saying that they should, but the fact that they do impressed me. They are also not afraid to push her to work at the top of her capabilities.

I would also like to commend the administration as well. Anytime I had a question or concern, Dean Mooney would call me back within one business day. My most recent question was about attending High School at The Founders Academy and what did it mean if they were not an accredited high school. She was able to provide me an answer and even went above and beyond and gave me tools to research it on my own.

I have full confidence in The Founders Academy. Is it perfect, nothing is perfect and as I tell my children, if something is perfect it isn't able to grow and improve. The Founders Academy is still maturing, as a teacher said to me this year at teacher conferences, the Founders Academy today will not be the Founders Academy in four years. I think that is a good thing, they are growing and becoming better each year. My youngest will attend next year as a 6th grader.

I am asking the board to vote to renew the charter and that the negative comments presented at the board in past meetings do not reflect the majority of the families at the school.

Thank you for your time and please reach out with any questions you may have.

Toni Cabral

Toni Marie Cabral | Regional Manager of RSO Communications and Performance
Partners Community Physicians Organization (PCPO)
A Member of Partners Healthcare System

Partners Healthcare
Assembly Square
399 Revolution Drive
Suite 1010
Somerville, MA 02145
Cell: 781-307-7209
tcabral@pcpo.partners.org



**PARTNERS COMMUNITY
PHYSICIANS ORGANIZATION**

NH DOE Board Members,

We are writing to support The Founders Academy Public Charter School (TFA) and the renewal of its charter. Our children have been attending the Founders Academy since it opened (the 2014-2015 school year). We have one child who started in 6th grade that first year, and a second child who started in 6th grade last year. Furthermore, we have a third child in the middle of 5th grade, and she is looking forward to starting at The Founders Academy next year (2019-2020) for sixth grade.

We came to TFA from the Merrimack Public School District after a disappointing experience at The James Mastricola Upper Elementary School (JMUES). Almost immediately, we felt as though our child was thriving at TFA. Her teachers cared about her, she enjoyed going to school, and was actually being challenged in her classes. This continues to this day, as she often comes home and starts discussions about topics that are either current event, historical, cultural, ethical, or political in nature. She enjoys her classes, what/how she is learning at school, and is excited about the high school drama club that she is involved in!

Our second child does not love school as much as our first child, but enjoys attending TFA much more than she did JMUES. She also is being challenged in many positive ways that the Merrimack School District simply could not offer. The teachers at TFA work with her at her level, (she is advanced in most subjects) in a way that keeps her engaged and continually challenges her. Additionally she is finally learning good study habits, an area that the Merrimack Public School System did not and still does not encourage for its students. She also is involved in the middle school drama club and thoroughly enjoys being part of both musical and theatrical productions. We can't thank TFA enough for what they do for the students.

As parents, we love what TFA is able to provide for our children. Simply put, the teachers at TFA are investing in our children and their futures. Our children are noticed, and known. Our children are cared for and cared about! Our children have found their friends and found their home in TFA. The teachers and staff love and respect the students, and are treated with love and respect in return.

It has come to our attention that TFA's charter is up for renewal at the end of this school year. We strongly support this renewal as TFA is only in its infancy and has already done so much for the children who call it home. We hope to one day be able to say that all three of our children graduated from TFA!

Thank you for your time and consideration in this matter,

Adam and Erin McWhirter



Please Add to the Public Record.

The Founders Academy

1 message

Jennifer Nelson <jendrew1026@yahoo.com>

Wed, Jan 9, 2019 at 10:46 PM

To: frank.edelblut@doe.nh.gov

Cc: ACBOE@comcast.net, kcassady@allstaffcorp.com, chags@comcast.net, griffinweb1@gmail.com, annlanenhsboe@gmail.com, hhonorow@barrylawoffice.com, pnazzaronhboe@gmail.com

Dear Commissioner Edelblut,

My name is Jennifer Nelson and I am the mother of a sixth grader at The Founders Academy. I've come to understand that there is a small but very vocal group of parents who have asked for the charter to be rescinded or denied renewal. I am very much opposed to either of those actions. I believe The Founders Academy is doing a fantastic job educating my son (and many, many other children) in math, science, history, English, technology, the various arts, study skills, leadership, cooperation and life skills, all while working with less than half the money most schools receive. I believe rescinding, denying or altering the charter or administration of The Founders Academy would be detrimental to the education and well being of my son and many other children. The Founders Academy is a school of choice and if parents believe it is no longer the right fit for their child or family, they can always pursue other options, but to try to impose their will on over 300 students is unconscionable.

We live in Amherst, which by most standards has a good school system, and while it may be the right choice for many students, it was not the right choice for my family. We visited and researched many private and charter schools before deciding on sending our son to Founders. We could not be any happier with our choice. Our son is thriving academically (last semesters g.p.a. was a 4.26/4.33), socially, and emotionally. He has teachers who bring excitement, enthusiasm, caring and knowledge to every course, every day. He is excited to go to school each day, (even though we drive 30 minutes each way for him to attend), his classes challenge him to think critically, prove his work, plan his time, model leadership and work cooperatively with others. Every day he tells me that he loves Founders and he believes, as do his father and I, that we made the right choice in sending him here. He had the opportunity to attend The Academy for Science and Design, but we as a family decided to turn down the slot offered to him, even though it is considerably closer to home and both math and science are his passions. I do believe that even ASD the top rated school in New Hampshire had growing pains in its early years. Growing pains are to be expected, but from everything I see, it seems Founders is well on its way to being a well established and exceptional school.

I understand this handful of parents are unhappy with the administration, I must say that is the complete opposite of my feelings and experience. Dean Mooney and assistant Dean Mrs. Lavelle have both consistently been welcoming, approachable, quick to solve any problems my family has encountered, and even more importantly they strive to make Founders a school where the individual is respected and differing opinions are also respected, all while fostering an atmosphere of cooperation, leadership and academic excellence.

I'm sorry to hear that a few disgruntled (perhaps politically motivated) parents are unhappy with The Founders Academy. No school whether public, private, charter or homeschool is perfect, but I and many other parents would argue that Founders is a great school with many happy students and families. Denying Founders renewal based on a few opinionated parents is simply wrong. We must not allow politics and personal differences to keep a great school from fulfilling its mission and important job of educating our future leaders.

Please continue to support school choice in New Hampshire and renew The Founders Academy charter.

Sincerely,

Jennifer Nelson
Amherst, NH 03031

January 10, 2019

(1 of 2)

Honorable BOE Committee members,

Last week, a number of parents, myself included, emailed this committee to voice our support for The Founders Academy. I am here today along with the many Founders parents you see behind me. We stand in solidarity—stay-at-home moms, working moms and dads, and business owners—to refute the testimony provided by Patrice Benard at the BOE meeting on November 8, 2018.

I am shocked and dismayed that one disgruntled parent has asked your committee to revoke the TFA charter. My experience—along with that of every parent I have spoken with—completely contradicts that of Ms. Benard. I have no idea what Ms. Benard's real agenda is, but I trust that this committee will see today that Ms. Bernard does not speak for the families, parents and students of The Founders Academy.

I am a parent of two children who attend The Founders Academy. This is our third year and both my children absolutely love this school. I am an active parent at the school and regularly witness the personal commitment of educators and staff on a daily basis. I am often at the school for events, volunteering with in-school and after school activities and I am a member of the Parent Teacher Student Association. And I am not alone—many parents are regular volunteers at the school because we, the parents, believe in The Founders Academy, its charter and the exceptional education, and experience, that our children receive there.

My children are also an active part of the Founders community—involved in the school band, FIRST robotics, drama productions, along with other clubs and activities. I continue to be amazed how much this school has to offer, operating on a budget one third the funding received by every other public school in this state. Ms. Bernard's accusation that this school mismanages its limited public funding is not based in fact.

My son, a ninth-grader at the Founders Academy, feels so strongly about the school that he asked me to read this statement today. In his own words:

"The Founders Academy has been greatly educational for me. The high standards they hold for their students really pushes you to work hard and to learn the material. The core subject of the school is why I truly love this school. History is my favorite subject and is why I choose to come to this school. Integrating history into each subject helps you understand the development of the material you are learning and gives you a true appreciation for the material you are being taught. I believe The

Founders Academy has stayed true to its charter. It has given me a unique perspective on learning, while at the same time keeping to the classical style. The rigorous program really pushes students to do their best."

Like my son, I appreciate The Founders Academy's commitment to high expectations and high standards for themselves as well as the students. The teachers, Dean Moody, and staff have always made themselves available. Any time we have had a concern, we brought them directly to the attention of the teacher and/or Dean Moody and they were resolved immediately in a respectful manner. Week after week when I come to the school at 4pm or 6:30pm for after school activities, I am continually blown away to see the Dean's car still there or teachers and staff cars still at the school. The complete and utter dedication of Dean Moody, staff and educators is more than evident.

My first introduction to Ms. Benard was at a PTSA meeting last Fall, where Ms. Benard belligerently informed PTSA members that she had requested, received, and posted to Facebook the salaries of all teachers at the Founders Academy, defiantly invoking her "Right to Know" as just cause. While I personally support the Right to Know act, I question why, in this case, Ms. Benard felt that she needed to know and, furthermore, why she felt compelled to post this information to Facebook. As citizens, I believe our rights come with responsibilities.

Because the Founders Academy is a charter school, each year I ask my children if they still want to attend. Each year, they have chosen Founders over all other options—public and private. My children don't have to attend the Founders Academy—they *choose* to attend because they want to attend. On behalf of my children, on behalf of the many parents that could not be here today, on behalf of the students that call The Founders Academy home—I implore this committee to act and to renew the charter of The Founders Academy for another five years.

Thank you.

Noelle Taku
Merrimack, NH

04 January 2019

Dear Board of Education,

I'm writing in support of the renewal of the charter of The Founders Academy (TFA) of Manchester, NH. The school lives up to its mission statement to "develop leaders who understand and apply the lessons of the past, demonstrate exceptional character and lead by example. The Academy recognizes the importance of balance in the development of the whole person, and respects each student's journey."

My daughter attended 6th grade and is now a 7th grader at The Founders Academy. She felt under-challenged at her previous school, and TFA enables each student to perform at the level they are ready for, so she is finally challenged by testing into placement in 8th grade Science, 9th grade Algebra, high school Spanish, and Computer 3 which provided her an opportunity to attend the State cyber coding competition. Her personal journey is well-supported with these opportunities provided by TFA.

Our family greatly appreciates the emphasis on leadership and our nation's Founding values which are woven through the courses such as history and English. Even upon entering TFA in sixth grade our daughter found leadership opportunities right away, elected as Middle School Vice President. I am a US Navy Veteran and received the opportunity to speak at the Veteran's Day celebration and enjoyed the welcome and the patriotism of the staff and students. My wife, Bevin, has volunteered her time to serve as a substitute and she appreciated the passion she saw among the teachers.

As parents we are personally invested in the success of The Founders Academy. We donate regularly to the school and my employer matches my contributions through an education matching fund program. My wife and daughter and I wholeheartedly endorse The Founders Academy for renewal of their charter.

Very Respectfully,
Proud Parents of a TFA Student,
Mike Anderson
LCDR USN (R)

Bevin Anderson
Military Historian

To the Charter Renewal team and school Review Team:
New Hampshire Department of Education
Charter School Office
101 Pleasant Street
Concord, NH 03301

Hand Delivered

I have 4 students enrolled at TFA. Two high school students: one a junior and one a sophomore. I also have two middle schoolers: one is an eighth grader and the other is a sixth grader. I am here today to urge you to consider several items related to the charter renewal and keeping the school open without provisions to the charter documents.

My students are not one of the "original" students and I was not a part of the original request for the charter. My two older students went to the Manchester public school system and I feel that I have a unique story to share about their experiences.

This school provides for my children an atmosphere that cannot be duplicated in the public environment. My students noted the differences as soon as they enrolled at TFA.

We are not big- this provides them with more individual attention related to their academic learning.

The teachers are not tenured, this means that there are sometimes transitions in the faculty (sometimes this has consisted of 3 teachers in one year)- this also means that TFA continues to look for teachers that are the "right fit." When the right fit is found, these teachers are dedicated to their student's learning. The teachers come in early, they stay late, they run after school clubs, they provide supervision and extra assistance during study halls and lunch periods and they attend after school events. This allows the teachers to develop a personal relationship with their students and their families.

Educationally, my students are thriving. My oldest arrived at TFA as an eighth grader and nearly drowned in the assignments and homework. She has accepted assistance academically for her "holes" in learning specifically math and has worked one on one with her math teacher to get caught up over the summer as well as continued ongoing support to complete a VLACS class for geometry so that she can be prepared for upcoming SATs. Her PSAT scores continue to rise with each trial. She was recently accepted to the National Honor Society.

After learning to adjust, she now balances her coursework with many extra curricular activities such as Economics and Ethics Education for New England. Last year she won a \$500.00 scholarship for her presentation of her ideas on this topic. She is the president of Student Senate, helping other students with planning events, managing classwork, giving input to led activities including games nights, family events and input to the student handbook. She has gone from a shy and timid eighth grader to a confident, dependable and reliable junior, ready to accept academic and social challenges.

My sophomore was my first student accepted at TFA. She also attended public school before coming to TFA. While attending the larger public school, she was not identified as a student with a high math ability. Once entering this school, she was placed in a high level math class where she was much more appropriately challenged. I thank TFA for finding this strength and placing her in more challenging classes. Her PSAT scores continue to rise with each trial and she recently took the placement test at our partner community college. As a 10th grader, she is ready to take courses there including College Composition, Finite Math, Trigonometry, Probability and Statistics and Quantitative Reasoning.

My middle schoolers came from Manchester Elementary and have had a smoother educational transition. I would like them to also continue through high school and graduate from TFA. They are very happy, appropriately challenged and they have deep friendships with other students.

Is the school perfect? No. No relationship, no school is, no environment is, but they have been responsive to my needs. I continue to work with the administration and teaching staff regarding any issues that arise. I work to provide creative and positive change as I am able, volunteering my time. I was a member of the original PSC (Parent steering committee), I joined the PTSA and became the President so that I could work with administration, teaching staff to help make this school the best charter school in manchester and I work diligently and tirelessly (as a volunteer) to help everyone come together to provide as many opportunities as possible for my students.

Please reinstate the charter without provision.

I am working within every communication and interaction to build rapport, trust and a positive and meaningful relationship with the staff and the administration of this school. I want to ensure that it remains one of the top schools in Manchester and provides a complete and unrivaled education for my students providing consistency through their middle and high school career.

Thank you,



Elizabeth Sanville,

President of the PTSA
Parent of Rachel, Nichole,
Erica and Andrew Sanville



Attn: Charter Renewal Board

New Hampshire Department of Education

101 Pleasant Street

Concord, NH 03301

To Whom it May Concern,

The Founders Academy may, like all schools, have its faults, but it's a school that I and my family have thrived in. Before Founders, I went to Southside Middle School, and I was just one person in a sea of others who were all the same in the eyes of the staff. In a school as big as Southside, teachers only know who you are, only *care* who you are, if you're one of the "bad" kids who act out for attention. I was one of the students who got overlooked in a system that was too big and overworked to be able to take care of everyone. I had a math ability greater than that of my peers, but because I wasn't a trouble maker, no one noticed. I barely did any math homework and wasn't even there a lot of the time, and I passed with a high A. Because I did well on tests and didn't draw negative attention, I was hustled along without a second glance. The next year I started at Founders, where you actually have to show up and do the work. It was a change of pace that annoyed me at first, but I really like that I'm learning something new almost everyday. Teachers at Founders care about whether or not you're doing well, and if you feel like you aren't being challenged enough, you can move up a level or do extra assignments. And if you're struggling or falling behind teachers will *stay after school* to help you, and if you can't make it after school they will find another time to help you, whether it be before school, during school, or through emails. This school has been really good for me and my family, and yeah, it's not perfect, but it's better than normal public schools.

Respectfully,

Nichole Sanville

10 January 2019

Copy of statement made in person to NH Board of Education:

To the distinguished members of this board, thank you for your service to our State and its students, educators, and educational administrators. You have my deeply held appreciation for allowing me to address you personally today and speak in favor of The Founders Academy charter school.

It was with shock that I learned that a member of the community came before you last November requesting action be taken against the school. And, it was with further regret that I learned of the order recently sent to the school by this board requesting a remedial plan.

As a parent of a Founders student, I am here advocating for the renewal of The Founders Academy charter. The school has been a place where my daughter has thrived. For the last year and a half, she has relished in the classical education that it has afforded her and is grateful for the leveled placement that has enabled her to take classes above her grade level in foreign language, computer, math, and science. Unlike her prior institution of learning that focused on memorization and recitation of fact, Founders has been a place that has stretched her mind - taught her how to use fact and logic to think and to articulate for herself. It has been a place where she has and continues to learn responsibility for herself, concern for others, and the diligent hard work it takes to succeed. Having served as a substitute on more than one occasion in 2018, I have been impressed by the dedication of the school's teachers and their ongoing efforts to inspire their pupils to higher achievement. As a parent, I have also been pleased with the kind reception and quick action taken regarding every inquiry I have made of faculty or staff. Although the school runs on a much smaller budget per child than the average public school in the state, Founders hard working administrators rise to the challenges of their constraints always with the best of each student in mind. As the school continues to mature, its curriculum become increasingly honed, and its student body garner increasing pride in their academic achievements - which is indeed my hope and why I stand before you today - I see only exceptional promise in the years ahead.

Thank you for your time and consideration. For inclusion in the minutes of this meeting, I have provided copies of this statement, as well as a prior email sent by my husband to the members of this board championing The Founders Academy and wholeheartedly supporting the renewal of its charter.

Bevin Anderson

Date: January 10, 2019

To: Board of Education

From: Jill Cote, Parent of 2 Students at The Founders Academy

Dear Board of Education,

Thank you very much for this opportunity to speak today on behalf of our School, The Founders Academy. To begin, two of my children attend TFA and they are in the 8th and 10th grade. Two and a half years ago when we began at Founders my oldest child Callen was in the 8th grade. Upon arriving at our school Callen could not write a simple paragraph without being brought to tears. His sentence structure was so poor that it made it nearly impossible to read his writing and understand the intent behind his words. The first year was difficult for him and we met with several teachers and the Dean herself. The Dean had suggested that we have Callen tested for any delays of any kind and possibly consider him having either an IEP or a 504 plan. I was grateful for her great concern for Callen. It was my intent to have Callen evaluated, but as time went on the outpouring of support for Callen from all of his teachers made it seem unnecessary to do anything else. I considered, what more could I ask for? Callen had one teacher that told him to 'share' his paper's electronically on Google classroom as soon as he wrote his name on the paper. Then, as he wrote his paper, his teacher, from home, would log in and check his progress every 20 minutes or so. Through Google classroom his teacher was able to add notes, comments, and corrections to Callen's paper as Callen progressed through his work. This type of help continued weekly for the entire school year. In addition they would help him during study halls and after school. I have never met a community that would pour out such support on a student in need! There are more instances than I can write of today, but the help has continued above and beyond and now, in 10th grade, we are no longer crying over one simple paragraph and Callen is handing in complete essays with much ease. My daughter, who began in 6th grade is here today, and will share some of her life at The Founders Academy. Her story is very similar, but with regards to math class. I am so thankful for the support and help she has received as she struggled greatly entering 6th grade. Basic math facts were difficult to recall quickly and she surely struggled to know when to apply what concept in a math problem. Today, she is thriving in math class and The Founders Academy is the reason for this great growth!

Thank you for your time today in hearing just one Mom's experience at The Founders Academy. We have found a home here where my children have learned to love learning. I pray you protect this home of learning for my children and many others.

Best regards,

A handwritten signature in black ink, appearing to read "Jill Cote". The signature is fluid and cursive, with the first name "Jill" being more prominent than the last name "Cote".

Jill Cote

Mother of two students at The Founders Academy

01/09/2019

Dear Board of Education,

The Founders Academy is a school that helps you at any time. There have been many times that I have asked teachers for help and within a few minutes they will respond with a "happy to help". I personally struggled with writing, but once I came to the Founders Academy my writing started to improve greatly. My English and History teachers would help me with grammar and sentence structure. There have been many times where my teachers have helped me for many hours, helping me up until nine or even ten o'clock in the evening with a paper, even if the paper was not for their class. My math teacher will help anyone who does not understand a math concept, all you have to do is just ask for help and she will talk to you in person and help you until you get the concept. She will never move onto the next topic until the whole class understands the concept. All of my teachers will help in this way, and will often stay after school to help you. Any of the teachers at The Founders Academy will do this for any student because they are not teaching for the money but because they want us to learn. I can't imagine going to any other school because The Founders Academy is very important to me and my education.

Sincerely,

A handwritten signature in cursive script that reads "Callen Cote".

Callen Cote

10th Grade Student at The Founders Academy

01/09/2019

Dear Board of Education,

I would like to express how The Founders Academy has supported me in all my needs. Whether it is math, science, language arts, or history, I have received great help from all my teachers. In Math I used to struggle greatly, but The Founders Academy has a class that all sixth graders had to take, which is Math Lab. Math Lab brings you through real life problems and fun learning games that gave me extra techniques and ways to go about solving a problem. Now I am in eighth grade and math is easier for me to do because of tips and tricks I have learned along the way. Another example of how invested teachers are in their students at The Founders Academy is when my language arts teacher went out of her way to give her many students feedback on every sentence in their essays. My language arts teacher taught us grammar in depth, so we would never question how to punctuate a sentence. She taught us how to identify deeper meanings of texts and analyze stories.

Every class is related in some way. When my history teacher was teaching me about the Revolutionary War, my language arts teacher was having us read a book about the Revolutionary War as well. I was able to relate the book and the lessons, which gave me better understanding of the topic being taught in both of these classes. It is very important to me that my school is here to support me. The Founders Community is so respectful and mindful of children's desire to learn and they get as much as they can out of each school day. Thank you for giving me the opportunity to show you all how beneficial The Founders Academy is and has been to me!

Sincerely,

A handwritten signature in cursive script that reads "Annabelle Cote".

Annabelle Cote

8th Grade Student at The Founders Academy

Below please find the list of what I believe to be Charter Concerns that I have discovered at this time.

Concerns in the Charter of The Founders Academy

1. Page 6- “5. Students and faculty will meet twice a week for a fifteen-minute assembly. Students will make presentations, listen to visiting lecturers, and debate issues. Occasionally the time will be extended for an academic or extra-curricular program.” **Not ever done.**
2. Page 7- “13. TFA will utilize a diverse selection of learning environments, including local courthouses, businesses, research institutes, and college campuses.” **This has only been done on the rare occasion that some students are allowed to go on a field trip.**
3. Page 9- make-up of the Board of Trustees- “ * Three (3) parents (parent or parent-member representative from the parent steering committee)” **PSC not allowed until 11/29/17 and not established until 12/15/17. Revoked and made a Board committee 2/**/18.**
4. Page 10- Committees- “Initial subcommittees will include: start-up, board recruitment, strategic planning & finance, curriculum development, personnel, outreach, and others as needed.” **Board recruitment never a committee, hand-picked by administration. Finance not established until 10/**/17. Curriculum has never been a Board committee, but has met as a select group, behind closed doors. Curriculum meetings/agendas/minutes never posted or available to the public. Personnel not established until 5/19/18, as a Hiring Committee. To date, no meetings/agendas/minutes have been posted or available to the public. Outreach met in the past intermittently, primarily serving as a Fundraising Committee. They have not met since 11/17. Policy is one of the 'other' committees and has met behind closed doors until 10/17. Previous meetings/agendas/minutes have not been posted or made available to the public. It meets intermittently at this time.**
5. Page 11- Board of Advisors- “The governing Board of Trustees shall be augmented by a Board of Advisors. The Board of Advisors is an advisory group of non-voting members, representing areas such as, business industries, academia, law and ethics, research, international relations, student and faculty, legislators, and other topics of interest to the board. **This is just a menu item on the website, with only two names, who are friends of Maureen's. They do not sit with the Board nor do they advise the Board. This is a straw-man.**
6. Page 14- Classical Periods as Domains for Shaping a Coherent Curriculum- “Coursework will include the arts and sciences organized for coherence around identified domains of historical development beginning with ancient civilizations

and ending with modern times. For example, Algebra will be taught both as a course where students learn a process of mathematical thinking to solve relevant problems, and, in connection with other coursework of interdisciplinary projects, where students learn how mathematics in successive periods of time was constructed.” Happens to a small degree in English/History, but never in Math or Science.

7. Page 15- “Faculty from the three divisions will collaborate to develop linkages and opportunities for cross-disciplinary and cross-grade-level student projects within the individual courses...” Has never been done.
8. Page 15/16- Leadership Strand- Other courses such as Business Ethics, Constitutional Studies, Rhetoric and Debate, and the Morality of Free Markets will focus on ethical leadership in the modern world...” None of these courses have ever actually been taught.
9. Page 16- “Other courses and learning activities in the “Leadership Strand” include: Physical Education and Health, Independent Study, Extended Learning Opportunities and the Senior Project.” Physical Education and Health have only been taught to a small group of students. My son has been enrolled since Day One and did not have the opportunity to take either course until this year.. Independent Study was allowed in Year 3 as a Pass/Fail course. No grade given and does not help the GPA. ELOs have not been available or developed. This year is the first Senior Class, and the Senior Project does not come close to what was called for in the Charter.
10. Page 16- Instructional Approach- “Teaching and learning at The Founders Academy will draw upon the research-based Paideia Active Learning approach for organizing instruction. No teacher has indicated to me that they are familiar with the Paideia approach, or that they are using this in their classroom.
11. Page 17- Project-Based Learning- “Community-based, and 'real-world experiences' will also be an integral component to the learning program.” My son has never been taken out into the community for any learning at all.
12. Page 17- Leadership Goals- “*After four years in the program, at least 90% of students will demonstrate advanced characteristics and skills of leadership, as measured by a rubric for assessing relevant evidence contained in each student's portfolio, evidence provided by teachers, and evidence provided by at least two community references with whom each student has interacted.” No objective rubric has been provided for the students.
13. Page 17- “Each year of the program, all students will fulfill the requirements of an effective leadership role in some aspect of school or community life: student government, internship, community service, independent project, coordinator of group project, etc. - as documented in each student's portfolio.” Parents have not been given access to student portfolios. I have no idea what is in my son's

portfolio. I have provided him with opportunities outside the school myself, so I don't know how the school could document it. They have never asked me.

14. Page 17- "As an option for achieving this goal, students will be strongly encouraged to work either independently or with a group of students over multiple years to launch a small business or non-profit venture, complete with business plan, market analysis, an implementation period, and periodic reporting back to stakeholders." Last year the school had a teacher come forward, saying that the Curriculum Committee had decided to change this all on their own. A small business or non-profit is now just one of the options, not required.
15. Page 18- "Progress will be documented each year by a collection of writings included in each student's portfolio and used for annual reflection and planning for the following year." Again, as parents have not been given access to this alleged portfolio, I don't believe it exists. My son has not used it for reflection or planning.
16. Page 18/19- "Of central importance in this process will be the development and periodic review of electronic student portfolios, uniquely designed to chart progress in demonstrating growth in the characteristics of thoughtful, imaginative, and productive young leaders." For the third time - this portfolio does not exist to my knowledge. Maybe it has been kept a secret for some reason. But as far as the parents know, it does not exist.
17. Page 19- Academic Goals- "Students will exceed the average performance of New Hampshire students on NECAP, PSAT, SAT, and the Smarter Balanced Assessment (2015) for all subjects tested." "Will" is a declaratory statement. Please review the test results for yourself. TFA has FAILED to exceed the state average on standardized test scores, with the one exception of last year's 11th graders who exceeded in English on their SAT test.
18. Page 19- "At least 80% of students will master the performance objectives for courses in English, history, science, and mathematics each year as measured by multiple assessments (tests, performance tasks, exhibitions)." This year students were told that if the class they were taking is NOT a pre-requisite for any other class, that a 70% mastery grade will be acceptable. I believe that was done to protect seniors who would otherwise fail to graduate, making the school look bad.
19. Page 19- "At least 80% of students will demonstrate positive levels of interest in learning at high levels each year in at least a majority of their classes as measured by documented teacher observation and a student survey instrument." My son has never filled out such a survey instrument.
20. Page 19- "After three years in the program, at least 80% of students will demonstrate an advanced ability to originate and proceed with exploring a line of questioning that leads to a deeper understanding of ideas and concepts, as

- measured by a rubric for assessing related evidence contained in each student's portfolio.” *As the alleged portfolio does not exist, neither does the rubric.*
21. Page 19- “After three years in the program, at least 80% of students will demonstrate an advanced understanding and performance skills of language as used in influencing how one perceives the world, thinks about it, and chooses to act upon it – as measured by a rubric for assessing relevant evidence contained in each student's portfolio.” *For the fifth time, no portfolio and no rubric.*
22. Page 20- “Each year, at least 80% of students will demonstrate increased knowledge of the history of technology and its effects on perception and expression as measured by documentation of related research projects conducted by individual and groups of students each year.” *My son has never done such a research project.*
23. Page 20- Achievement Tests- “In addition, other supplemental testing methods may be used...” *The school administers only the required standardized testing, as well as the PSAT and SAT. These are NOT Achievement tests. I really wish they would administer the Iowa Test of Basic Skills or the California Achievement Tests, but they have failed, again, to comply with the Charter.*
24. Page 20- “At the beginning of the school year, students will be given benchmark assessments for reading and mathematics.” *My son has not been given any assessments at the beginning of the year.*
25. Page 20- “Achievement tests will be used to measure pupil academic and other goal achievement including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, expository writing, history, geography, science, and mathematics.” *This has never been done. I wish it had.*
26. Page 21- “TFA will rely on standardized testing to determine how students are progressing through these areas. In addition to standardized testing a variety of rubrics will be developed by the appropriate faculty to measure academic progress. Examples of rubrics needed are critical thinking, presentation, team participation, quality of writing, research skills, and quality of overall project/presentation, leadership skills and mathematics. This list is not final and may be influenced by the faculty in the classroom and curriculum development.” *That sure sounded good. But it was not done.*
27. Page 21- “Age based assessments will be applied to measure student academic progress. They may be administered throughout the year with a minimum of two times per year. Ideally testing will be administered in September and again in May.” *A minimum of TWO times per year? My son has never been given such an assessment in four and a half years.*
28. Page 22- Subjects- “Health Education, 1 credit; Physical Education, 1 credit; Business and Entrepreneurship, 2 credits; Rhetoric and Debate, 1 credit;

Constitution/Founding Documents, 1 credit; Accounting & Investments, 0.5 credit; Domestic & International Law, 0.5 credit” My son was offered Physical Education for the first time this year. He has never been offered Health. He has not been offered Business and Entrepreneurship, which would take two full years. He is finally taking a Rhetoric class, but with no Debate. This is the first year he is studying the Constitution/Founding Documents, and has not been offered classes in Accounting and Investments, nor Domestic & International Law. These classes and credit requirements have either been dropped or modified by the school, without asking permission to change the Charter. Other classes in Economics were also eliminated from the graduation requirements, without approval of a Charter revision.

29. Page 24- School Director- “TFA Director will be responsible for the leadership, day-to-day business affairs, and school operation as designated by the Board of Trustees.” We have not had a Director since Year One. Maureen Mooney assumed the title of Dean, effectively changing the Charter without permission. Her contract has never been made public and we don’t really know what she does everyday. But she is paid over \$70,000 to do it.
30. Page 24- Director Qualifications- “Master’s Degree from an accredited university, preferred” Ms. Mooney did not have this until AFTER she was hired as the Director.
31. Page 24- “Minimum of 5 years teaching and/or school administration experience, preferred” Ms. Mooney had no teaching experience before she came to TFA that was listed in her bio.
32. Page 25- “Background in high school education, preferred” Ms. Mooney had none in her bio when she was first hired to teach NH History in Year One.
33. Page 27- Volunteer Staffing- “TFA will use parents, districts, and college campuses to initiate volunteer programs.” Some of us who have paid for our own background checks are no longer welcome in the school. We are no longer called to substitute. Some are no longer allowed past the front desk. To my knowledge, no districts or colleges have been used to staff or initiate volunteer programs.
34. Page 31- Admissions Process Overview- Prospective students and their families will be required to attend at least one informational meeting at which TFA's educational approach and expectations of students and their families will be explained, prior to enrollment.” No new parents in recent years have told me that they received information on the Trivium or Quadrivium, the pillars of Classical Education
35. Page 33- Pupil Governance- “We will work with qualified staff with experience in these areas as we move forward.” From reading the State Order, it appears you know that this is an area of contention, especially for our students with special needs.

36. Page 33- “Students will be taught strong communication, self-advocacy, self-discipline and leadership skills as they move through the curriculum.” Students and staff are taught to fear Dean Mooney, and listen for her heels tapping down the hallway. They are taught to comply, but not self-advocate. They tried to do that in Student Senate, and had a teacher slam papers on a desk, yell at them, and then storm out of the room. After spreading lies to other teachers in the building, one teacher called out a student senator in class, causing great anxiety. Students have been bullied by teachers and staff, they are not allowed to advocate for themselves.
37. Page 34- “Additional procedures will be outlined for violent behavior or bullying that may occur at the school. The procedure will allow for detention, suspension or expulsion depending on the severity of the incident.” From reading the State Order, it appears you know of these problems already.
38. Page 34- Fiscal- “An annual financial report will be provided including an audit by an independent certified public accountant.” There has never been an audit of just the school. Audits are always done with the finances of the Founders Academy Foundation combined with the Founders Academy School. We have no idea about the real financial status of the school itself. These two organizations need to be split. Many discrepancies have been found on budgets as well, discrepancies that the Auditors did not catch. Check manifests are not made public and it takes a right to know request to see them.
39. Page 34- “The Board shall also adopt policies for the financial management of the School, including policies on conflicts of interest for Board members, Administration, and Faculty.” They have adopted policies. However there is no conflict that any policy requires a member to abstain from voting on. So employees and vendors who have contracts with the schools are able to vote on policies that govern themselves and their paychecks. It just doesn't seem right.
40. Page 35- Annual Audit- “The School will also comply with all requirements set forth in ED 318.07 regarding the contents of its annual report.” “As required by law, the annual report will be provided to the state board and any person who requests it. In addition, a summary version of the annual report and periodic reports will be made available to the parent or guardian of each student at the School” This was not the case until this past school year. It took me sending right to know requests to get them to post these on their website.
41. Page 36- Annual Budget- “The Founders Academy Foundation is committed to working with the Board of Trustees to seek a diverse portfolio of revenue sources to establish and guarantee long-term fiscal sustainability.” There are only two significant sources of revenue for this school- the State and Mrs. Humphrey. We know approximately how much the State is sending, but

we have no idea how much Mrs. Humphrey is covering, either from her own accounts, or laundered through the Foundation.

42. Page 36-Fiscal Issues- “The Director and Business manager will develop in partnership with the Finance Committee a balanced yearly budget. TFA Board of Directors will review and approve each budget prior to each fiscal year.” *For the first four years, the Director and Business manager WERE the Finance Committee. No public meetings were ever held, until I made a stink about it. No public meetings of the Finance committee have been held in months now. Proof is on the Calendar page of the school’s website. (I have copies in case they try to go back and edit them)*
43. Page 39- Parent Involvement- “Parental involvement is a core philosophy of the school. The school will have a well-defined parent involvement initiative through the Parent Steering Committee.” *The Board hired a lawyer whose first act was to write an opinion stating that this should be a Board Committee. Thus, there is no parent involvement as there is no need to be a vehicle between parents and the Board if this committee IS the Board.*
44. Page 39- “TFA believes that parents are an integral part of the school community and bring valuable input, energy and skills to the school's success.” *This Board and Administration only value parents who give them something. Volunteers of the month have often been donors. Parents who question policy, curriculum, administration, etc., have been shut out and are no longer allowed past the front door, nor are they allowed to volunteer as substitutes any more. At the last Board meeting, the Board voted to move Public Comment to the end of the meeting, thus voting on all agenda items before parents have a chance to give their input.*
45. Page 39- “Because not all students have parents to share in their academic interests, TFA will identify business and community members who are available as mentors, providing guidance specific to students' interests.” *This has not happened.*
46. Page 39/40- “A Parent Steering Committee will be created within the first few weeks of school. The Committee serves as the communication vehicle between parents, the School Director and Board of Trustees.” *Please see #43 above.*
47. Page 43- “The Board of Trustees will seek to develop a timeline for the Director to report data and information in a manner that assesses the progress of each goal statement in order to measure effectiveness and provide the opportunity to revise practice, if warranted.” *This has not happened.*
48. Page 43- “1...a. Reach cap enrollment in each successive year or operation.” *This has not happened.*
49. Page 43- “1...c. Establish, maintain, and grow an endowment fund.” *No such fund exists.*
50. Page 44- “3. TFA will extend the culturally relevant experience of its students.”

This has not happened.

51. Page 44- “3...a. Connect competencies to student real-world experiences.” *They have not gotten out into the real world. Field trips are very few and far between. Field trips are usually granted for favored teachers and mostly for middle school.*
52. Page 44- “3...b. Assess student performance when engaged in off-campus experiences.” *There are very few off-campus experiences. Can you really count attending The Christmas Carol at the Palace a time to assess student performance?*
53. Page 44- “4. TFA will connect students to a real-world experience by partnering with community business and public, or non-profit organizations.” *This only happens in a few after school clubs. The entire student body does not participate in every after school club.*
54. Page 44- “4...a. Create Extended Learning Opportunities (ELO) to place students with profit and non-profit organizations for mentoring” *This is only being proposed this current year. Too late to help our first graduating class. But it is being spearheaded by a former board member and the daughter of a current board member.*
55. Page 44- “4...b. Create apprenticeship opportunities for students with business in the community.” *This has not happened.*
56. Page 44- “4...c. Create internship opportunities for students with for profit and with non-profit organizations and local business.” *This has not happened.*
57. Page 44- “4...d. Assess student competency mastery as performed for ELO, apprenticeship, and internships.” *This has not happened.*

There may be other concerns, but at this time I believe these to be the most significant. Solving these problems is possible, if all parties involved are dedicated to preserving the spirit of the original Charter. It will require some hard work, but can be accomplished before the next school year begins.

Thank you for your time and your interest in promoting the opportunity that NH has when it comes to making Public Charter schools a real choice for families here in NH.

Mrs. Patrice Benard
Manchester NH

(address and phone have been provided to the Clerk, but not listed here due to prior acts of TFA)

New Hampshire
State Board of Education
Department of Education
Londergan Hall, Room 100F
101 Pleasant Street
Concord, NH 03301

Minutes of the Thursday, December 13, 2018 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:33 a.m. at the State Department of Education, 101 Pleasant Street, Concord, NH. Drew Cline presided as Chairman.

Members present: Kate Cassady, Cindy Chagnon, Drew Cline, Chairman, Sally Griffin, Helen Honorow, Ann Lane, and Phil Nazzaro. Frank Edelblut, Commissioner of Education and Christine Brennan, Deputy Commissioner of Education were also present.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Kate Cassady led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Ken Page, Interim Executive Director of the New Hampshire Association of School Principals (NHASP)

Mr. Page introduced himself and provided an overview of his professional background. He explained that the NHASP is in transition moving from its long-time executive director to a new executive director they hope to have hired by July 1, 2019. During this year of transition, Mr. Page, as interim executive director, will work with the NHASP board to reestablish its goals and priorities, suggest to them revisions to policies, procedures and by-laws, as well as working with them to provide relevant professional development opportunities for the NHASP board and its membership. He extended an open invitation to the members of the State Board to attend these events.

Patrice Benard, Founders Academy Parent

Ms. Benard addressed the State Board with concerns about The Founders Academy and noted that they placed her public testimony from last month's State Board meeting on their website along with her name, address, and email address. She provided a written copy of today's testimony to the State Board.

Moira Ryan, Founders Academy Parent

Ms. Ryan provided the State Board with information regarding her son and asked that the State Board look at the IEP implementation process in the hope of having it shortened as well as review the service provision included in the process between school districts and charter schools.

Robin Corbeil

Ms. Corbeil introduced herself and provided an overview of her professional background as a computer science educator. She voiced her concerns how the changes in credentialing requirements to teach computer science will negatively impact her job as well as other computer science teachers in the State. Ms. Corbeil noted that there are 300+ computer certified science teachers in the New Hampshire and this year that pool of teachers is being divided between those teaching computer science and those helping teachers with technology in the classroom. As a result of these changes, Ms. Corbeil will have to file for Alternative 5 Site-Based Certification, paying \$50 and proving to the State that she is capable of doing a job she has been doing for 15 years.

While Ms. Corbeil fully supports the credentialing changes, she asks that the State look at grandfathering teachers who currently hold computer education certification with district documentation that they have been consecutively teaching 50% or more of computer science in the classroom

AGENDA ITEM IV. CONSENT AGENDA**A. Meeting Minutes of November 8, 2018**

MOTION: Cindy Chagnon made the motion, seconded by Helen Honorow, to approve the meeting minutes of November 8, 2018, as amended.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

AGENDA ITEM V. SPECIAL PRESENTATIONS

A. Student/Gate City Charter School for the Arts ~ SB-FY-19-08-001

Speakers were duly sworn by Chairman Cline.

Ms. Barbara Baxter and Ms. Paula Finn spoke to the State Board about bullying incidents at Gate City Charter School for the Arts (GCCSA) involving each of their daughters. Explaining that the school never conducted an investigation into the bullying and both girls were not allowed to reenroll at the determination of the GCCSA's Board of Trustees.

The parents clarified that the girls did not withdraw from the school voluntarily.

Both girls then spoke to the State Board about the bullying they experienced at Gate City Charter School and how they felt they were blamed by teachers and administrators for speaking up, and how it made them feel.

Helen Honorow read from the Hearing Office's report the following, "the director testified that the other reason why the student was not allowed to re-enroll was because of the parent's behavior toward school staff was not positive" and asked Ms. Baxter and Ms. Finn which parent the Hearings Officer is referring to in his report. They responded that it was both.

Ms. Rebecca Frederickson, Director of Operations at Gate City Charter School for the Arts (GCCSA), expressed concern that she was not prepared to re-try the case and thought that they would only be addressing concerns with the process. Chairman Cline explained that they would not be retrying the case, but part of the process is to fill in any gaps that might be in the Hearings Officer's report in order to have a fuller picture before making a decision on the Hearing Officer's recommendation. Ms. Frederickson also noted that she was never notified that the other parties would be speaking today, which is required. Chairman Cline explained that the notice sent to all the parties indicated that each would be given an opportunity to speak.

Ms. Frederickson was sworn in and read her prepared statement, which was submitted to the State Board. She explained that she was not in the

Director's position at the time these incidents occurred and that it was GCCSA's understanding was that the issue being brought before the State Board was re-enrollment, not the bullying allegations. Ms. Frederickson noted the report did not mention or note the families' very dramatic, very visual withdrawal from the school and GCCSA staff's statements related to it. When the families noted that they wanted to re-apply, their seats were already taken. Throughout the process, she stated that they have made every effort to be compliant in terms of providing information and following procedures. She acknowledged that the bullying investigation had not taken place and stated she was willing to follow the State's recommendation.

Chairman Cline asked for clarification on the re-enrollment. Ms. Frederickson explained that the class was full and the spots had been taken. She also explained that in addition to looking at the enrollment numbers she also took into consideration school culture and climate expectations. Chairman Cline asked Ms. Frederickson to elaborate on what is meant by school culture and climate expectations and noted in the report that there is a letter that cited truancy issues as the reason they were not allowed to re-enroll. He asked if there were other things factored into the decision to not re-enroll. Ms. Frederickson commented that a lot of teachers were frightened by the parents and noted that there were a lot of issues with the families last year that were not properly documented.

Chairman Cline noted that the letter to not re-enroll only cites truancy and noted there is a huge gap between that and issues with parent behavior.

Cindy Chagnon asked if the school received a formal letter withdrawing the students from the school. Ms. Frederickson responded that the school had not received any such letter.

Kate Cassady asked if the school had a written policy or criteria on truancy and absences. Ms. Frederickson responded that there was not a written policy in place at the time and noted that they have one in place now.

Cindy Chagnon noted that the anti-bullying laws require a response within 48 hours. There's a fairly rigorous process that must be followed, and it is not pre-determined by a headmaster or board as to whether they think it happened. Ms. Frederickson explained that she was not the director at that time and was not sure why the process was not followed. She commented that when the parents requested the investigation, the director shared the emails and offered to begin the investigation. The parents asked him to recuse himself, and he passed that responsibility on to the school's board and their recommendation was based on that testimony. It was at the end of the school year and it took a couple of weeks for the school board to be able to hear the issues. Ms. Chagnon pointed out that the truancy was mainly during that two-week process, if she understood the timing right. Ms. Frederickson did not have a report about the situation when she

became director, but there was an email that outlined the related events. That was the only information she had.

Chairman Cline asked for clarification on the recusal and when the Frederickson's knew about their daughter being part of the complaint. Ms. Frederickson explained that they were not aware of their daughter being involved with the bullying and that the issue before the school board at the time was regarding enrollment and not bullying and did not think they needed to recuse themselves. Ms. Frederickson mentioned that she obtained a copy of the police report and her daughter's name was not in the report.

Chairman Cline noted that the reason for the absences was bullying, and the cited reason for not re-enrolling was the absences making them clearly related.

Cindy Chagnon cited the Hearing Officer's report indicating that, "No evidence was provided that anyone performed any type of investigation regarding allegations in June or any prior allegations. The school did not make a formal determination if bullying actually occurred....". Ms. Frederickson agreed that an investigation did not happen and would like for one to take place.

Chairman Cline cited a letter from August to the parents in which it was stated that the appeal in regards to bullying would not be heard, as it was already

addressed in the hearing in June. He noted that this was astonishing when there was no investigation to even determine if there was bullying.

Kate Cassady asked when Ms. Frederickson had started as director. Ms. Frederickson stated that she started in July.

It was agreed, after board discussion, that school staff be included in the investigation into the allegations of bullying.

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education accept the Hearing Officer's report and adopt the Hearing Officer's recommendations, thereby overturning Gate City Charter School's decision on re-enrollment and assigning an independent investigator to review the allegations of bullying.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

B. Student/Hudson School District ~ SB-FY-19-11-005

Parent requested that this agenda item be withdrawn.

MOTION: Cindy Chagnon made the motion, seconded by Sally Griffin, that the State Board of Education accepts the motion to withdraw the request for dispute resolution from the parent.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

A. Three Month Charter School updates

1. Capital City

Stephanie Alicea, Head of School, provided an update on Capital City Charter School. They currently have 32 students and provide school-based, in-service learning for sixth through eighth grade. There are approximately 11 seventh-graders and 18 eighth-graders. They are growing each year and adding a grade. Ms. Alicea shared photographs with the State Board, and shared some students' stories.

Ms. Alicea noted that there is additional space for classrooms at their current location. She also responded to a question raised about the sustainability of the school in that their projected enrollment the first year was 75 students.

2. Kreiva Academy

Michelle Mathieu, Director of Culture and Curriculum provided an update on Kreiva Academy and provided the State Board with printouts. Kreiva opened in a newly renovated building in downtown Manchester and have grown to 100 students, 3 administrators, 1 curriculum director, 9 teachers, 4 paras, 1 guidance counselor and 1 soon-to-be custodian. Ms. Mathieu noted that 80% of their students are from the Manchester area, 20% are students of color, and almost 30% qualify for special education. Kreiva is a project-based learning school, and next to none of the students enrolled come from that type of school environment. The staff and students are learning the approach together. Another challenge has been bringing students together who are not accustomed to a community-based collaborative environment. Creating its own culture has been an ongoing process for Kreiva Academy.

A question was raised regarding the Academy's restorative justice program. Ms. Mathieu's explained that restorative justice started in the legal system, and the essential theory behind it is instead of having a list of rules and consequences the students are looked at as being in a community with relationships. If a student makes an unfortunate choice, they look at what relationships were damaged in that choice, as well as the natural consequences. It brings students to a point of confidence and seeing eye-to-eye with their community and what is going on around them. Students are beginning to understand the concept of looking at the whole picture before making a judgment about ramifications or consequences. The State Board would like Ms. Bayer to

return later to address the board and speak more about restorative justice and the results they have seen.

Ms. Mathieu provided an update on Kreiva's curriculum and alternative style classrooms.

In the original application, the projected enrollment was 144 students. Ms. Mathieu commented that they have adjusted their projections to make sure they are staying in line with the budget and with student needs. They are currently budgeting off of 80 students, which is their break even. There is room for growth, and next year they are proposing to grow with two more classrooms, which would put them between 135 and 145 students.

3. Windham Academy

Melinda Labo, School Director reported that Windham Academy opened in September and is a full-day kindergarten, first, second and third-grade school. It is a STEM school with a strong foundation in reading and math. The teachers are all trained and certified and bring their knowledge from a variety of areas.

Two young gentlemen shared their experiences as third graders at Windham Academy with the State Board.

Ms. Labo updated the State Board on the specials that they include: art, let's play music, YMCA, mindfulness and movement, and appreciation of reading.

There are 17 students in each kindergarten class, and the teachers from different grades share and collaborate to help individual students and keep pace with their learning.

There are 70 additional students that are pre-registered, 45 of which are for the full-day kindergarten. They will have to use a lottery system for enrollment selection because they will not have seats for everyone that applies. Ms. Labo noted there are only two students who have confirmed they will not be returning and this is because they are moving from the area. The families with them truly want to stay.

Sally Griffin asked if they have bullying instances, and if so, how they deal with them. Ms. Labo reported that they follow a no-tolerance bullying policy; however, they have not had any instances of bullying. She mentioned that she has a lunch with the older students to talk with them about being role models for the younger students.

Ms. Labo praised the young gentlemen that spoke earlier to the State Board and noted that they are great role models for the younger students. The

State Board thanked the young men for the wonderful job they did speaking today.

**AGENDA ITEM VI. REPORTS, NEW BUSINESS and/or DEPARTMENT
UPDATE**

A. Charter Renewal Extension Requests

Jane Waterhouse, NHDOE, Charter School Administrator reported to the State Board that the charter school renewal process is not happening as quickly as she had hoped. She outlined the review process and noted that there just is not enough time to meet the deadlines she previously had set and were approved by the State Board. Ms. Waterhouse also mentioned that finding/hiring reviewers has been difficult. It was suggested to consider looking outside of New Hampshire for educators with public school experience and at other New Hampshire charter schools not up for renewal to obtain charter school experienced reviewers.

Ms. Waterhouse hopes to have caught up with all the renewals by or before the State Board's March meeting and is requesting renewal extensions based on the table below.

Charter School	Original Charter Approval Date	Original Expiration Date	SBOE Extension Approval Date	Extension Expiration Date	New Extension Requested	Anticipated SBOE Renewal Dates
Next	8/23/13	8/23/18	5/10/18	11/10/18	3 months	1/14/19
Founders	7/18/13	7/18/18	5/10/18	11/10/18	3 months	2/14/18
Mountain Village	7/18/13	7/18/18	6/13/18	12/13/18	3 month	1/14/19
Gate City	7/18/13	7/18/18	6/13/18	12/13/18	3 months	2/14/19
Granite State	8/19/13	8/18/18	7/11/18	1/11/19	3 months	3/14/19

MOTION: Cindy Chagnon made a motion, seconded by Ann Lane, that the State Board of Education authorize the extension of charter renewal requests for Next Charter School, Founders Academy Charter School, Mountain Village Charter School, Gate City Charter School for the Arts, and Granite State Arts Academy.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

B. Virtual Learning Academy (VLACS) Charter Renewal

Jane Waterhouse, NHDOE, Charter School Administrator introduced herself as well as Steve Kossakowski, VLACS CEO. Ms. Waterhouse presented

the charter renewal request for VLACS and noted that the site visit was very well organized, and the three reviewers unanimously recommended renewal.

She then went on to note that the school has continuously demonstrated its ability to deliver a quality education and engagement with its stakeholders. VLACS has a high level of academic achievement and over the years has refined and developed their competency-based customized learning experience program. The school has ably demonstrated a strong balance sheet and sound financial management and has a fund-raising plan that ensures its ability to meet financial goals. They have increased student enrollment while growing academically with sound practices of research and evidence-based practices and curricula.

The evaluation team felt that VLACS is setting trends for the future of education not only in New Hampshire but nationally and internationally.

Mr. Kossakowski noted that the VLACS' technology department is getting ready to launch a new system that will better support work-based learning in grades 9 through 12.

There was discussion about the security of student data and information. It was noted that VLACS operates from the perspective that it is never truly safe.

They recently hired a contractor who works with banks to evaluate VLACS' data security and as a result they updated as well as changed some of their protocols.

MOTION: Cindy Chagnon made a motion, seconded by Ann Lane, pursuant to Ed 318.12 and Ed 318.13 that the State Board of Education, authorize the extension of the charter of Virtual Learning Academy.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

C. New Hampshire School Building Authority's (NHSBA)

Recommendation of Prioritized School District Proposals in Descending Rank Order

Gregory Hill, Chair, NHSBA introduced himself and presented to the State Board the NHSBA's recommendation of Prioritized School District Proposals in Descending Rank Order. He mentioned that Woodsville High School went to Court yesterday to request that they be granted the ability to have a special community district meeting to see if the community would allow for additional funding to go to a different project entirely. That community meeting will be held this Saturday at 10:00 a.m.

Commissioner Edelblut explained that this is a continuous process with multiple check-ins along the way before it is submitted to the legislature.

Mr. Hill reviewed the State guarantee option, and he felt additional discussion would need to take place between the Authority and the State Board regarding how to educate communities.

The State Board agreed that more time was needed to review the materials.

MOTION: Phil Nazzaro made a motion, seconded by Ann Lane, to table this agenda item until next month.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

D. Nonpublic School Approval for Thrive Program

Susan McLaughlin-Beltz, Executive Director at the Neurodevelopmental Institute of New Hampshire (NHNI) introduced herself and Thrive special education teacher, Andrew Kyriakoutsakos to the State Board. Ms. McLaughlin-Beltz explained that NHNI is an eight-bed residential treatment facility for children from birth to 21 years old. The program is designed for

children who have experienced trauma and have been pulled from their homes due to abuse and/or neglect. They come to the agency for a 60-day assessment and treatment and noted that some placements are court ordered. The request for nonpublic school approval is to allow the school-aged children that are at NHNI to receive education because the local school district refuses to take these children into their schools.

Chairman Cline asked if Ms. McLaughlin-Beltz could explain to the State Board how a school district can refuse to take in these students. She explained a situation with a particular student, where the student resided in another school district before residing at NHNI in Manchester. Manchester asserted that it was the sending school district's responsibility and not theirs, even though the student was living in Manchester at NHNI. She acknowledged that there are children who cannot be maintained in the public schools, and NHNI wants to be able to provide education for these children with Thrive.

There was discussion about students with IEPs and court ordered placement at NHNI and the special education services nonpublic schools are allowed to offer. Commissioner Edelblut clarified that today's approval of Thrive as a nonpublic school does not include special education approval and noted that without special education approval the sending school district is responsible for providing special education services for court ordered placement of children with

IEPs. Ms. McLaughlin-Beltz noted that they will be pursuing special education approval after Thrive is approved as a nonpublic school.

In response to a question about staff turnover, Ms. McLaughlin-Beltz noted that it was not an issue and explained that the internship program they offer involves quite a lot of training.

MOTION: Cindy Chagnon made a motion, seconded by Ann Lane, for the State Board of Education to approve the Thrive Educational Program as a non-public school for one year.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

E. School Bullying Report for School Year 2017-2018 per RSA 193-F:6,

11

Attorney Diana Fenton and Stephen Berwick from the Department's Governance Unit presented 2017-2018 school year bullying report to the State Board. Attorney Fenton explained that the report had been submitted to the legislature and was before the State Board today as information only and was happy to answer any questions the State Board might have about the report.

Cindy Chagnon asked if charter schools are included in the report to which Stephen Berwick responded affirmatively.

Phil Nazzaro asked how these numbers compared to the previous year. Mr. Berwick noted that the number of incidents had decreased, but did note that cyber bullying continues to remain prominent. Mr. Nazzaro asked if there are any trends (i.e., increases, decreases, shifting from age groups, etc.) to which Mr. Berwick did not have an answer, explaining that the report follows the law which does not include analysis of the data. Commissioner Edelblut stated that the Department would be happy to put a chart together and was asked if the data could go back 10 years.

Sally Griffin asked how long the "Jesse Lewis Choose Love" program has been in the New Hampshire schools and asked about its effectiveness. Commissioner Edelblut explained that it was brand new and with the support of the Governor was implemented this fall.

Chairman Cline asked if "reported incident" could be defined. Attorney Fenton understands it to be that an incident has been "reported" to school administration. Chairman Cline noted that many bullying incidents go unreported and undocumented and wondered if at the state level if something could be done to coach/train and encourage students to come forward.

MOTION: Phil Nazzaro made a motion, seconded by Ann Lane, for the State Board of Education to accept the School Bullying Report for School Year 2017-2018 per RSA 193-F:6, II

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

F. Council of Teacher Education Recommendations/Updates

Michael Seidel, Director, Division of Educator Support and Higher Education for the NHDOE introduced himself, as well as Mary Earick, Director, Holmes Center for School Partnerships and Educator Preparation; Brian Walker, Coordinator of Clinical Experiences and School Partnerships for Plymouth State University; Mary Ford, Interim Dean, School of Education at Southern New Hampshire University.

Mr. Seidel provided the State Board with an overview of the review processes for both Plymouth State University's educator preparation program reviews bulleted below.

- Recommendation for a two-year conditional approval of the Council for the Accreditation of Educator Preparation (CAEP) reviewed Plymouth

State University (PSU) Professional Educator Preparation Programs
(15)

- Recommendation for a two-year conditional approval of the Council of Teacher Education (CTE) and Department of Education (DOE) reviewed PSU Professional Educator Preparation Programs (5)

Helen Honorow asked if the recommendation from the CTE is for conditional approval because unlike CAEP the State does not have a nomenclature for probationary status. Mr. Seidel responded that this is correct and that the State's status options are approval, conditional approval, or non-approval.

Helen Honorow expressed concern about transparency. She asked if the information regarding the outcome of the reviews had gone out to students, and/or parents, or anyone who needs the information regarding the probationary status. Mary Earick, Director, Holmes Center for School Partnerships and Educator Preparation introduced herself and noted that she had started in this position last December shortly after the CAEP visit. Ms. Earick made the following three clarifications:

1. PSU won their appeal because there were inaccuracies in the report. In October 2019, CAEP will be making a targeted visit to PSU to remove all stipulations. Probationary status is for two years, CAEP is waiving one

- year because the outcome of the appeals process clearly communicated to CAEP that there were missteps in their process.
2. In the second memo that was submitted as part of the State Board's meeting packet, on Page 2, the memo makes the statement that PSU did not discuss the stipulations made by CAEP to the State reviewers, and explained that was because in March, when the State did their visit, PSU was not in danger of revocation. Revocation was not on the table until April when the national CAEP board added additional stipulations that PSU never saw and then revoked its licensure. PSU's appeal addressed the inaccuracy of the addition of stipulations after the site visit. The national CAEP panel found that their site visit team was given evidence to meet the standards, noted it in the report, but didn't tell PSU to upload it to an online bank. The CAEP site visit team took the documents with them.
 3. During the appeal it was also noted that PSU had a plan and was putting a data collection system in place in response to CAEP's 2013 requirement. This was part of the information that was taken by the CAEP site team but not submitted in their report.

It was clarified that PSU currently holds a probationary status with CAEP. Ms. Honorow asked what was currently posted to the website regarding this status. Ms. Earick stated that PSU is waiting to be provided by CAEP language

to post to the website and anticipate receiving that language this month. Ms. Honorow asked what was posted now and communicated to faculty, staff, students and parents about PSU's probationary status with CAEP.

Chairman Cline noted that PSU had a statement/press release issued on June 12, 2018 stating that PSU is reevaluating national accreditation of its educator preparation programs and asked where PSU is in this process. Ms. Earick stated that in March 2019 PSU will be undergoing a full site visit from the Association for Advancing Quality in Educator Preparation (AAQEP). AAQEP is a new national accreditation organization that focuses on innovation and multiple measures. PSU is pursuing this accreditation in addition to CAEP.

Chairman Cline asked why PSU is waiting for CAEP for language to post to their website. Ms. Earick explained that PSU wants to make sure what is posted about CAEP's accreditation is correct.

Ms. Earick was urged to contact CAEP immediately for this language so this information can be posted and made clear to anyone reading it that PSU's CAEP accreditation is a probationary status. Ms. Earick agreed to follow up with CAEP as well as send a status update to students. She agreed that the status update will be going out next week and will send the information to Ms. Adams to distribute to the State Board.

The following motion includes the Council of Teacher Education's (CTE) recommendation for the 15 CAEP-reviewed PSU Professional Educator Preparation Programs and the 5 CTE- and DOE-reviewed PSU Professional Educator Preparation Programs.

MOTION: Cindy Chagnon made a motion, seconded by Helen Honorow, for the State Board of Education to grant conditional program approval for two years through May 31, 2020, for the following Professional Educator Preparation Programs at Plymouth State University, Plymouth, New Hampshire: early childhood education, elementary education, K8, K6, English language arts for grade 5-12, English for speakers of other languages, general special education, health education, mathematics, educational technology integrator, physical education, social studies for grades 5-12, special education administrator, school principal, school superintendent, school psychologist, library media specialist, visual arts, mathematics 5-8, music education, school counselor, and curriculum administrator.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

- Recommendation for approval of Upper Valley Educators Institute's (UVEI) progress report on its Bachelor of Arts in Visual Art

MOTION: Cindy Chagnon made a motion, seconded by Phil Nazzaro, that the State Board of Education grant full program approval through August 2022 for the following Professional Educator Preparation Program at Upper Valley Educator's Institute (UVEI) in Lebanon, New Hampshire: Bachelor of Arts in Visual Art.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

G. Rules Update

Chairman Cline thanked Anne Wallace, Professional Standards Board (PSB), Chair and Amanda Phelps, NHDOE, Administrative Rules Coordinator for all their hard work in providing a comprehensive list of all administrative rules being drafted or amended by Department staff or the PSB.

The rules were then summarized and reviewed for the State Board.

AGENDA ITEM VII. LEGISLATIVE UPDATES

A. Initial Proposal - Learn Everywhere Program for Alternative Programs for High School Graduation Credit (Ed 1400)

Commissioner Edelblut introduced this initial proposal by telling a story about students having fun working late in the evening frantically building a robot and realized that these students would still be faced with homework when they arrived home and realized that the learning taking place building the robot would not count towards anything.

He then spoke about a rhetorical question Elliot Washor poses in his book, *Leaving to Learn: How Out-of-School Learning Increases Student Engagement and Reduces Dropout Rates* ~ “What if there were ways to provide and give credit for learning wherever or whenever it occurred?”

The commissioner spoke about reviewing the Ed 306 rules adopted by the State Board in 2005 that state *“we should harness all available community resources, including but not limited to: organizations, businesses, talented individuals, natural resources and technology to engage each student in achieving the necessary skills and knowledge that they need to move forward...”*. This program is crafted around this idea and is an aspiration to make it a reality. This rule/program will allow a broader section of students to achieve those opportunities. Students engaged in their own learning and education have better outcomes.

Commissioner Edelblut emphasized that this is an initial proposal that is now open to additional input. He noted that in crafting the proposal, input from many stakeholders and industry experts were gathered from within New Hampshire as well as the country.

Commissioner Edelblut explained that the program would utilize existing processes and would follow a similar application process as that of charter schools. It would unbundled to the education process by credentialing programs, not just schools. Cindy Chagnon voiced concern that some of the smaller organizations might have difficulty getting through the approval process. Commissioner Edelblut hoped that the feedback gathered over the next 60 days of getting this initial proposal out would help iron out and answer some of these questions.

Cindy Chagnon asked how this program will affect educational learning opportunities (ELOs). Commissioner Edelblut explained that this program will make it easier for ELO coordinators because it will create multiple paths for their students to pursue.

Helen Honorow thanked Commissioner Edelblut for meeting with each of the board members and giving them a “heads up” about this initial proposal. After reading more of the proposal she was unable to see how this program would help reduce the equity gap because it would be people who would have to purchase these services. She is very concerned about the State Board being a licensing agency. Ms. Honorow also looked at the Met School and it is an extraordinary program, but at the heart of their program are certified teachers that are never outside of the process. She’s concerned about staffing capacity and wondered why we wouldn’t focus on helping school districts develop ELOs where you still have an educator involved.

Commissioner Edelblut responded that these were great points and questions and that is the value of the rulemaking process where changes or modifications can be made as we gather input from a broader range of stakeholders.

Commissioner Edelblut noted that the State Board in 2011 authorized a consulting firm to do a formal study of ELOs emphasizing the importance and value of creating opportunities to gain learning outside of school. That report emphasized the urgency of the need. This need has yet to be delivered and he questioned whether it is because of the report or the structure that currently exists and perhaps a program such as this would help realize this need by soliciting a broader constituency of stakeholders to really help support public education so that all our children can get those opportunities that we have aspired to for many, many years.

Chairman Cline noted that there are many at risk youth programs, such as soccer leagues, which once approved, would provide opportunities for children from low income families to receive Physical Education (PE) credit as just one example. He also mentioned the same for martial arts, auto mechanic classes, boys and girls clubs, etc. He envisions many organizations, such as the Manchester Police Athletic League, that already offer free at-risk youth programs might be interested in credentialing their programs. He sees this as a way to address the equity gap and create opportunities that would otherwise not be available for high school credit.

Ann Lane noted that time is a limited resource and sees this program as a way to give value to children's time.

MOTION: Ann Lane made a motion, seconded by Sally Griffin, for the State Board of Education to approve the initial proposal for Ed 1400 relative to the Learn Everywhere Program and hold a public hearing for the rule on February 14, 2019.

VOTE: The motion was approved by a 4 to 1 vote of the Board with the Chairman voting.

B. Initial Proposal - School Year (Ed 306.18)

Amy Clark, NHDOE, Administrator, School Safety and Facility Management Bureau spoke to the State Board and noted that this rule often frustrates or puts an additional burden on schools when there are a lot of snow days. She explained that the rule as it currently exists does not allow schools to graduate seniors more than five days before the rest of the grades. If a school has more than five snow days, graduations have to be moved, which puts an added burden on the schools, venues and families. This rule corrects that issue.

MOTION: Ann Lane made a motion, seconded by Sally Griffin, for the State Board of Education to approve the initial proposal for ED 306.18

VOTE: The motion was approved by unanimous vote of the Board
with the Chairman abstaining.

AGENDA ITEM VIII. OPEN BOARD DISCUSSION

There was no open board discussion.

AGENDA ITEM IX. OLD BUSINESS

A. Discuss program assurance letter language from St. Anselm College, University of New Hampshire and Granite State College to the State Board for last month's approved requests for their professional educator preparation program approval extensions.

There was discussion and the following language is what should be used in the assurance letters to the State Board, "We assure the State Board of Education that our Professional Educator Preparation Programs adhere to the New Hampshire State regulations..."

AGENDA ITEM X. TABLED ITEMS

There were no tabled items.

AGENDA ITEM XI. NONPUBLIC SESSION

There was nonpublic session.

AGENDA ITEM XII. ADJOURNMENT

MOTION: Phil Nazzaro made the motion, seconded by Helen Honorow, to adjourn the meeting at 3:55 p.m.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

Secretary

DRAFT

Notice Number 2018-197

Rule Number Ed 505.08 and Ed 610.01

1. Agency Name & Address:

**State Board of Education
c/o Department of Education
101 Pleasant Street
Concord, NH 03301**

2. RSA Authority: RSA 21-N:9, II(cc); RSA 186:11, X(e)

3. Federal Authority: _____

4. Type of Action:

Adoption X

Amendment _____

Repeal _____

Readoption _____

Readoption w/amendment _____

5. Short Title: **Code of Conduct Requirement**

6. (a) Summary of what the rule says and of any proposed amendments:

Ed 505.08 is being proposed to require all State Board of Education credential holders to certify that they have read and understand the code of conduct at the time that they apply for or renew a NH credential. Ed 610.01 is being proposed to require all NH educator preparation programs to require each graduate of a program to demonstrate evidence of an understanding of ethical decision making as it relates to the code of conduct specified in Ed 510.01 through Ed 510.05.

6. (b) Brief description of the groups affected:

NH State Board of Education credential holders and NH institutions of higher education that offer educator preparation programs are all affected by this rule.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

Rule	Statute
Ed 505.08	RSA 21-N:9, II(cc); RSA 186:11, X(e)
Ed 610.01	RSA 21-N:9, II(cc); RSA 186:11, X(e)

NN 2018-197 Continued

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name: **Amanda Phelps** Title: **Administrative Rules
Coordinator**

Address: **Department of Education** Phone #: **(603) 271-2718**
101 Pleasant Street Fax#: **(603) 271-4134**
Concord, NH 03301 E-mail: **amanda.phelps@doe.nh.gov**
TTY/TDD Access: Relay NH 1-800-735-2964
or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **January 10, 2019 at the conclusion of the public hearing**

Fax E-mail Other format (specify):

9. Public hearing scheduled for:

Date and Time: **January 10, 2019 at 9:30 a.m.**

Place: **Department of Education, 101 Pleasant St., Concord, NH 03301
State Board Room**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 18:207, dated 11/28/18

1. Comparison of the costs of the proposed rule(s) to the existing rule(s):

There is no difference in cost when comparing the proposed rule to the existing rule.

2. Cite the Federal mandate. Identify the impact on state funds:

No federal mandate, no impact on state funds.

3. Cost and benefits of the proposed rule(s):

A. To State general or State special funds:

None.

B. To State citizens and political subdivisions:

None.

C. To independently owned businesses:

None.

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

Relative to Part I, Article 28-a of the N.H. Constitution, there are no added costs for these proposed rules to the state. These rules provide the requirements for credentialing and educator preparation programs. The credentialing and program approval procedures are self-funded activities of the NH Department of Education from the credentialing fee revenues.

NOV 28 2018

APPENDIX II-C

12/21

RULEMAKING NOTICE FORM

NOTE: ADDITIONAL NOTICE
See page one of the instructions regarding additional notice.

Notice Number 2018-197 Rule Number Ed 505.08 and Ed 610.01

1. Agency Name & Address: State Board of Education c/o Department of Education 101 Pleasant Street Concord, NH 03301
2. RSA Authority: RSA 21-N:9, II(cc); RSA 186:11, X(e)
3. Federal Authority:
4. Type of Action: Adoption X, Amendment, Repeal, Readoption, Readoption w/amendment

5. Short Title: Code of Conduct Requirement

6. (a) Summary of what the rule says and of any proposed amendments: Ed 505.08 is being proposed in order to require all State Board of Education credential holders to certify that they have read and understand the code of conduct at the time that they apply for or renew a NH credential. Ed 610.01 is being proposed to require all NH educator preparation programs to require each graduate of a program to demonstrate evidence of an understanding of ethical decision making as it relates to the code of conduct specified in Ed 510.01 through Ed 510.05

6. (b) Brief description of the groups affected: NH State Board of Education credential holders and NH institutes of higher education that offer educator preparation programs are all affected by this rule.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

Table with 2 columns: Rule, Statute. Rows: Ed 505.08, Ed 610.01.

APPENDIX II-C (Continued)

RULEMAKING NOTICE FORM - Page 2

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name: **Amanda Phelps** Title: **Administrative Rules Coordinator**
Address: **Department of Education** Phone #: **(603) 271-2718**
101 Pleasant Street Fax#: **(603) 271-4134**
Concord, NH 03301 E-mail: **amanda.phelps@doe.nh.gov**
TTY/TDD Access: Relay NH 1-800-735-2964
or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **January 10, 2019 at the conclusion of the public hearing**

Fax E-mail Other format (specify):

9. Public hearing scheduled for:

Date and Time: **January 10, 2019 at 9:30 a.m.**

Place: **Department of Education, 101 Pleasant St., Concord, NH 03301
State Board Room**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 18:207, dated 11/28/18

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

Relative to Part I, Article 28-a of the N.H. Constitution, there are no added costs for these proposed rules to the state. These rules provide the requirements for credentialing and educator preparation programs. The credentialing and program approval procedures are self-funded activities of the NH Department of Education from the credentialing fee revenues.

Fiscal Impact Statement for State Board of Education rules governing Code of Conduct Requirement. [Ed 505.08 and Ed 610.01]

See comment to Ed 610.01.

1. Comparison of the costs of the proposed rule(s) to the existing rule(s):

There is no difference in cost when comparing the proposed rule to the existing rule.

2. Cite the Federal mandate. Identify the impact on state funds:

No federal mandate, no impact on state funds.

3. Cost and benefits of the proposed rule(s):

A. To State general or State special funds:

None.

B. To State citizens and political subdivisions:

None.

C. To independently owned businesses:

None.

Adopt Ed 505.08 to read as follows:

Unclear: Won't this require amendment of the application form?

Ed 505.08 Code of Conduct Requirements. All applicants for any credential or endorsement issued by the state board shall acknowledge an understanding and adherence to the code of conduct as specified in Ed 510.01 through Ed 510.05 at the time of application.

Adopt Ed 610.01 to read as follows:

Unclear: What is required in actual practice to demonstrate evidence of an understanding?

Ed 610.01 Code of Conduct Requirements. Each professional educator preparation program shall require each graduate of the program to demonstrate evidence of an understanding of ethical decision making as it relates to the code of conduct specified in Ed 510.01 through Ed 510.05.

Appendix I

Rule	Statute
Ed 505.08	RSA 21-N:9, II(cc); RSA 186:11, X(e)
Ed 610.01	RSA 21-N:9, II(cc); RSA 186:11, X(e)

Unclear and authority: The preparation program would not have authority over graduates of the program.

Fiscal Impact: It appears that this may impose requirements on the educator preparation program to offer instruction on ethical decision-making, and administer testing. If so, it would appear to have a cost not mentioned in the FIS.

Adopt Ed 505.08 to read as follows:

Ed 505.08 Code of Conduct Requirements. All applicants for any credential or endorsement issued by the state board shall acknowledge an understanding and adherence to the code of conduct as specified in Ed 510.01 through Ed 510.05 at the time of application.

Adopt Ed 610.01 to read as follows:

Ed 610.01 Code of Conduct Requirements. Each professional educator preparation program shall require each graduate of the program to demonstrate evidence of an understanding of ethical decision making as it relates to the code of conduct specified in Ed 510.01 through Ed 510.05.

VII, A

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ACCOUNTABILITY PROCESS**

**CHARTER SCHOOL RENEWAL
REPORT**

Mountain Village Charter School



Date of Site Visitation:

December 5, 2018

MOUNTAIN VILLAGE CHARTER SCHOOL
RENEWAL REPORT

TABLE OF CONTENTS

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	B. Responsible Use of Public Funds	
	C. Indicators of School Sustainability	
	D. Promoting Student Attainment of Expected Knowledge and Skills	
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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

In 2012, a group of parents, community members and educators came together to create Mountain Village Charter School, with the goal of combining the student-centered approach of Montessori with an extensive, immersive outdoor program. With the NH Department of education's authorization of the charter application in July, 2018, Mountain Village Charter School began the process of organizing their school, which opened to students on August 25, 2014.

Mountain Village Charter School provides a Montessori curriculum combined with a nature-based education in order to realize its goal of meeting the needs of the whole child through personal growth in the following areas: physical, intellectual, social skills, and academic.

The school demonstrates commitment to its ideals and shared responsibilities with its stakeholders and welcomes feedback to help it continue to grow into an important addition to the public education system within the area it serves.

During the 2018/9 school year, there were 91 students enrolled. The school operates with oversight by a Board of Trustees and the New Hampshire Department of Education.

School Mission Statement

The mission of the Mountain View Charter School as stated in their renewal application is as follows:

To engage students in experiences that integrate natural environments with the Montessori curriculum, igniting achievement in academic, social-emotional and physical development. The school appears to be successfully implementing these ideals and has demonstrated that as and when an area for improvement is identified they take steps to address the issues.

School Goals

- At MVCS, we believe that education is most effective when full attention is placed on meeting the needs of the whole child. A child's full potential – physical, intellectual, social and emotional - can be realized through the exploration of the environment. By developing patterns of concentration and teaching attention to detail at an early age, we will produce confident, competent learners in later years. By embracing the Montessori philosophy and nature-based practices in our approach to education, we believe that engaging our students in child-centered and project- oriented learning will spark innate curiosity, nurture inner discipline and foster the child's motivation to learn.
- We believe in creating a welcoming and nurturing environment for students from a diversity of backgrounds, skills, challenges, and needs. We foster a culture of respect, individuality and celebration of diversity of all kinds. This is practiced every day in our classrooms with the integration of the Montessori practice of grace and courtesy.
- We believe in the vital importance of encouraging in children a sense of respect and stewardship for the natural world and for all the inhabitants of the earth. To this end we believe a nature- based curriculum offers unlimited opportunities to create a dynamic learning environment that integrates science and math, history and social studies, languages and art. In an environmentally literate learning community, students will develop the skills, knowledge, and inclinations to make well-informed choices and to exercise the rights and responsibilities of citizens in a diverse world community
- We believe in offering individual work plans that encourage children to assume their full share of the responsibility for their own learning. We believe in promoting experiences where students create and develop real-world projects that enable them to apply new skills across content areas and to develop leadership skills.

- We believe in allowing children to take as much time as they need to master a skill and move on to the next concept when they are ready. We believe in providing materials and lessons that appeal to a variety of learning styles. We believe in fostering creativity and curiosity in children, leading to the development of critical thinking and problem-solving skills.

III. CHARTER SCHOOL RENEWAL ON-SITE VISITATION

On December the 14th 2018, the renewal on-site visitation for MVCS 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, Ellen Desmond, Julie Reece

The visiting team conducted interviews, and 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
- Annual Accountability Documents
- Financial Reports – Annual Audit and Quarterly Reports
- Board Meeting Minutes
- Class Schedules and Faculty List with Certifications/Qualification
- School Curriculum, Assessment Tools and Instructional Practices
- Academic Achievement Data
- Student Portfolios/Report Cards
- Student and Staff Handbooks
- School Policies
- Evidence of Insurance Coverage (i.e. liability, property, workers' compensation)
- Certificate of Occupancy, Health, Fire and Safety inspection reports

Student Achievement

Below is a summary of the MVCS's academic performance for the 2016/7 school year.

ELA - Grade	% at Level 3 or above	NH state average	Math - Grade	% at Level 3 or above	NH state average
3	50	54	3	25	55
4	54	56	4	38	52
5	63	61	5	13	45

2017/2018 Results:

3rd grade math: 23% proficient 3rd grade ELA: 38%
4th grade math: 50% proficient 4th grade ELA: 83%
5th grade math: 27% proficient 5th grade ELA: 73%
6th grade math: 13% proficient 6th grade ELA: 100%
5th grade science: 60% proficient

Over a three (3) year period, MVCS student shows evidence of making gains in literacy and mathematics. Additionally, due to low math performance, the administration is in the process of reviewing the SAS results with teaching teams.

MVCS Assessments and Reports:

- WRAT: Wide Range Assessment Test Students are assessed when they enter MVCS
- A wide range of pre-assessments, and formative and summative assessments
- Curriculum program assessments: Wordly Wise, Math in Focus, Leveled learning, 5+1 Traits of writing
- Fountas and Pinnell Benchmark Assessment System, 3 times a year
- New Hampshire Statewide Assessments (NH SAS)
- Detailed, narrative progress reports three times a year, proficiency is measured using key performance levels in reading, writing, mathematics, nature exploration, work habits and social development.

Student Admissions

The current school enrolment is 91 students. As required, the school's admissions policy is governed by its charter and the requirements placed upon it by the New Hampshire Department of Education in accordance with RSA 194-B:2, which provides for students from the local School district preference. They also accept applications from students from other communities up to a limit of 10% of the student population

The admission process includes a school tour, signing an agreement to fulfill volunteer hour expectations, a family interest survey, and an understanding of the school's mission and

educational approach. When student applications exceed the enrollment caps, a lottery will be held.

The school currently has students from 18 school districts attending, with 20 % of the students coming from outside the local school district.

Current and Projected Enrollment for 3 years

Grade	18-19	19-20	201-21
1	14	16	16
2	17	16	16
3	14	17	16
4	13	16	16
5	9	14	16
6	15	12	16
7	8	15	16
8		8	16
	91	114	128

Governance/Leadership

The Mountain View Charter School is governed by a seven (7) member Board of Trustees.

- Jamie Hannon: Board President-Officer, non-paid. Started July 2017, current, 3yr. term
- Frank McClain: Treasurer-Officer, non-paid. Started July 2017, current, 3yr. term
- Ian Sindlinger: Secretary- Officer, non-paid. Started July 2017, current, 3yr. ter
- Kelly Langley: Trustee, non-paid. Started July 2016, current, 3yr. term
- Rebecca Faulkner: Trustee, non-paid. Started Sept. 2017, current, 3yr. term
- David Goldstein: Trustee, non-paid. Started Sept. 2017, current, 3yr. term
- Thea Dodds: Trustee, non-paid. Started July 2017, current, 3yr. term. Stepped down as officer.

OTHER:

Katy Gausch

- Board President, Office, non-paid. August 1 2016 - June 2017. Stepped down as president, June 2017.
- Head of School/Executive Director, paid 40 hrs a week. July 5 2017 - current

Staffing

MVCS has a highly trained staff.

- Three of the four MVCS lead teachers have their Master's degrees in education and the fourth is in a Master's of education program.
- Two teachers are state certified and a third on track to meet this goal by the end of this year.
- Two teachers are Montessori Level 1 trained.

Name	Postion:
<i>Dawn Grant</i>	Lower El. 1st -3rd grade Lead Teacher
<i>Madeline Zukowski</i>	Lower El. 1st -3rd grade Assistant Teacher
<i>Brianna Frost</i>	Lower El 1st-3rd grade Lead Teacher
<i>Olivia Casey</i>	Lower El. 1st-3rd grade Assistant Teacher
<i>Kelsey Gadwah</i>	Upper El. 4th-5th grade Lead Teacher
<i>Zoe C. Kay</i>	Upper El. 4th-5th grade Assistant Teacher
<i>Cristina LaRue</i>	Upper El. 6th-7th grade Lead Teacher
<i>Jim Cruickshank</i>	Upper El. 6th-7th grade Assistant Teacher
<i>Mary Doyle</i>	Botany Teacher, After School Program Coordinator
<i>Alfie E. Kerr</i>	School Program Administrator
<i>Katy Gautsch</i>	Head of School

Parent Involvement

Mountain View Charter School realized at an early stage of its formation that the parents of its future students were important in the long-term success of the school. The school therefore has undertaken a number of initiatives to fully engage the parents in as many aspects of the school program.

Families are very active in the MVCS program. They commit to volunteering 10 hours per school year and were involved in the development of a master facilities plan. Volunteers developed Social-Emotional support and counseling groups and participated in a year-long curriculum development working group for the 7-8 grades.

Additionally, a Family Committee was developed, tasked with building relationships within the school and out in the community. Some of the activities the committee is engaged in are:

- Fundraising,
- Organization of special events such as a Winter Solstice Concert, Family Friday and Curriculum Night and
- Participation in community events such as the town Holiday Parade and the annual Baker River Kayak Regatta.
- Facilitates communication between MVCS families and the school administration.

Funding

In accordance with RSA 194-B:11, Mountain View Charter School receives state adequacy funding at a per pupil rate established by the Department of Education. Below is an extract from the schools 2017-8 accounts illustrating their financial status.

	Unrestricted	Temporarily Restricted	2018	2017
SUPPORT AND REVENUE				
Grants	\$ 499,048		\$ 499,048	\$ 531,311
Contributions	15,218	2,500	17,718	7,039
Program service revenue	53,112		53,112	28,323
Interest income	4		4	1
	<u>567,382</u>	<u>2,500</u>	<u>569,882</u>	<u>566,674</u>
Net assets released from donor imposed restrictions	2,119	(2,119)	-	-
EXPENSES				
Program	511,560	-	511,560	486,886
Administrative	72,458	-	72,458	73,894
Fundraising	6,318	-	6,318	1,708
	<u>590,336</u>	<u>-</u>	<u>590,336</u>	<u>562,488</u>
Net increase (decrease) in net assets	(20,835)	381	(20,454)	4,186
Net assets at beginning of year	<u>168,851</u>	<u>1,400</u>	<u>170,251</u>	<u>166,065</u>
Net assets at end of year	<u>\$ 148,016</u>	<u>\$ 1,781</u>	<u>\$ 149,797</u>	<u>\$ 170,251</u>

Each spring, the MVCS Board of Trustees reviews and approves an annual budget for the next operating year. The budget is developed by the Head of school, with input from staff, and then brought to the Board for discussion and subsequent approval. The Board reviews the budget expenditures monthly.

The school is continuously engaged in searching for and writing grants, with over a dozen applications submitted in the past 2 years, as well as implementing plans for fundraising campaigns by the Development Committee of the Board of Trustees. An annual campaign, to raise money from within the school community in order to support general school activities and events has been very successful in raising a significant amount of money.

Partnerships

MVCS has actively sought to create partnerships with other educational establishments and the local community since its foundation. The school has developed a very beneficial partnership with the Plymouth State University music department, where students and staff provide music lessons, an ecologist who provides botany classes, and a professor of zoology, who provided hands on activities with plants for the MVCS students. Additionally, there have been a number of visits and observations by teachers and administrators from various schools within the SAU area who are interested in learning more about MVCS's program. These partnerships assisted the school in

maintaining its mission statement goals and also provided important additional growth opportunities to their students.

Transportation

The school does not provide a transportation service but has created an active car pool system for parents to participate in. The school does provide transportation for all out of school activities. MVCS coordinates with LEAs to arrange transportation for students with special education needs in order to provide services.

IV. FOCUS GROUP INTERVIEWS

Mountain View Charter School made arrangements for parents, members of the Board of Trustees, students, 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

Six members of the Board of trustees, as well as the Head of School and the Program Administrator participated in the interview. The board members take their role seriously and see themselves as advocates and representatives for the school in the community at large. Their work in school management and oversight, and their committee work, ensures the long term sustainability of the school. Board members and administrators interviewed stated that they saw a high level of satisfaction from the students, the families, and the staff, and they firmly believe that in achieving their mission to educate the whole child through the Montessori and nature-based educational programming they offer, Mountain Village Charter school provides a solid transition to the next level of education in academic preparation.

It became apparent during the site visitation that both the school leadership team and the Trustees undertook their rolls with diligence and commitment. They recognized that to build a successful school all the stakeholders have an important role to play and by ensuring that all voices were heard by the Leadership team, and in association with the Board of Trustees the school is able to provide a learning environment, which, is conducive to student success. The Board of Trustees is also diligent in their oversight to ensure that the school is fully compliant with all the requirements placed upon it by the New Hampshire Department of Education and the conditions of its charter.

Parent Interviews

Seven (7) parents participated in the interview. As a result of the interview, the review team was able to gain valuable insight regarding meaningful involvement in their children's programming, to gain insight into the general satisfaction, and to the extent to which students are demonstrating

success. Parents were very supportive of the school program, grateful for its existence, and supportive of the staff and administration.

Positive remarks focused on the following:

- Strong sense of community and activities bringing the school community together
- Flexibility provided to students
- Calm and serene, well managed classes
- Students able to take risks
- Students interested in learning
- Challenging curriculum (+) students work to resolve their own conflicts
- Opportunities to develop social skills due to multi-age blending and nurturing
- Students support each other
- Open door administration
- Family committee strong communication – from staff and administration – regular feedback on student performance
- Invited to planning meetings
- Our voices are heard and they matter
- Curriculum nights

Areas for improvement

- No SPED services on site
- Create more educational games, as this is a good way for students to learn

Student Interviews

Ten (10) students participated in the interview. The students unanimously spoke of their love of the school, the community, their educational program and the staff. Students were articulate and had a strong sense of self-awareness. They shared their experiences, at previous schools and their reasons for moving to MVCS. MVCS has been a good fit them, academically, emotionally and socially. Without exception, the students identified nature and the outdoors as the best thing about the school. Hands-on work, project work and choices were also areas of enjoyment. They appreciated the range of skills the teachers had, the flexibility provided to them in completing work, the support when needed, the sense of humor and spirit of adventure that was common in all of the staff.

Suggested areas for improvement were:

- Allowing sleds for outdoor time
- Naptime in addition to the meditation time
- More sharing time
- More after school club offerings

Staff Interviews

Four (4) staff members attended the interviews. Positive elements of working at MVCS were:

- Great support for professional development
- Workshops
- Visiting other outdoor education centers and Montessori schools
- Monthly staff meetings
- Many guests who are experts in their field, providing presentations, and partnerships experts
- Work/life balance in encouraged and supported
- Planning time each day
- Strong collaborative team
- Process of school improvement – a continuous cycle happening several times a year.
Currently looking at gaps in math to plan for the remainder of the year and for the future
- Vertical planning

Areas for improvement:

- More formal observations
- Get better at tracking students

V. COMMENDATIONS AND RECOMMENDATIONS

A. Progress Toward Meeting Mission

Mountain Village Charter School has demonstrated adequate progress towards meeting its academic, programmatic and organizational goals, as outlined in this document, and to its commitment to its mission, goals and objectives. Whilst it recognizes the challenges that it faces in delivering achieving its goals, the staff, trustees, students and stakeholders are all engaged in ensuring that continued progress is being made.

B. Responsible Use of Public Funds

As can be seen from the financial statement contained within this report, in the annual audit which contained no citing, and quarterly financial statements, Mountain Village Charter School engages in reasonable and prudent planning and the reports it generates comply with accepted standards of public school accounting.

C. Indicators of School Sustainability

Mountain Village Charter School has met this measure. Since opening 5 years ago, MVCS has continued to evolve and realize its mission based on the needs of the student population, and holding true to its mission. Annual increases in student enrollment,

strong staff retention, fiscal stability, effective leadership and an active and engaged Board of Trustees are all indicators of a sustainable school.

D. Promoting Student Attainment of Expected Knowledge and Skills

Mountain Village Charter School has demonstrated improved progress in promoting student attainment of expected knowledge and skills over the past 3 years. The school is currently reviewing and analyzing the NH Statewide Assessment (NH SAS) results to determine areas in need of improvement and has begun to make adjustments to curricular areas that are not meeting expectations.

Commendations

The observations of the site visitation team is that at Mountain Village Charter School, the blending of Montessori and nature-based educational programming in multi-age classrooms encourages student autonomy, curiosity, critical thinking, and respect for all in the natural world.

The sustaining guidance of the Board of Trustees and the engagement of families and the communities and local partners are a critical elements of the school's sustainability and success.

Research -based curriculum in content areas, aligned the NH state performance standards, helps to ensure consistency in the program.

The vision and commitment of the Head of School to the school's mission and operations has greatly impacted the success of the school.

A faculty that engages in continuous reflection and improvement of their practices.

Partnerships developed with the Plymouth State University and NH area schools.

Recommendations

- Actively pursue outreach to the local business community for partnerships and sources of funding
- Review and strengthen the schools outreach to parents and their children to ensure that the school's enrollment targets are attained.
- Reach out to the schools peer group within not only New Hampshire but adjoining States to share and discover the best practices that are successfully being implemented within the charter school community.
- Develop a process for qualitative and quantitative data collection and analysis
- Develop a process to determine gaps in mathematics performance and increase student achievement
- Create a technology program

VI. OVERALL FINDINGS

In accordance with the criteria for Charter School Renewal, Mountain Village Charter School meets the requirements for: Progress Toward Meeting the Mission; Responsible Use of Public Funds; Indicators of School Sustainability; and, Promoting Student Attainment of Expected Knowledge and Skills.

Mountain Village Charter School is recommended to the Commissioner of Education and the New Hampshire State Board of Education for Charter School Renewal.

Renewal Evaluation Team

Lead Evaluator:

Chartered Public School Renewal Rubric			
Name of Charter School: Mountain Village Charter School			
Date: 12/14/18			
Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete
Comments	<p>MVCS is clearly a welcoming community that supports student wellbeing and achievement through nature-based and Montessori practices. These foundational approaches attract families and retain students because the curriculum encourages student autonomy and curiosity, and respect for all and for the natural world. Character education is infused in daily practices, and well-known content-area curricula are used to ensure academic achievement.</p> <p>The intentionality of program, policies, structure, etc. benefits the entire school community, and it's evident that the school aims to hear all voices, which is a strong indication of sustainability.</p> <p>Additionally, MVCS is looking to grow, both in enrollment and physical space, which is a sign that it's prospering. I have no doubt that MVCS will continue to thrive; it appears to be built on a firm foundation.</p>		
Standards for Evaluation			
Level of Achievement	Description		
<i>Exceeding</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>		
<i>Meeting</i>	<i>All sections are included and complete; meeting all performance targets; meeting all</i>		

	<i>expectations.</i>	
Approaching	<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>	
Not Meeting	<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		
Level: E, M, A, N	Criteria	Comments
M	A1. Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	Clearly organized documents to address these areas.
M	B1. Enrollment and projected growth of student body for the next 3 years	Not provided in application but supplied upon request.
M	B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	Lists curricula used throughout the state, such as Handwriting without Tears, Wordly Wise, Everyday Math, and other approaches to align with mission and Common Core standards. 7th grade instruction is included now that 7th graders have enrolled.

		Copies of curriculum guides for Lower and Upper grades provided during on-site visit.
M	B3. Technology Programs	Application lists “N/A” -- there is no set technology program but rather technology is used as a support for student learning. Students have access to laptops, computers, and iPads to augment their learning, particularly around research and keyboarding skills. Several students use computers/iPads per their IEPs as needed.
A	B4. 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.	Application states that a number of summative and formative assessments are used to evaluate student performance and progress. Some come standard with curriculum and some are developed by teachers/directors. Examples of standard rubrics or assessment templates would have been helpful in the application. Data on student performance (baseline and by end of module) in specific areas/curricula and analysis of each would have been helpful as well. State testing results are included. Application states that staff will meet internally to discuss state testing results.
E	B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement	Very thorough explanation of family engagement and involvement with examples: family committee, volunteering, family input on master facilities plan, etc.
M	B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability	Application states that grant funding has been sought but not often awarded.

		<p>Board maintains a Development Committee.</p> <p>Efforts outlined: Annual Campaign, Giving Tuesday, and Baker River Regatta fundraiser</p>
M	B7. New Hampshire Charter School Accountability Plan	<p>Clear measures for feedback gathering and assessment of the school: informal family input, Community Conversation meetings, regular staff meetings, monthly Board meetings. A sample parent or teacher survey might have been helpful.</p>
A	<p>B8. Budget: <i>Attach Proposed budget for the following year</i></p> <p>a. Budget Narrative <i>How the school will use public funds</i></p> <p>b. A detailed description of the specific school board’s reasoning for allocating funds</p>	<p>Application states that the budget for the 2019-2020 school-year will be developed at the beginning of 2019.</p> <p>Public funds are primarily used for operating costs. Application states that the budget favors “necessities over niceties.”</p> <p>Head of School allocates all funds. Application explains that the Head of School meets monthly with the Board Treasurer and provides a financial statement at each Board meeting.</p>
M	B9. Efforts to disseminate successful/best practices	<p>Documents a teacher’s affiliation with NH Environmental Educators Board, and observation by VT teachers and local SAU.</p> <p>Board members and families vocalize strengths of the school in their communities.</p> <p>Partners with Plymouth State University for music class.</p>

Part 3: <u>Affirmative Evidence</u>		
From the answers to questions and evidence: data, charts, diagrams, etc.		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Through interviews and observation, and by looking at student work, it is clear that MVCS leverages the strengths of nature-based and Montessori curriculum and pedagogical practices according to its mission. Students note their love of physical play outdoors, and student choice enhances SEL. Grace and courtesy are emphasized in instruction.
M	2. Is the charter school responsibly using public funds?	Public funds are used for operating costs and personnel expenses. Financial audits are independently conducted annually. Budget is updated monthly and presented to Board at meetings. All financials were provided in application/on-site visit.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Curriculum coordinator was hired in 2016 to build school-specific curricula for Lower and Upper grades. Common Core/state standards are outlined in the curriculum guides.

		<p>Internally, teachers are working to vertically align curriculum grade-level by grade-level (and in modules in the case of Montessori).</p> <p>More data re: content- or skill-specific student achievement would be helpful in assessing efficacy of the curriculum.</p>
E	4. Is the school sustainable?	<p>In looking at enrollment, MVCS aims to grow. Based on interviews, students, families, and the Board are happy with the school culture, student achievement, and overall school values. All interviewed would recommend the school to others.</p> <p>Financially, the school maintains some revenue from their Young Naturalist Afterschool Program. Audits, financial documents, and application narrative indicate that the school is fiscally conservative.</p>
M	5. Current Status of the Board of Trustees Ed 318.16(a)	<p>Currently at 7 members, which is between their 5-15 expectation. Comprised mostly of parents with an individual from the community. Application states goal to expand Board. Emphasis for new recruits could be placed on community/business owners to build area awareness of school and potentially help with fundraising efforts.</p>
A	6. Student Data and Analysis	<p>Again, more content- and skill-specific data would be helpful to evaluate student achievement.</p> <p>The school seems willing to have conversations about knowledge gaps (specifically in math) – they are actively</p>

		teasing apart whether low state testing scores are due to student understanding of concepts or lack of understanding of the test's directions.
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Part 4: <u>Policy/ Procedure Development</u> ✓ Upon Review		
✓	Policies	Comments
	Records Retention pursuant to RSA 189:29-a	
	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	Recommendation: include in employee handbook
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	Employee handbook
	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.	Part of program—outlined in student/family handbook
	Due Process, pursuant to RSA 194-B:8	

II. Charter School Onsite Visit		
Part 1: <u>Documentation, Updated Forms Review</u>		
✓ 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)	Only current year provided in person. Follow-up included past years.
✓	Sample Report Card	
✓	List of Staff Members and Qualifications	
✓	Annual Charter Accountability Documents, (4 - 5 years)	Annual Reports
✓	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	
N/A	Outstanding Charter Accountability documents	
✓	Student portfolios and/or student work samples	
<u>Updated Forms</u>		
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	11/7/18
✓	Building Safety Inspection	Water, lead, asbestos
✓	Health Inspection	Included in building inspection

✓	Insurance Certificate	
✓	Financial Audit	yearly

Part 2: <u>Focus Group Interviews</u>		
a) <u>Families, Parents, Guardians</u>		
Number present: 8		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<p>Parents appreciate the collaborative instructional approach to student learning. They note that their children are nurtured but also pushed individually due to the Montessori framework and because of the relationship each teacher has with their child. They appreciate that grade levels are not emphasized and that students are taught to teach themselves and each other, thus promoting problem-solving, self-advocacy, and teamwork. This approach was evident in classrooms during the observation, as students were focused on their individual work while open to others' feedback.</p> <p>Community is emphasized and felt by parents; one said "all teachers know all students." Having teachers and students paired for 3 years helps with that relationship</p>

		and promotes the teachers’ understanding of each student.
M	2. Is the charter school responsibly using public funds?	There is no special education on site. Parents noted that this makes the adjustment to MVCS a bit harder for students who receive services at their sending schools. This is a possible area of improvement that could be aided by public funding if there is need—a special educator could contract with the sending schools and deliver services onsite.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Parents are satisfied with student academic achievement and attainment of skills. They emphasize the skill-driven curriculum in support of content. Investigation, research, etc. continue for students over breaks and during the summer, which parents see as evidence of a love of learning.
E	4. Is the school sustainable?	Given that parents are highly satisfied, per the representatives in the interview, the school is sustainable. Family engagement is a determining factor in sustainability, and MVCS appears to involve parents/guardians effectively. Parent feedback is sought and parent voice is valued when they give input, even when not solicited directly.

b) <u>School Leadership: Directors, Principals</u>		
Number Present: 2		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	The curriculum is clearly aligned with the school’s mission, so students “live” the mission daily. Students spend approx. 3 hours/day learning and playing in the natural world. The Montessori curriculum supports nature-based education. The four aspects of student wellness in the mission (academic, social-emotional, and physical) are aligned with daily activities in both skill-building and content-focused work according to observation of students, the physical space, and student work examples.
M	2. Is the charter school responsibly using public funds?	It appears that the school is effectively using tuition from sending districts. A recommendation might be to make this a clearer line item in the accounts receivable for transparency’s sake should a parent or community member request/file a Right to Know.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	It appears that the Montessori and nature-based approaches align particularly well with physical, emotional, and social development. Academically, students appear to struggle in math proficiency in particular. Students are generally on par with mainstream public school peers, though 3rd grade ELA is an area for

		improvement as well. Results from 2016/17 and 2017/18 show that the current 5 th grade class may be overall less proficient in math skills or that the distribution of scores is skewed by a small number of low-scoring students. Additionally, interpreting math directions/lingo on the test has been cited as a difficulty for students.
M	4. Is the school sustainable?	It appears that public funds are used for operating costs that are appropriate for sustaining the school in ways that support students.
M	5. Current Status of the Board of Trustees	Meets the minimum number of Trustees but seeking more.
A	6. Student Data	While state testing was made available, some more ongoing/frequent assessments and analysis would be helpful. I recommend compiling and analyzing data from student progress reports on a quarterly basis to look for emerging trends.

c. <u>Board of Trustees</u>		
Number Present: 6		
Level: E, M, A, N	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	The Board is happy with the progress of the school and its mission.

M	2. Is the charter school responsibly using public funds?	It appears that public funds are used for operating costs that are appropriate for sustaining the school in ways that support students.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	The Board is aware of state testing results and processes them with the administration.
M	4. Is the school sustainable?	<p>The Board feels that the school is sustainable: the Board is responsible for fiscal oversight and the school goes through an audit each year to ensure financial sustainability; the Board serves as advocates and representatives of the school in neighboring communities and school districts. One of administration’s goals is to work with the Board to make the expectations of MCVS clear to families who are considering the school so student attrition rates remain high; the Board also oversees and evaluates the Head of School. No issues with administration were reported at the time of the interview.</p> <p>Finding a physical “home” is one of the tasks of the Board that may impact sustainability. The school needs the infrastructure to support its enrollment growth. Staffing support positions is also an area that might aid sustainability (e.g. funding a part-time position – now volunteer – for SEL support).</p>
M	5. Current Status of the Board of Trustees	Meets minimum Trustee count but is seeking more. Recruitment is done through their individual social networks and by asking specific individuals to consider

		joining.
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<p>d. <u>Students</u> Number Present: 8</p>		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Most students interviewed cited “outdoor time” as their favorite aspect of the school. Nature-based education is a key factor in their attendance. Others cited botany, music, reading, and independent projects.
M	2. Is the charter school promoting student attainment of expected knowledge and skills?	Students appear to be developmentally on track with peers and the majority of those interviewed appear to have a strong sense of self/self-awareness. They noted that different teachers bring different skill sets to their lessons and they recognize that in themselves. Student work is individualized. From the student work and data we saw, students are making academic progress.
E	3. Is the school sustainable?	Students surveyed spoke very highly of the curriculum, their teachers, and the school community. Student “buy-in” appears to be there.

e. <u>Instructional Staff</u>		
Number Present: 4		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Faculty appear to be in full support of the school’s mission. Classrooms indoor and out- appear conducive to learning. Student expectations are clear, as evidenced by observations.
	2. Is the charter school responsibly using public funds?	It appears that public funds are used for operating costs that are appropriate for sustaining the school in ways that support students.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Based on the curriculum guide and the discussed vertical alignment that teachers are doing, faculty is intentional about state and national standards as well as fidelity to Montessori education. I recommend that volunteer and/or guest teachers be vetted with a formal process if this is not already happening—for example, SEL support and counseling should be offered only by certified counselors.
M	4. Is the school sustainable?	A small staff and faculty turnover could become a challenge for student retention, but lead teachers appear to be invested in the community at the time of the

		interview. Administration has cited teacher retention as an area for improvement.
M	5. Student Data	Teachers use quantitative student data (e.g. state testing) to reflect on their own practices. Semantics of state testing caused them to rethink how they phrase math concepts, for example. Administration and teachers report that faculty also uses narrative and quantitative data recording measures informally. They also record narrative feedback throughout the year on progress reports sent home. Students also keep portfolios throughout their modules.

Summary Comments	
Concerns	<ol style="list-style-type: none"> 1. Low math proficiency per state testing results 2. Qualitative and quantitative student data presented was limited 3. Not a major concern, as the existing model is working, but something to consider: no onsite special educator
Recommendations	<ol style="list-style-type: none"> 1. Continue to instruct students on the semantics of state test language and evaluate if/how unfamiliar language factors into low performance. 2. Gain and maintain regular student data and review annually with Board recognize strengths, areas of growth, challenges, and trends.

	3. Consider hiring an onsite special educator to deliver services to students as needed
Name of Reviewer	Ellen Desmond
Contact Details	ellen.desmond@doe.nh.gov 271.3213

DRAFT

Chartered Public School Renewal Rubric

Name of Charter School: Mountain Valley Charter School

Date: visit date 12/05/2018

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete
Comments			

Standards for Evaluation

Level of Achievement	Description
<i>Exceeding</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<i>Meeting</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<i>Approaching</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</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		
Level: E, M, A, N	Criteria	Comments
E	A1. Cover Letter with: <ul style="list-style-type: none"> ● Mission Statement (changes highlighted) ● Goals, ● Progress made towards Academic, Programmatic and Organizational Goals 	The supporting documentation was complete. Through interviews with focus groups, tour of the facilities, and review of supporting documentation, it appears that the school is making progress toward their mission, academic, programmatic, and organizational goals. The staff, leadership, and parents all recognize areas of challenges and are addressing them. The nature-based Montessori program seems robust and flourishing.
M	B1. Enrollment and projected growth of student body for the next 3 years	The supporting documentation was complete. The school is continuing to grow. It currently has 91 students with plans to enroll 128 by the academic year 2020-2021.
M	B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	The supporting documentation was complete. Through interviews with focus groups and reviewing the supporting documentation, it was apparent that the school is working on tuning and strengthening curriculum.
A	B3. Technology Programs	Starting in 3rd grade students are introduced to computers several times throughout the year. There are laptops and ipads in the upper elementary rooms. Students learn keyboarding skills and use the computers for research.
M	B4. Academic Attainment:	The supporting documentation was complete. Through interviews with focus groups and reviewing the

	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.	documentation, it is apparent that the staff, leadership, and parents are aware of areas of success and challenges. They are actively addressing the challenge areas. For example, they are working to align Montessori math curriculum with the Singapore curriculum.
E	B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement	From interviews, focus groups, and site visit, it is apparent that the school is exceeding in its efforts to involve stakeholders and to increase their involvement.
E	B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability	From interviews, focus groups, and site visit, it is apparent that the school is exceeding in its to raise funds.
	B7. New Hampshire Charter School Accountability Plan	
M	B8. 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 supporting documentation was complete.
M	B9. Efforts to disseminate successful/best practices	Through interviews and answers to follow-up questions, it is apparent that the school is making efforts to disseminate best and successful practices. They recognize that an area of challenge would be to have a growing relationship with area SAUs.

Part 3: <u>Affirmative Evidence</u>		
From the answers to questions and evidence: data, charts, diagrams, etc.		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Through interviews with focus groups, tour of the facilities, review of supporting documentation, and answers to follow-up questions, the school is exceeding in making progress towards their mission of providing nature-based Montessori program for children in grades 1-8.
M	2. Is the charter school responsibly using public funds?	Through review of the supporting documentation including the financial statements, form 990s, and audited financial statements, it is clear that the school is using public funds responsibly. Their average cost per student is around \$8,000 which is well below the state average.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Through review of the supporting documentation including the curriculum and assessment materials, progress reports, sample student work, test scores, interviews with staff and the administration it is clear that the school is promoting the attainment of expected knowledge and skills. The administration and teachers recognize areas of weakness and have a plan to address them. The administration and teachers seem to hold high standards for themselves in terms

		of continuous improvement in their practices and for the school in general.
M	4. Is the school sustainable?	Through review of the supporting documentation including the financial statements, form 990s, and audited financial statements, the school is sustainable.
M	5. Current Status of the Board of Trustees Ed 318.16(a)	Through the review of the supporting documentation and interviews of Board members, it is apparent that the school has a diverse, active, and engaged board.
M	6. Student Data and Analysis	

Part 4: <u>Policy/ Procedure Development</u>		
✓ Upon Review		
✓	Policies	Comments
y	Records Retention pursuant to RSA 189:29-a	
y	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	The school has a MOU with the Plymouth Police Department.
y	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
y	Pupil Safety and Violence Protection, pursuant to RSA 193-F	

n	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	The school recognizes the need to develop these practices.
n	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	The school recognizes the need to develop.
n	Due Process, pursuant to RSA 194-B:8	The school recognizes the need to develop.

II. Charter School Onsite Visit		
Part 1: <u>Documentation, Updated Forms Review</u>		
✓ Upon Review		
✓	Criteria	Comments
Y	Revised Charter Application (approved by the SBE)	
Y	Renewal Application	
Y	Master Class Schedule	
Y	List of Board of Trustees	
Y	School Organizational Chart	
Y	Academic Year Calendars (4 - 5)	
Y	Sample Report Card	
Y	List of Staff Members and Qualifications	50% are NH certified. More than 50% have Masters degrees.
Y	Annual Charter Accountability Documents, (4 - 5 years)	

Y	Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached	
Y	Yearly Independent Financial Audits	
Y	Board of Trustees Meeting Minutes	
Y	Quarterly Financial reports (4 – 5 years)	
Y	Charter School By-laws	
Y	School Policies	
Y	List of Curriculum, Assessments Tools and current Instructional Practices	
Y	Parent/Student Handbook	
Y	Staff Handbook	
Y	Outstanding Charter Accountability documents	
Y	Student portfolios and/or student work samples	
Updated Forms		
Y	Certificate for Occupancy	
Y	Fire Inspection Certificate	
Y	Building Safety Inspection	
Y	Health Inspection	

Y	Insurance Certificate	
Y	Financial Audit	

Part 2: Focus Group Interviews		
a) Families, Parents, Guardians		
Number present: 7		
el: I, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	The families, parents, and guardians shared their student's positive experiences and outcomes. For all of the families interviewed, the MVCS has been a very good choice and their children are benefitting-- socially, emotionally, and academically-- from the nature-based Montessori approach.
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 families, parents, and guardians interviewed felt that their students were making progress towards expected knowledge and skills. They recognized challenge areas and understood what the school is doing to address these challenges.
M	4. Is the school sustainable?	

b) School Leadership: Directors, Principals
Number Present: 2

Level: E, M, A, N	Criteria	Comments
E	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 directors shared stories and data on positive outcomes and discussed their challenges. They are aware of areas in need of improvement and have plans in place to address these areas.
M	4. Is the school sustainable?	
M	5. Current Status of the Board of Trustees	
M	6. Student Data	

c. Board of Trustees
Number Present: 8

el: I, A, N	Criteria	Comments
E	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	The school has a diverse and active board. They are working on board development- recruiting community members, recruiting members who have a necessary expertise, filling in their own gaps in knowledge. The board is committed to the mission of the school and seems to volunteer a lot of time and effort in helping the school accomplish its mission.

d. <u>Students</u> Number Present: 11 (can't remember how many?)		
el: I, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	The students were very articulate. They shared their experiences at previous schools and their reasons for moving

		the MVCS. They gave specific details as to how and why MVCS has been a good fit for them academically, emotionally, and socially.
M	2. Is the charter school promoting student attainment of expected knowledge and skills?	
M	3. Is the school sustainable?	

e. <u>Instructional Staff</u>		
Number Present: 4		
el: I, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Four of the instructional staff hold degrees or certification in nature-based education. Two of the instructional staff hold degrees or certification in Montessori methods.
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. Student Data	Through interviews with the instructional staff, it was apparent that they monitor student data and progress. They are

		working on better aligning curriculum with standards and on making improvements in area of weaknesses.
--	--	--

Summary Comments	I was very impressed by the strong community that the MVCS has built. The administrators, staff, parents, board, and students all share a deep passion for a nature-based Montessori education. While the school buildings and facilities are adequate, the outdoor classroom area could not be more ideal for what the school aims to accomplish. In observing the students in their indoor classroom, I was impressed by how self-directed they were and focused on their work. I was also impressed by the teacher’s interaction with the children as a group and one-on-one.
Concerns	
Recommendations	
Name of Reviewer	Julie S. Reece
Contact Details	jreece@vlacs.org



MOUNTAIN VILLAGE CHARTER SCHOOL

13 Route 25 · Plymouth, NH 03264 · PHONE (603) 536-3900 · FAX (603) 947-0189

· www.mountainvillagecharterschool.org

2017/2018 Annual Progress Report- Mountain Village Charter School

Four Key Questions to Answer

1. Is the charter school making progress toward achieving its mission?

MVCS is making great progress to achieving its mission. The mission states: Mountain Village is a public Nature-based, Montessori school, engaging students in experiences that integrate natural environments with the Montessori curriculum, igniting achievement in academic, social-emotional and physical development. MVCS's teachers lead the students in Montessori and nature-based curriculum every day. Two lead teachers are Montessori Level 1 certified and three teachers have had Vermont Wilderness School training. Teachers take the children outside every day, in all seasons, up to three hours a day. MVCS has outdoor classrooms for each class and 37 acres to explore regularly (igniting physical development). This year MVCS introduced an extension classroom that consists of 3 large fields, 2 marshes, forest and the Baker River. Students spent time there playing, exploring and engaging in scientific inquiry-based education. MVCS brings in outside experts to supplement the nature-based education and all teachers attend trainings on Montessori and nature-based education. MVCS teachers have been trained in Positive Discipline and all are committed to nurturing the social emotional development of each student and considers this paramount to establishing a well-functioning school.

- What progress has the school made toward its academic goals?

MVCS hired a curriculum coordinator, per the anticipated need for such a person in the original plan for development, in August 2016. This person wrote a curriculum specific to MVCS for both Lower Elementary and Upper Elementary. The curriculum aligns Montessori scope and sequence with Common Core and aspects of nature-based education. The curriculum allows for teacher observation, monitoring and reporting on student outcomes. All lead teachers began the process of vertically aligning the MVCS curriculum to ensure continuity and reduce/eliminate curriculum redundancy. Teachers and administration met several times over the year and will continue to do so into the 2018-2019 school year.

- What progress has the school made toward its programmatic goals?

MVCS is following the original design of its programmatic goals insofar that the school remains a Montessori, nature-based public school. Two lead teachers are certified Montessori Level 1 teachers who have also been trained by instructors at the Vermont Wilderness School. There have been subtle changes over the years as the school relies on volunteers and teachers to supplement programs. Each year the students participate in an official music program (ukulele lessons, singing lessons, dance lessons, recorder lessons). Art is created all the time, in the indoor and outdoor classrooms and there have been art students and teachers who come in to lead the children in instruction. There have been volunteers and teachers who have taught the children both French and Spanish but this is not consistent.

- What progress has the school made toward its organizational goals?

Mountain Village Charter School
Projection of Income and Expenses for 2019/2020

Income

Direct Public Support		
Corporate Contributions	52.40	
Individ, Business contributions	17,666	
Total		
Grants-		
REAP	17,5000	
State Stipend	728,000	
Investments		
Interest-Savings, Short-term CD	4.24	
Total		
Other Types of Income		
Miscellaneous Revenue	1,262	
Other types of income – other		
Total		
Program Income		
After School Program	18,100	
Total		
School District Special Education Contract	25,000	
Total Income		

Expense

School Supplies/Svcs		
Inst. Prog/Curriculum Develop	1000	
Professional Dev	2500	
General Supplies	7000	
Info resources/ref material	7500	
Books/ printed materials	5000	
Computer, software, license	2500	
Property, furniture and equip	2000	
New computers		
Other equip/outdoor equip	200	
Total		
Other professional services	700	
Travel	2000	
Operations		
Outside contract services	8000	
Prof educational svcs	400	
Tech services	8000	
Background checks	425	
Insurance	8000	
Postage fees	425	

Advertising	6500
Print and binding	525
General health/supplies	800
Dues	200
Apparel	4000
Bank fees	20
Events and meeting expenses	1500
Fees	525
Office supplies	1500
Payroll fees	900
Staff appreciation	1000
Total Operations	
Facilities and Equipment	
Custodial services	800
Repairs and maintenance	5000
Rental land/buildings	90000
Land-line/ internet	5500
Custodial supplies	2500
Electricity	9500
Heating fuel	3500
Land Use taxes	2500
Other	325
Total	
Personnel expenses	
Health benefits	32000
Payroll tax expense	30000
Retirement match	2500
Wages Expense	
Hourly employees	125000
Hourly fringe	5000
Salaried employees	280000
Salaried fringe	
Wages Expense – other	
Total	
Program expenses	
After School Program Expenses	2000
Summer Camp expenses	
Winter program	1500
Total	

2. Is the charter school responsibly using public funds?

Yes. The Head of School reports to the Board of Trustees in an open meeting, monthly, the details of the budget. There is a finance subcommittee within the Board of Trustees. The subcommittee meets regularly and reports to the entire Board. The Head of School, Program Administrator and teachers/staff document each expense and an accountant is the checks and balance to the team. All expenses are documented in Quickbooks. MVCS uses a Certified Public Accountant agency who prepares the annual DoE audit and taxes.

- Has the school provided quarterly financial reports that comply with accepted standards of public school accounting? *We continue to submit quarterly profit and loss reports to the DOE.*
- Do the school's purchasing and billing practices meet acceptable standards for public school accounting? *Yes. We have a full-time program administrator and a part-time bookkeeper that helps ensure standard procedures for all program expenses and invoicing. We currently use QuickBooks Accounting Program/software to ensure & maintain accurate financial/ bookkeeping practices. We complete an audit every year performed by an independent accounting agency.*
- Has the school provided an annual external audit with no material defects? *Yes, we have completed an audit each year we have been in operation. We have submitted our 2016/17 audit to the DOE. We are currently starting our 2017/18 audit. No material defects.*
- Do the school's quarterly financial reports demonstrate reasonable and prudent planning? *Yes. We continue to build/develop an emergency fund, develop our Annual Giving Campaign and working towards launching a capitol campaign. Budgets are being followed.*
- Do the school's Board minutes indicate clear communication of accurate information about the school's financial condition? *There was a financial report made by Head of School to the Board at each monthly board meeting. Finance committee also reported each month to the Board.*

3. Is the charter school promoting student attainment of expected knowledge and skills?

- Are students meeting proficiency standards as measured by state assessments? *We have received our 2017/2018 results and are in process of reviewing those NH Statewide Assessment System (SAS) results with our teaching teams. This is our third year taking the state assessment and results show our students are making gains in Literacy and Math standards and knowledge.*
- Are students making progress toward meeting state proficiency standards? *Yes. Each year we have taken the statewide test our scores have improved.*
- Are students meeting reasonably defined measures of proficiency (see also question 1 –defined academic goals)? *Students are assessed when they enter MVCS using the WRAT (Wide Range Assessment Test) assessment and all students are evaluated in literacy three times a year using the Fountas and Pinnell Benchmark Assessment System. Students take the statewide (NH SAS) state assessments. Students receive detailed, narrative driven progress reports three times a year where they are measured on key performance levels (i.e. reading, writing, mathematics, nature exploration, work habits and social development) with the goal of reaching 'Proficient' by the end of the year.*
- Are students making progress toward any non-academic goals established within its Charter? *Yes. This year we were able to continue and strengthen our community relationships by partnering with Plymouth State University for specific extra-curricular needs. The music department sent a teacher and students who came to teach singing and the recorder, so we could participate in the NH*

program, "Link-Up" that was sponsored by NH music festival, The NH symphony and Carnegie Hall. We also partnered with an avian ecologist and professor of zoology at PSU who came again this Spring to present students with native, migrating and resident birds, that were netted in our own fields. We continued with our Winter Program, where students could choose to go skiing in the white mountains or ice skating at PSU, once a week for 4 weeks over the course of the winter and those students who remained on campus participated in the innovative MVCS winter program (snow shoeing, fire building, sledding, art etc).

4. Is the school sustainable?

MVCS follows a very specific growth plan and measured sustainability based on full student enrollment. To date, the school has had enrollment that allows for continued sustainability. The school has run a successful (although there is room for improvement) annual campaign for 3 years and this money is specific to funding programs and needs outside of the school's budget. The school does fundraise and has been the recipient of a couple of grants including REAP and the NH Electric Coop and the administration will continue to seek grant funds. This year the school applied for eight grants to help support a variety of projects. These were not awarded but we will continue to apply. The school runs a for profit after school program that has been profitable each year as well as a Nature summer camp that is also profitable. The school plans to continue these revenues generating programs.

- Does the school's governing board function effectively and in accordance with public meeting laws and regulations? *Yes, the board meets publicly monthly and follows set by- laws.*
- Has the school established systems to manage operations efficiently? *Yes*
- Are there systems in place to assure instructional quality? *Observations of teaching staff were conducted on a bi-weekly basis by the Head of School and feedback was given as needed. The Head of School actively participated in the vertical curriculum planning meetings and met with the Lower Elementary and Upper Elementary teams to evaluate current curriculum pieces and change/pivot as needed. Lower Elementary will begin using the Spire reading instruction program next year and Upper Elementary is adding Wilson Language and Wordly Wise to their instructional toolkits next year. The Upper Elementary team worked diligently this year to evaluate instructional quality and added Scholastic News and a significant number of fiction and non- fiction books to the library. The staff is evaluated annually by the Head of School.*
- Has the school established an appropriate relationship with the local school district(s) to facilitate high quality services to students with special educational needs? *Our relationships with our sending districts remains strong. Our decision to hire our own special education coordinator to provide services on site is working well and ensures on-site high-quality services are always provided. The schools continue to send therapists who provide speech, occupational and physical therapy to those students who require it under their Individualized Education Plan.*
- Are physical facilities safe, clean and suitable for the purposes of the school? *Yes. Our system of having families come in every weekend to help clean the school is working well. We hire a professional cleaner to come in over vacations for a deeper clean of our school. Our facilities committee met once a month and reported out monthly to the MVCS Board.*
- Is the school emotionally safe for children and adults, free from bullying?

The school has a detailed bullying policy and remains true to it when needed. The school staff is trained in Positive Discipline and/or Responsive Classroom which incorporates an anti-bullying component in the programs. The Montessori philosophy is steeped in the areas of respect, kindness, social emotional compassion etc. and MVCS holds true to the Montessori concept of teaching and modeling Grace and Courtesy throughout each day. Every classroom establishes their own values, and everyone is expected to hold each person on campus to these tenets. Classrooms begins each day with a morning meeting where the classroom values are emphasized and discussed. The entire school meets several times a year for a Community Meeting where students are given the opportunity for open, honest discussion.

- Does the school have a viable financial plan to support its program?
The main financial plan is to begin and sustain the year with full student enrollment. In addition to full enrollment, the school has run a successful (although there is room for improvement) annual campaign for 3 years, with 2017-2018 being the most successful year to date, and this money is specific to funding programs and needs outside of the school's annual budget. The school does fundraise and has been the recipient of a couple of grants including REAP and the NH Electric Coop and the administration will continue to seek grant funds. The school runs a for profit after school program that has been profitable each year and has piloted a Nature summer camp that was also profitable. The school plans to continue these revenues generating programs.
- Are there sufficient indications of continuing enrollment to sustain the school's program and meet its plans for growth? *Our goal is to start each year fully enrolled. There was expected natural attrition through the school year. The board took this into consideration when considering enrollment numbers.*
- Does the school employ teachers who meet state requirements for experience and/or certification? *Currently all our Lead teachers meet state requirements for experience and or certification.*
- Does the school demonstrate an ability to retain skilled and qualified staff? *60% of our staff have been here for three of the 4 years with MVCS and are returning for the 2018-2019 school year. One teacher has been here since the first year. This is an area that the Board would like to see improve.*
- Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication? *Yes. MVCS has an active Family Committee, closed family page on Facebook for shared school communications and an administration that encourages open communication in any format (email, face-to-face and telephone.) MVCS emailed 6 comprehensive all school newsletters, invited families to the school for Family Fridays every other month to spend an hour in the classrooms learning about what their child is studying and offers 3 parent teacher conferences a year. MVCS begins each year with a Curriculum Night which invites all parents to the school to hear a presentation on the curriculum outline for the year.*

**NEW HAMPSHIRE DEPARTMENT OF
EDUCATION CHARTER SCHOOL
ACCOUNTABILITY PROCESS**

**Next Charter School
RENEWAL
FINAL REPORT**



**Date of Site Visitation:
November 14, 2018**

**NEXT CHARTER SCHOOL
CHARTER SCHOOL RENEWAL
FINAL 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 Next Charter School is an open enrollment public charter school, serving grades 9 to 12 inclusive, with an annual enrollment of approximately 70 students. In 2013, Next Charter School was authorized by the New Hampshire State Board of Education. The Derry Cooperative School District, a founding partner of Next Charter School, developed the goal of opening a charter school to meet the needs of students not fully served in the traditional high school program, and thereby complementing the public education system. Through Memorandum of Understanding with the Derry Cooperative School district and the local K-8 system, and as the result of a successful relationship with the local high school, Pinkerton Academy, these organizations are able to work cooperatively and collaboratively to develop strong partnerships to better serve the community, the students and their families.

Next's educational model is aligned to the New Hampshire State Competency Standards, The Common Core State Standards, and the Next Generation Science Standards.

Throughout its development and tied to its projected course, Next has fully embraced the spirit outlined in the NH Minimum Standards that empowers students to earn high school credit by demonstrating competency in required academic areas. To this end, Next employs a project-based instructional and assessment model that blends the classroom with virtual and extended learning opportunities so that students may direct their pathway to graduation in an environment that provides both flexibility and unconditional support.

Central to Next’s educational philosophy is the following:

- Competencies: achievement is measured by mastery of competencies over time
- Learning is a Social Act: authentic, collaborative learning in social/community-based setting and configurations
- Process and Inquiry: with an emphasis on inquiry of important, real life events and issues that are based upon student interests, valuing knowledge as a tool to make improvements to the student’s world
- Flexibility: Not a ‘one size fits all’ approach, but rather a student-centered personalized learning approach.

School Mission Statement

The mission of Next Charter School is to meet the needs of students not fully served within a traditional high school educational program and to employ a system of instructional and assessment practices that values competency, investigation, flexibility, and the social nature of learning so that all students will graduate and initiate post-secondary learning options.

Next’s mission attempts to collect and implement best practices in education and other relevant disciplines, *while drawing upon current research and thinking, so that each student is provided with a personalized and individualized learning environment. To that end, Next Charter School operates under the following two (2) principles:*

- *Learning is the constant and time is the variable.*
- *One size does not fit all.*

Their mission also *recognizes that a high school diploma is not the end. Instead, students must graduate from high school with knowledge, skills, and habits that promote success outside of school settings. Partnerships with community and business organizations are essential to prepare students for their adult lives.*

III. Renewal On-Site Visitation

A renewal on-site visitation for the Next Charter School 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, Meryl Levin, Mary Bubnis

The visiting team conducted interviews, and 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
- Annual Accountability Documents
- Financial Reports – Annual Audit and Quarterly Reports
- Board Meeting Minutes
- Class Schedules and Faculty List with Certifications/Qualification
- School Curriculum, Assessment Tools and Instructional Practices
- Academic Achievement Data
- Student Portfolios/Report Cards
- Student and Staff Handbooks
- School Policies
- Evidence of Insurance Coverage (i.e. liability, property, workers' compensation)
- Certificate of Occupancy, Health, Fire and Safety inspection reports

Student Admissions

Derry residents are given first preference in the admission process, with up to ninety (90) percent of student enrollment, in accordance with RSA 194-B:2, and the remaining ten (10) percent of the student population to be made up of students from other NH communities. However, it has been noticed that presently, although the ratios of Derry school district students to those from outside this area are 90% to 10%, in actuality, these ratios are 85% to 15%. Once the enrollment has reached its cap, a lottery system is employed to determine admissions.

The Derry admissions process includes;

- An application.
- A conversation with student, families
- A review of each student's submitted application and records by a committee
- Notification

This process determines the student's potential for success, the student's overall ability to contribute to the learning community and whether the school's mission, expectations and program are aligned to the student's and family's individual academic needs, interests and goals. If the student applicant is a good fit for the mission and ethos of the school, then the

student will be accepted.

Many of the Next Charter School students share the following characteristics:

- History of disengagement, disconnection and disenfranchisement in school
- Social Anxiety
- Phobias
- History of Academic Struggles

Illustrated in the following chart are the actual enrollments during the first five of the school's operation. The school's initial charter submission and authorization limited their attendance numbers to ninety (90) students. The school has demonstrated that it understands that to successfully deliver its stated mission, it would need to synchronize the increase in enrollment with their ability to deliver the standards of learning outlined in their mission statement. Therefore, their slow but steady growth has been deliberate, in order to ensure the development of an effective educational system.

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Derry Residents	30	43	53	51	52	60
Non-Derry Residents	0	3	7	13	13	10
Total	30	46	60	64	65	70

When applicants exceed the maximum enrollment, students are put on waiting lists for the lottery.

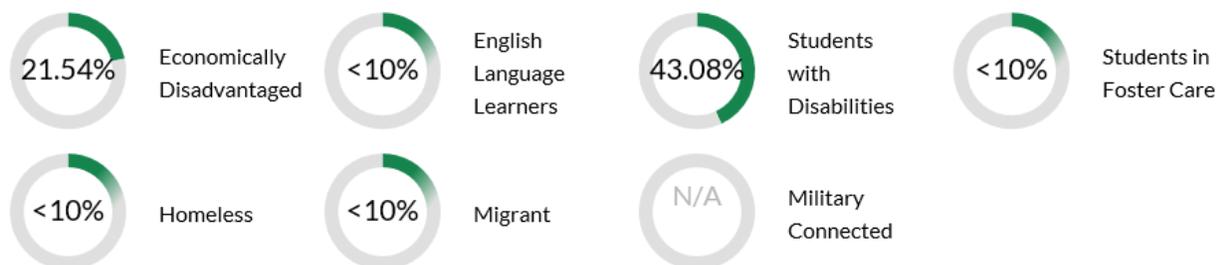
The reasons for not accepting students in the school are:

- If the parents or students decide the school/program is not a good fit for them;
- Anti-social behaviors that will not work in the community themed program;
- Students aging out of the waiting list;
- History of violence/bullying.

Next Charter School Enrollments 2013-2019

NH State Report Card 2017-2018

STUDENT POPULATION



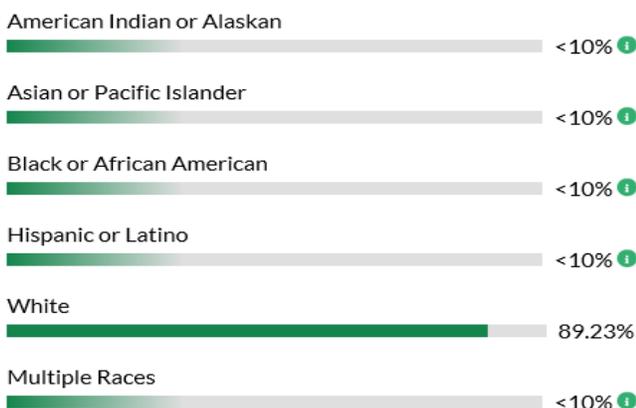
TOTAL STUDENT ENROLLMENT

65

POPULATION BY GENDER



POPULATION BY RACE / ETHNICITY



Student Achievement

The two primary student academic goals at Next Charter School, as presented in the mission, are to earn a high school diploma and to engage in a post-secondary learning experience.

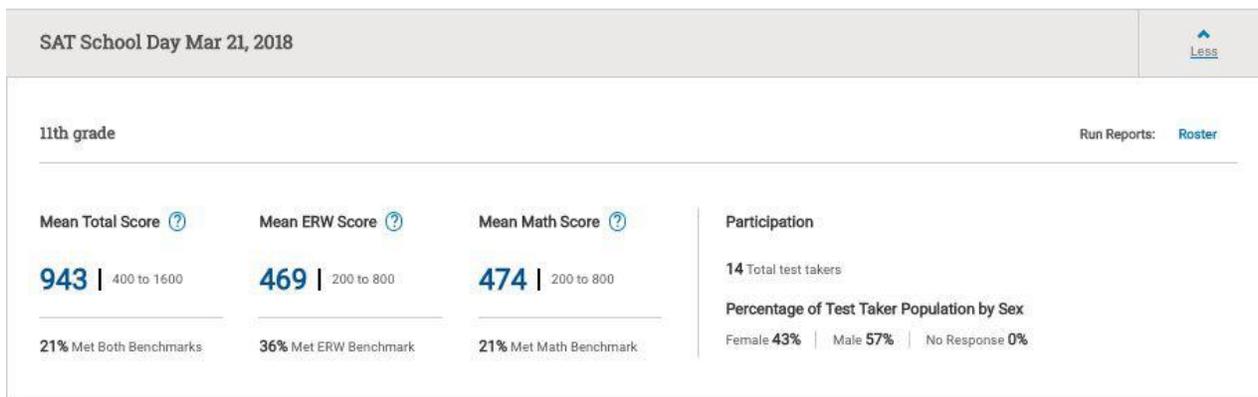
*The term “learning” has come to mean **learning to perform in the world**. The ongoing goal of education, then, is student performance, not merely the acquisition of information. Performance is required of participants in the 21st century. The curriculum at Next makes this shift. Namely, curriculum must include the student and the performance.*

Through the student-centered learning pathways, students are able to demonstrate their understanding of knowledge and skills attained in a personalized program, tailored to match their unique learning styles and interests. Through collaboration with teachers, students are able to develop Extended Learning Opportunities to meet competencies in alternative ways, outside of the building and/or the instructional day. Next utilizes a wide range of standardized, formal and informal assessments and rubrics to measure student progress and attainment of competencies. Competencies in English and Mathematics are aligned to New Hampshire State Competency Standards and the Common Core State Standards. Science courses are aligned to the Next Generation Science Standards. Competencies are developed

and then curriculum is developed for the competencies.

In 17-18, 88% of the sixteen (14/16) students eligible for graduation at the start of the school year earned a diploma and initiated their planned post-secondary option. 1 student chose to pursue and completed the HiSET. 1 student elected to pursue a 5-year graduation plan and is scheduled to graduate in the spring of 2019.

The chart below reports generalized SAT scores for March, 2018.



Percentiles ranged from the 1% to the 93% and reflect post-high school goals outlined by individual students.

In November, 2018, Next Charter School was identified as a CSI (School in need of Comprehensive Support and Improvement) due to their low 4-year graduation rate of less than the expected 67%. Next's 4 year graduation rate was 44.44%.

Governance/Leadership

The Board of Trustees is responsible for the governance and the oversight of the operations of the school in accordance with the charter, the mission, and the budget established annually by the Board. The Executive Director, Joseph Crawford, reports directly to the Board and is accountable to them for the school's operations and continued progress.

Next Charter School's Board of Trustees has demonstrated its commitment to ensuring that the school remains fully compliant with all charter and public school legislation and procedures that are required by the State of New Hampshire and the Department of Education.

The Board of Trustees is comprised of five (5) to thirteen (13) members who are elected to one (1) year terms by the members of the board.. The current representation of the board is:

- Ms. Katie Anderson - Parent (Chairperson)
- Ms. Jennifer Lague - Community Member (Vice-Chair)
- Mr. Derick Anderson - DCSD School Board Member (Voting)
- Dr. Adam Burch - Community Member
- Ms. Brenda Willis - DCSD School Board Member (Non-Voting)
- Ms. Shannon Hudson - Community Member (Treasurer)

Ms. Nichole Reimer – Parent (Secretary)
Mr. Craig Cerino - Parent
Ms. Jolene McWhirter - DCSD Teacher
Dr. Mary Ann Connors-Krikorian - DCSD Interim Supt. Schools (Non-Voting)

Staffing

Currently, the Next Charter School professional staff consists of the following:

- 1 FTE School Counselor - M. Ed., Certified School Counselor
- 1 FTE Science Teacher - M. Ed., Certified Life Science Teacher
- 1 FTE English Teacher - M. Ed., Alt IV Pathway
- 1.5 FTE Math Teachers - M. Ed., Certified K-8, secondary (no cert.)
- 1 FTE Social Studies Teacher - M. Ed., Certified 6-12 Social Studies
- 1 FTE Capstone/Internship Coordinator - B.S. (no cert.)
- .5 FTE Art Teacher - B.F.A., (no cert.)
- 1 FTE Director - M. Ed., Certified School Principal
- 1 FTE Administrative Assistant

AmeriCorps has contracted with Next to provide student support through a nationally-recognized mentoring program called *Check and Connect*. The AmeriCorps staff assist in many ways, by providing instructional support, organizational coaching, mentoring, supervision and leading social learning activities.

Additionally, Next partners with LEAs to provide special education services for students with IEPs and 504 plans. Next, therefore, has established a collaborative working relationship with additional service providers to reinforce their resources to allow Next to fully support the special needs of their student population.

Stakeholder Involvement

The importance of parent involvement cannot be overstated, and Next believes that parents and families play a critical role in the educational success of their children. As a result of this belief, Next has been instrumental in the establishment of a Parent-Teacher-Student Association that meets monthly with the school administration and staff. Additionally, an underlying principal of Next's culture and value system is transparency and the building of relationships. This is achieved through meaningful participation in student's monthly Individualized Learning Plan meetings with students, parents and student advisors. Open lines of communication ensure that parents' voices are heard and considered. Parents also complete satisfaction surveys which help the school make important decisions.

Next has established partnerships with both local and sending school districts, and through its Capstone Program, with area businesses and social services providing field-based internships with professional mentors for Next's students.

Funding

Next receives State Adequacy Funding at a per pupil rate established by the Department of Education. In addition to adequacy funds, Next receives Free and Reduced/Differentiated Aid, and Title I and II funds. Next also has a tuition agreement with the Derry Cooperative School District (DCSD) to provide additional funding for Derry students attending Next. This tuition agreement is spelled out in detail in the Memorandum of Understanding between DCSD and Next.

2018-2019 Revenue Projections

Tuition (DCSD)	\$463,646.70
State Adequacy	\$493,294.20
Differential Aid (state)	\$30,000
Title I	\$18,000
Title II	\$2,000
Misc. Revenue	\$2,000
Total Projected Revenue	\$1,008,940.90

Revenue Explained

- Total projected revenue is \$1,008,940.90. This represents a 9% increase in revenue over FY18.
- Revenue projections assume a total of 70 students, with 55 projected as Derry residents based on current enrollment cycle. This is an overall increase of 5 students from FY18.
 - The per pupil tuition rate from the Derry Cooperative School District (DCSD) is calculated by taking the total regular education tuition at Pinkerton Academy (PA) and subtracting the state adequacy lost. For 18-19: $\$12,066$ (PA tuition) - $\$3,636.06$ (state adequacy lost) = $\$8,429.94$ (per pupil tuition from DCSD).
- State adequacy for 18-19 is $\$7,047.06$
- Differential Aid is based on historical allocations.
- Title I grant funds are based on 17-18 allocations.
- Title II grant funds are based on 17-18 allocations.
- Misc. Revenue includes donations by PTSA, payments from students for damaged devices and all other revenue.

Transportation

Transportation is provided by the families of the students.

Next works closely with LEAs to coordinate transportation for students with special education needs in order to provide services.

IV. Focus Group Interviews

Demonstrating its commitment to providing all the assistance possible to the visiting assessment team, Next made arrangements for Members of the Board of Trustees, Parents and school staff to be available for interviews. These interviews were invaluable in assisting the assessors to gain insight into how Next is committed to ongoing stakeholder involvement in the school. These

meetings aimed to measure the degree in which those interviewed viewed the schools ability to deliver on its commitments to its stakeholders to fulfill all aspects of its mission statement and goals.

Board of Trustees

Five (5) members of the Board of Trustees participated in the interview. All board members take their role of governing and managing the school seriously; they were well informed about the mission of the school and are intent on doing their part to ensure that the school continues to grow and thrive.

Board meetings are held four (4) times a year. All board members must spend time in the school.

This is a very active board with each member sitting on two to three of the following committees, which meet monthly for 1 - 2 hours:

- Executive
- Policy
- Finance
- Curriculum
- Nominating

These committees are also comprised of parents, students, former students and school staff.

Parents and Family

The purpose of these interviews was to gain insight from parents regarding how they viewed their meaningful involvement in their child's educational program, to gain insight into their general satisfaction or dissatisfaction with their child's development, both academically and socially, and the extent to which their students are demonstrating success. Parents were found to be very supportive of the school program, the staff, and the administration, and were very grateful for the opportunity to send their children to a school that continues to meet their children's educational needs, interests and learning styles.

Five (5) parents were present for the interview. They described their children's struggles, both academically and socially in the traditional public school system and as homeschoolers, and their children's subsequent remarkable transformations after attending Next charter school. Parents attribute their children's successes to the following:

- A focus on community
- A safe environment in which to grow and thrive uninhibited
- Real life experiences/connections
- Flexibility in learning
- Competencies – have to master all, not just 50 percent to pass!
- Individualized learning plans

- Project-based learning
- Monthly progress meetings with guidance, parent, students – parents always consulted
- Instructors acting as guides and supports for student learning
- Caring committed and talented staff acting as a family both inside and outside of school
- Student government
- Student representation at board meetings
- Conflict resolution skills learned
- A much more sensible way to get an education!
- Students learning to be accountable
- Students are respected and demonstrate respect for others
- Acceptance no matter who they are
- Joe always available when needed, open door policy, clearly devoted to understanding and connecting with each student, clear boundaries
- Parents having many opportunities to volunteer in the school activities.

One parent described her son going into Next as introverted, shy, timid, a survivor of bullying but forever scarred, and now, in his first year of college, he is confident, outgoing, magnanimous, successful!

The parent interviews confirmed that they felt connected to the school and their children were fully integrated into the Next learning philosophy.

School Staff

The visiting team met with a number of very enthusiastic staff members in order to gain their perspectives on the schools operation, successes and challenges.

The school has a very high level staff retention, creating a cohesive and secure environment for students.

Some of the successes mentioned by the staff were:

- Adopting the Next Generation Science Standards
- Develop competencies and then create the curriculum for the competencies
- All teachers engage in cross-curricular planning; it permeates everything they do
- The capstone projects are developed organically, with real world experiences and job internships
- To prepare for independence after graduation, teachers use life event cards to help students prepare for and learn to resolve future issues, such as a broken car, a cavity...
- Health teacher for family, physical and emotional health practices and substance abuse support.
- 15 day retreat in the summer to reflect on the past year and consider the upcoming year, to develop programs, make decisions, adjustments, changes

- We have a voice, we are valued and we matter!
- Open conversations with board and administration
- Staff all works great together – great camaraderie!

In the classroom observations, the team witnessed highly engaged, self-directed students working on projects in small groups or individually, and eager to share their work with the review team. Teachers met with students to offer guidance and support as needed.

Students

Student enrollment is currently at 69.

There were 5 students present at the interview. Students are the best and strongest voices for the Next charter School program, as they can share their positive experiences and the impact that the school program has had on their success in their high school years. True to this statement, the students at the interview, one of which was a student who had graduated 2 years earlier, gave testimonies of the their personal experiences and growth while students the school.

When asked why they felt less shy and withdrawn, more comfortable, safe and secure at this school, the students spoke about the individualized learning programs, the small, intimate class settings, the competencies, the opportunities to pursue their interests, the collaborative, project-based work environments, the support and guidance of the staff, the tight-knit community where everyone knows and respects one another, and the acceptance felt by everyone on day 1.

“At Next, I don’t have to try so hard to be accepted by peers. I can express myself and no one laughs at me. I don’t feel different. I feel like I belong.”

Students feel challenged by the work and are happy to be able to advance at their own speed. Students were confident and articulate during the interview.

V. Commendations and Recommendations

Progress Toward Meeting Mission

1. Programmatic Goals:

- Established and implemented and instructional and assessment model – competency, flexibility and social learning
- Organized the school year into 7 modules, which provides more opportunities to provide timely and accurate feedback to students and families
- Leveraged web-based software program - JumpRope - to monitor student progress and to communicate with post-secondary institutions
- Developed a process of annual curriculum refinement to align student interests and electives
- Built partnerships and developed an MOU with Pinkerton Academy providing more options for Individualized learning plan and participation in extracurricular activities

- Implemented Capstone Program – a 300 hour field-based internship with a professional mentor, culminating in an Oral Defense of Learning to a panel of peers, staff and the site mentor.

2. Academic Goals:

- *In 17-18, 88% of the sixteen (14/16) students eligible for graduation at the start of the school year earned a diploma and initiated their planned post-secondary option. 1 student chose to pursue and completed the HiSET. 1 student elected to pursue a 5-year graduation plan and is scheduled to graduate in the spring of 2019.*
- On June 14, 2017, 13 students comprised the graduating class, with 100% executing their post-secondary learning plan upon graduation.
- A setback to Next’s successful educational program was identified in November of 2018. Next was designated as Comprehensive Support and Improvement (CSI) High School with a 4 year Graduation Rate of 44.44%, which is considerably below the state’s expected 67%.

3. Organizational Goals:

- Attracted student applicants and maintained annual enrollment caps
- Developed a long-term strategic plan at the board level
- Secured a long term facility
- Achieved financial self-sufficiency and sustainability
- Retained high Quality professional teaching and support staff

Responsible Use of Public Funds

Next has demonstrated responsible use of public funds and is fully compliant with all Federal and State accounting practices. The fiscal management of the school is sound, and there are clearly defined internal processes and procedures in place for fund management and reporting. The school accounts are reviewed by independent auditors annually and quarterly financial reports are submitted to the NHDOE. Reasonable and prudent planning is evident in the financial reports and budgets.

Additionally, a review of Next’s Board meeting minutes indicates that financial discussions are held regularly in public session with ongoing updates provided to the Board of Trustees by the school administration.

The Board and administration is mindful of its sources of funds and its responsible application of these funds in order for the school to function effectively is paramount to the success of the school.

Indicators of School's Sustainability

Through this review process, it is clear to all reviewers that Next has a sustainable model as indicated below:

- The school promotes a culture of high expectations and is respectful and supportive of students, families and staff, as demonstrated throughout the interview process and by the survey responses from students and parents.
- The school actively engages families towards achieving its mission.
- The school submits critical information punctually and accurately to the trustees. An annual budget is submitted each year to the Trustees.
- The school contracts with a bookkeeper to ensure that financial records are kept in accordance with all state and federal accounting requirements. The annual financial audits are conducted by independent auditors, and all financial statements are made public.
- The school currently has no debts. A robust balance sheet is allied to an agreed line of credit of \$150,000 and liquid assets of \$340,000 inclusive of all receivables at the end of 2017, thus ensuring that the school is financially sound.
- Enrollment increases each year.
- Parent letters of support (nine) submitted to the school.

Promoting Student Attainment of Expected Knowledge and Skills

Next Charter School has made significant progress toward meeting the academic goals as stated in the school's mission:

- To graduate from high school,
- To engage in post-secondary learning

In collaboration with a school advisor and parents, students develop an individual learning plan that maps a student's pathway to graduation as well as tracks progress in attainment of competencies and assesses academic growth. Students must attain 100% mastery in each competency in order to complete it. Students are awarded competency when they have demonstrated the required knowledge and skills associated with a project as detailed in specific competency rubric. Upon earning all competencies within a credit area, a student is awarded the credit. Flexible scheduling allows students to proceed at their own speed. The requirements for graduation from Next meet all local and state requirements.

Next complies with State and Federal special-education laws and provides a high-quality learning environment for all students.

The reviewers feel that Next is successfully meeting its goal to graduate all high school students. However, the State's graduation data tells a different story, as Next has been designated as Comprehensive Support and Improvement (CSI) High School with a 4 year Graduation Rate of 44.44%, which is considerably below the state's expected 67%. The reviewers feel that due to the flexibility and the individualized learning nature of the program, the timeframe to reach this goal does not align with the state's expectations of a 4 year graduation timeline.

Commendations

- The observation of the site visitation team is that at Next, the personalized learning approach through the use of project-based learning, smaller social-learning communities, and competency-based assessments, has proven to be successful.
- The sustaining guidance of the Board of Trustees and the, full engagement of all stakeholders is a critical element of the school's sustainability and academic success.
- The policy of Board members being required to visit the school while in session.
- The vision and commitment of the Executive Director to the school's mission and operations has greatly impacted the success of the school.
- A leader in competency education.
- A faculty that engages in continuous reflection and improvement of their practices.
- Very high staff retention.
- Partnerships developed with the school districts and businesses to support the Capstone program.

Recommendations

- Determine the cause of the CSI designation and develop and implement a plan to address this issue.
- Address concerns about the evaluation and acceptance of all students into the program.
- Develop a robust plan for stakeholder/parent/family engagement.
- Develop a plan to share best practices with other public schools in New Hampshire and nationally.
- Post the annual budget, financial statements and audit publicly, on the school's website.
- Develop a system to track and analyze student achievement data.

VI. Overall Findings

In accordance with the criteria for Charter School Renewal, the Next Charter School meets the requirements for: Progress Toward Meeting the Mission; Responsible Use of Public Funds; Indicators of School Sustainability; and, Promoting Student Attainment of Expected Knowledge and Skills.

NEXT Charter School 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:

Mary Bubnis, Educator, NHDOE Ed Consultant, Retired
Meryl Levin, Executive Director, Mill Falls Charter School

Respectfully submitted,

Jane Waterhouse _____

Jane Waterhouse

Chartered Public School Renewal Rubric			
Name of Charter School: Next			
Date:010319			
Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete
Comments	Next Charter School has ably demonstrated that since its inception, it has worked diligently to fulfill its mission, and to serve its student population by providing a flexible approach to learning, that is student-centered, personalized, project and social learning based, and is aligned with New Hampshire State Competency and Academic Standards.		
Standards for Evaluation			
Level of Achievement	Description		
<i>Exceeding</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>		
<i>Meeting</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>		
<i>Approaching</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>		

Not Meeting	<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		
Level: E, M, A, N	Criteria	Comments
M	A1. Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	
M	B1. Enrollment and projected growth of student body for the next 3 years	As their original Charter states 90 students is the expected maximum the school will enroll however the projected student numbers for the 2018 /19 school year is 70. Their goal is for a slow, deliberate growth, to reach the cap of 90 students over the course of the next five years charter period.
A	B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	The innovative, student-centered, curriculum is built around competencies, which has followed the original charter. However, the schools results when measured against the mean state graduation scores, demonstrate a need for a review and further development in specific curricular areas.
M	B3. Technology Programs	Technology is an integral part the academic structure at Next and is embedded into all student work. The school makes a statement that it is committed to providing its students with the technological skills

		that are required to progress effectively both within the learning sphere and their future workplaces.
A	B4. 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.	Meeting Targets through student achievement of competencies and student graduation. No analysis included.
M	B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement	The schools ongoing commitment to ensure it fully engages with all its stakeholders is demonstrated by the feedback the reviewers obtained from their interviews. Additionally, an objective of their updated strategic plan is to build and maintain beneficial partnerships.
M	B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability	Next has placed itself in a position due to the innovative partnership it formed with the district of Derry and Pinkerton Academy that it is not under pressure to solicit funds from any third parties. This said, the school, via its outreach to the community it serves, could no doubt increase its revenues if required.
M	B7. New Hampshire Charter School Accountability Plan	Submitted every year.
E	B8. 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	Operating with a surplus; have an unused line of credit for \$150,000.00. The board of trustees has regular oversight and input into budget planning and funding, demonstrating sound financial practices. No Narrative included.
M	B9. Efforts to disseminate	The school has undertaken to forge a close working relationship with

	successful/best practices	the District of Derry regarding competency which the Derry district would like to share with its other schools. The Next leadership team, are happy to consult with the Derry District and share their skills and practices.
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Part 3: <u>Affirmative Evidence</u>		
From the answers to questions and evidence: data, charts, diagrams, etc.		
Level: E, M, A, N	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	The school has demonstrated its ongoing commitment to continually developing its ability to deliver on its mission statement. Next has demonstrated that they are effectively providing the individualized learning environment it set out to achieve and is working diligently to ensure that it develops as a school to continue its goals of enrolling and satisfying the needs of its students.
M	2. Is the charter school responsibly using public funds?	The school has demonstrated sound financial management and takes its fiscal responsibilities seriously. Due to the school's personalized funding partnership with the Derry School District Next is able to operate efficiently with a sound financial base.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Yes, as demonstrated in the personalized learning, and alignment to State Competency Standards, Next Generation Science Standards,

		Common Core State Standards and graduation requirements. Whilst the school has successfully graduated 34 students there is a concern that the deficit in schools scores compared to the States mean scores highlight needs to be addressed.
E	4. Is the school sustainable?	The school has a sound financial base, which allied to its partnership with Derry, and Pinkerton ensures it long-term sustainability.
M	5. Current Status of the Board of Trustees Ed 318.16(a)	Full membership, engaged in board duties as well as serving on 2 – 3 committees.
A	6. Student Data and Analysis	Minimal Data and analysis. Students are meeting the mission and goals of the school to graduate and to engage in post-secondary learning.

Part 4: <u>Policy/ Procedure Development</u>		
✓ 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	The Board is currently developing this policy.
	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	The Board is currently developing this policy.
✓	Due Process, pursuant to RSA 194-B:8	

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)	1 year
✓	Sample Report Card	
✓	List of Staff Members and Qualifications	
✓	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	
Updated Forms		
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Financial Audit	

Part 2: <u>Focus Group Interviews</u>		
a) <u>Families, Parents, Guardians</u>		
Number present: 5		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Yes, personalized learning to meet the needs of their student population, competency education and assessments, support for graduation and engagement in post-secondary learning.

M	2. Is the charter school responsibly using public funds?	Satisfied with the transparency of the budget and finances, and with the manner in which the funds are used
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	Parents are well satisfied with the level of interest, engagement and progress of their children.
E	4. Is the school sustainable?	Yes...strong commitment by this group of parents, a valuable educational program for students, families and the community.

b) <u>School Leadership: Directors, Principals</u>		
Number Present: 1		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Next remains true to its mission, which is well supported by all stakeholders.
E	2. Is the charter school responsibly using public funds?	Financially well managed and responsibly meeting all of the State of New Hampshire's reporting requirements.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	Competencies are aligned to NH State Competency Standards, Common Core State Standards, and Next Generation Science Standards
E	4. Is the school sustainable?	Demonstrates sound financial management; continuous growth in enrollment; uses resources effectively, capstone program ensures students have a skill as well as a diploma.
E	5. Current Status of the Board of Trustees	Stable and committed Board.

M	6. Student Data	Satisfied with the student’s progress and achievement. The CSI designation was not discussed.
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c. <u>Board of Trustees</u>		
Number Present: 5		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Clear evidence of the school making progress towards achieving its mission.
E	2. Is the charter school responsibly using public funds?	Clean audits, meeting all New Hampshire’s reporting requirements.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	Next engages in a continuous process of improvement, by evaluating the program annually and making adjustments and changes as needed to ensure students’ needs are met and that they have every opportunity for success.
E	4. Is the school sustainable?	Next has both a well-structured organizational hierarchy and the ability to apply a flexible approach to maximize their resources as and when required. Next recognizes that by having this structure along with a culture of working as a team that is focused on fulfilling the educational aspirations of its students and stakeholders, they will be as effective as possible. No debt, a line of available credit, financial support from Derry School District, a very successful program in providing a personalized leaning program to students, students graduating and engaging in

		post-secondary learning.
E	5. Current Status of the Board of Trustees	Very active and engaged board, stable and committed to the vision and mission of the school.

d. <u>Students</u>		
Number Present: 5		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	The school meets and exceeds student’s expectations and needs.
E	2. Is the charter school promoting student attainment of expected knowledge and skills?	Students are well aware of what they need to do in order to attain the competencies. It’s a clear path, and when they need support, it is provided to them. Rubrics help students understand the expected performance of skills and knowledge. Students/staff celebrate student successes regularly.
E	3. Is the school sustainable?	Students plan to stay in the school until graduation and they recommend the school to others.

e. <u>Instructional Staff</u>		
Number Present: 4		

Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	Dedicated staff reported very positive results from the personalized/social learning, competencies attainment, ELO's, and Capstone program. Often work extra hours to ensure that students have every opportunity to succeed.
E	2. Is the charter school responsibly using public funds?	School is able to provide resources and materials needed for implementation of all programs.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	Curriculum is aligned to competencies, and all students must achieve 100% of the competencies in a subject in order to receive credit.
E	4. Is the school sustainable?	Yes...increased enrollment each year, teacher support, evaluations, PD and retreats all ensure teachers are well prepared to meet the needs of all students.
M	5. Student Data	Students are achieving what is required for graduation, and when students struggle, the school provides wrap-around support to ensure the student's needs are met.

Name of Reviewer	Jane Waterhouse
Contact Details	Jane.Waterhouse@doe.nh.gov (603)271-6813

Chartered Public School Renewal Rubric			
Name of Charter School:			
Date:			
Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete
Comments			
Standards for Evaluation			
Level of Achievement	Description		
<i>Exceeding</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>		
<i>Meeting</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>		
<i>Approaching</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</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		
Level: E, M, A, N	Criteria	Comments
m	A1. Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	
m	B1. Enrollment and projected growth of student body for the next 3 years	Growth and success are very intertwined and may be step by step not a straight linear upward slope.
m	B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	This is student focused and may change as competencies change and career and college expectations change. This is a very small school and as new staff are hired they will also bring new growth to the students.
m	B3. Technology Programs	Very progressive and forward thinking; the community internships and partners help keep the students current on knowledge and skills.
m	B4. 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.	Challenged students are seeing success.

m	B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement	
m	B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability	
m	B7. New Hampshire Charter School Accountability Plan	
m	B8. 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	B9. Efforts to disseminate successful/best practices	

Part 3: <u>Affirmative Evidence</u>		
From the answers to questions and evidence: data, charts, diagrams, etc.		
Level: E, M, A, N	Criteria	Comments
e	1. Is the school making progress toward achieving its mission?	This is a challenging mission, a delicate balance to create a supportive environment turning around former withdrawn fragile students and they are having remarkable

		SUCCESS.
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 Ed 318.16(a)	Commendation on policy expectation that board members will visit school while in session.
m	6. Student Data and Analysis	

Part 4: <u>Policy/ Procedure Development</u>		
✓ 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	
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.	
✓	Due Process, pursuant to RSA 194-B:8	

II. Charter School Onsite Visit

Part 1: Documentation, Updated Forms Review

✓ Upon Review

✓	Criteria	Comments
N/A	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	
✓	Annual Charter Accountability Documents, (4 - 5 years)	
✓	Inventory or equipment, furnishings and materials purchased with Federal funds (\$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	
N/A	Outstanding Charter Accountability documents	
✓--	Student portfolios and/or student work samples	
✓	Memorandums of Understanding with Districts	

Updated Forms		
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Financial Audit	
✓	Food Establishment Inspection Report	

Part 2: <u>Focus Group Interviews</u>		
a) <u>Families, Parents, Guardians</u>		
Number present:		
Level: E, M, A, N	Criteria	Comments
m/e	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?	
m	4. Is the school sustainable?	

b) <u>School Leadership: Directors, Principals</u>		
Number Present:		
Level: E, M, A, N	Criteria	Comments
e	1. Is the school making progress toward achieving its mission?	Very special people are key to the success here and leadership is excellent.
m	2. Is the charter school responsibly using public funds?	Yes, this is an excellent use of funds.
m	3. Is the charter school promoting student attainment of expected knowledge and skills?	With creativity and student buy -in, skills and knowledge attainment occurs not only in classes but at meetings and morning sharing and throughout the day.
m	4. Is the school sustainable?	yes
m	5. Current Status of the Board of Trustees	
m	6. Student Data	

c. <u>Board of Trustees</u>		
Number Present:		
Level: E, M, A, N	Criteria	Comments
m/e	1. Is the school making progress toward achieving its mission?	The board members are well informed about the mission, and want to see the school continue to thrive.
m	2. Is the charter school responsibly using public funds?	This is worthwhile use of funds.
m	3. Is the charter school promoting student attainment of expected knowledge and skills?	There is a blend of student selected and creative topics to teach traditional knowledge which works to motivate students to master the skills and competencies.
m	4. Is the school sustainable?	
m	5. Current Status of the Board of Trustees	Are they fully familiar with or learning board policies

d. <u>Students</u>		
Number Present:		
Level: E, M, A, N	Criteria	Comments
e	1. Is the school making progress toward achieving its mission?	Students are the best and strongest voice for the positive experiences they have had attending here.
m	2. Is the charter school promoting student attainment of expected knowledge and skills?	Physical Education activity and health classes
m	3. Is the school sustainable?	

e. <u>Instructional Staff</u>		
Number Present:		
Level: E, M, A, N	Criteria	Comments
e	1. Is the school making progress toward achieving its mission?	Staff retention is remarkable and praiseworthy, these people are super-heros.
m	2. Is the charter school responsibly using public funds?	
e	3. Is the charter school promoting student attainment of	They are helping students attain skills and

	expected knowledge and skills?	knowledge that otherwise were at very high risk of gaining very little during these years
m	4. Is the school sustainable?	
m	5. Student Data	

Recommendations: Accolades for the staff including high quality Professional Development to support their work with struggling students, and careful attention to staff /admin and staff/ student ratios as the complex needs of students may increase.

Name of Reviewer	<u>Mary Bubnis M.ED</u>
Contact Details	<u>Educator</u> m.d.bubnis@outlook.com <u>6035680803</u> <u>Loudon, NH</u>

Chartered Public School Renewal Rubric			
Name of Charter School: NEXT			
Date: 11/20/18			
Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete
Comments	<p>After reviewing their renewal packet and visiting the school, it is very clear that NEXT is providing a high level program, with incredible support as well as academic opportunity and challenge to their students. By extension, they are providing leadership in the area of competency-based work, something many talk about few execute with such care and reflection in their practice. NEXT provides an important service to the students and their families in and around Derry. With a deliberate culture firmly in place, they are able to offer a safe environment in which they can challenge their students to meet and exceed curricular requirements, and do so in an innovative and creative manner. The field visit confirmed my understanding of the program and its intricacies. Further, the enthusiasm expressed by each and every person we met with and spoke to during our day-long visit confirms the above. The school has very high staff retention; the Board is an engaged group extremely committed to the program; the Director, one of the two founding directors, continues to reflect and improve his practice and those school-wide, and the students are articulate and engaged in their learning and growth. Finally, the partnership NEXT has established with the District of Derry is unique to the NH charter school community and is clearly a two way partnership whereby the District is learning about innovation and how they can integrate it into their traditional schools while supporting the work of the NEXT team. As the school’s director, Joe calls it – NH Charter 2.0 - is alive and thriving at NEXT.</p>		
Standards for Evaluation			

Level of Achievement	Description
<i>Exceeding</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<i>Meeting</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<i>Approaching</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</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

Level: E, M, A, N	Criteria	Comments
E	A1. Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	I feel that NEXT is meeting and exceeding its stated mission and goals, academically and programmatically.
M	B1. Enrollment and projected growth of student body for the next 3 years	Here I do have some questions about the ways in which they are evaluating applicants. I am aware that the NH charter law appears to contradict itself in terms of what is allowed, so their interpretation does not seem outside the law, but it is nonetheless a bit unclear.

		<p>Their process – at least in the way it is written currently, includes both the plan to have 90% of their students be from Derry – even though they are a state issued charter, not a locally issued one; and once a student gets selected in the lottery, a committee reviews the student’s application, and decides, along with the student if they are a good fit. While I understand why it is so important to be sure that a high school students wants to be in this very deliberately and carefully designed learning community, I’m not clear how current NH charter law supports this. So I would like to see NEXT review their language.</p>
E	<p>B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.</p>	<p>The NEXT faculty appears to meet each curricular challenge with creativity, and adjust their working method as needed, based on academic engagement and results.</p>
M	<p>B3. Technology Programs</p>	<p>We were not made particularly aware of substantial technology programs, other than the STEM work being done in one course taught by the science teacher. There may be more access to technology, but I am not clear about what that is at this time.</p>
M-E	<p>B4. Academic Attainment:</p>	

	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 information provided to us suggests that NEXT is meeting the targets they have set forth in the short term and are poised to continue that pattern in the long term.
E	B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement	I was extremely impressed with the commitment of the Board, Staff and Students we met with. Again here, while there is no stated plan about such involvement, they are on track to continue to grow stakeholder involvement and commitment to the program. The morning meetings which are run alternatively by staff and students, and the fact that they have added a student representative to the Board of Trustees more than suggests their commitment to meaningful engagement.
M	B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability	Given the roots of the school’s formation (the District asked the founders to create the school), and the creative funding arrangements NEXT has with the District of Derry and Pinkerton, NEXT is far less dependent on fundraising than most other NH charter schools. This is not really an issue for them at this time and was not discussed at our visit, or in the supporting renewal materials.

M	B7. New Hampshire Charter School Accountability Plan	Annual Reports were supplied.
M	B8. 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-E	B9. Efforts to disseminate successful/best practices	Joe has been working closely with the District of Derry and sharing best practices about competency. The District is lucky to have the NEXT model within reach and to have the school's founding leaders on their leadership team as they attempt to bring many aspects of the competency model to their district schools.

Part 3: <u>Affirmative Evidence</u>		
From the answers to questions and evidence: data, charts, diagrams, etc.		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	

E	2. Is the charter school responsibly using public funds?	
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	
E	4. Is the school sustainable?	
E	5. Current Status of the Board of Trustees Ed 318.16(a)	
M	6. Student Data and Analysis	

Part 4: <u>Policy/ Procedure Development</u>		
✓ 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	
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.	

✓	Due Process, pursuant to RSA 194-B:8	
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II. Charter School Onsite Visit		
Part 1: <u>Documentation, Updated Forms Review</u>		
✓ 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	
✓	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	I did not see this for review. However, in conversation with one of our student tour guides, we did discuss how their classes are linked to curricular requirements. That came up again when we spoke with staff in our discussion about competencies.
✓	Parent/Student Handbook	
✓	Staff Handbook	
N/A	Outstanding Charter Accountability documents	
✓	Student portfolios and/or student work samples	Beyond what was shared in the binder, during the time I spent in the classroom, I had the chance to review a writing project with a student on our visit, which shared with the class. Additionally, during our tour we were shown some of the robot programming

		that was being done by the STEM students.
Updated Forms		
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Financial Audit	I would recommend that the school post their budget and audit on their website.

Part 2: <u>Focus Group Interviews</u>		
a) <u>Families, Parents, Guardians</u>		
Number present:		
Level: E, M, A, N	Criteria	Comments
E	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?	
E	4. Is the school sustainable?	

b) <u>School Leadership: Directors, Principals</u>		
Number Present: 1		
Level: E, M, A, N	Criteria	Comments
M-E	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M-E	3. Is the charter school promoting student attainment of expected knowledge and skills?	
E	4. Is the school sustainable?	
E	5. Current Status of the Board of Trustees	
M-E	6. Student Data	

c. <u>Board of Trustees</u>		
Number Present: 5		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M-E	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M-E	4. Is the school sustainable?	
E	5. Current Status of the Board of Trustees	

d. <u>Students</u>		
Number Present: 4		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	
E	2. Is the charter school promoting student attainment of expected knowledge and skills?	

M	3. Is the school sustainable?	
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e. <u>Instructional Staff</u>		
Number Present: 4		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M-E	3. Is the charter school promoting student attainment of expected knowledge and skills?	
M	4. Is the school sustainable?	
M-E	5. Student Data	

Name of Reviewer	Meryl Levin, Executive Director, Mill Falls Charter School
Contact Details	Meryl.levin@millfalls.org 603-232-5176



Renewal Application

Fall - 2018

5 Hood Road

Derry, New Hampshire 03038

603.437.6398

www.nextcharterschool.org

Grades 9-12

Overview

As we learn more about the art and science of the teaching profession it is increasingly apparent that in order to provide students with meaningful learning experiences we must seek and adopt a flexible approach to schooling. Our current school model is not meeting the needs of all learners. The traditional education system, as currently designed, cannot serve *all* students equally well. It is too big and is responsible for doing too much. And big ships cannot, by their nature, turn on a dime. Nor can they possibly meet the unique and changing needs of all their passengers. The end result for school systems is that some students are not well served. They may get lost, fall through the cracks, sit passively, or become disengaged. Charter schools offer a different model within the system and therefore can produce different outcomes for students who do not benefit from a traditional system. Charter schools can build a new, smaller, and more responsive ship.

Beginning in 2013, Next Charter School opened its doors to students from Derry and surrounding communities in order to provide a smaller, more flexible approach to high school for those students looking for something different. The relationship between Derry and Next is unique, in that the Derry Cooperative School District (DCSD) is a founding partner of Next and the two organizations work collaboratively to meet the needs of a small constituent group. This partnership has evolved but continues to be integral to the success of Next Charter School.

(a) Educational Mission (also include a vision statement)

The mission of Next Charter School is to meet the needs of students not fully served within a traditional high school educational program and to employ a system of instructional and assessment practices that values competency, investigation, flexibility, and the social nature of learning so that all students will graduate and initiate post-secondary learning options.

As with all K-12 models throughout the United States, *some* students either do not complete high school or do so in a manner in which they are under-served. Both outcomes have a direct impact on the local community, state, and nation. The impact is economic and social in its costs. If the Derry community, manifest through its school board's goal, desires to ensure high school completion for all its children, then it has an obligation to explore another systematic option.

Students become disenfranchised, disconnected and disengaged from school for as many reasons as there are students. However, the National Dropout Prevention Center/Network¹ operating out of Clemson University identified twenty-five (25) risk factors that are categorized within two (2) domains – individual and family. It is the intent of the Charter School to mitigate these factors by

¹ see report Dropout Risk Factors and Exemplary Program: A Technical Report, 2007

incorporating a highly flexible learning environment with a viable commitment to meeting its mission. The very nature of decreased size and an increased focus on an acute mission will serve enrolled students well.

Next denotes the following four (4) primary tenets of its mission to include:

1. Competency – At every opportunity, students are assessed on what they know and can do. Student achievement is aligned to student products and performances and is manifest in the application of knowledge and skill in an authentic context. As a result, each credit area at Next outlines clear, non-negotiable learning outcomes, or competencies, that drive instruction. Competencies are transparent, rigorous, and met in such a way as to demand a depth of understanding, assessed on an individual scale.
2. Social Learning – Next emphasizes and promotes the idea that authentic learning is best realized within a social dynamic. To this end, individual classrooms and the larger school itself are community-based, in that both students and staff have distinct contributions to make with regard to collective learning. This model is reflective of the collaborative nature demanded of participants within the 21st century and will also help to cultivate specific dispositions. Learning does not occur in a vacuum and therefore students share experiences within teams, groups, and compacts in pursuit of competency mastery.
3. Investigation – Traditional approaches to learning emphasize answers. Next emphasizes questions. The work of our students is to be driven by important, real-world problems and questions. An emphasis is placed on the value of knowledge as a tool to make improvements to the student's world. Students engage in inquiry-based processes that seek to connect student interest to the demonstration of proficiency towards competencies.
4. Flexibility – Next values the unique needs and offerings embodied within each student and staff member. Learning is what happens when the learner makes meaning for him/herself. As a result, it is imperative that schools meet student learners where they are and adapt to their ever-changing knowledge, skills, and interests. Next is designed to place the student at the center of the learning process and customize educational experiences to match the needs and interests of each learner.

To support the aforementioned tenets, Next subscribes to the following belief statements to indicate a common vision:

1. We believe that schools can be the primary environmental factor that provides individuals access to our democratic ideals. They can be more powerful in the ability to shape a

student's future than any other competing socio-economic factor. If we subscribe to this belief, then it is the responsibility of this charter to create a school environment that is viable for all students.

2. We believe that human behavior is not explained simply. Instead, we believe that human behavior is a result of impulses and decisions to achieve one or more end: survival, belonging, power, freedom, mastery, and fun.² If we subscribe to this belief, then we must build a community of learners that knows and applies these principles of human behavior.
3. We believe that we live in an unprecedented age in which the world is becoming increasingly flat.³ More than ever before, access to technology is emerging as a fundamental right and should no longer be relegated to a privilege. If we subscribe to this belief, then we must provide current and purposeful technological media for student and staff use.
4. We believe that individual students arrive at school with a varying degree of culturally relevant experiences. Not all of them are equal. Their prior experiences have a direct impact on how they access current learning experiences.⁴ If we subscribe to this belief, then we must create opportunities for students to participate in outside of the school setting and connect these experiences to competencies.
5. We believe that grades are incomplete and ambiguous measures of student achievement in that they are not specific, timely, or meaningful. If we subscribe to this belief, then we must construct a system for reporting and measuring student achievement that is based in language that describes levels of competency and structure learning opportunities in a heterogeneous manner.
6. We believe that all participants within an organization must have input to affect the operations and outcomes of that organization. This inclusionary model increases the capacity of the organization and most successfully encourages human collaboration and therefore is most responsible for building human connections. If we subscribe to this belief, then decision-making at all levels is a collective effort.
7. We believe that staff who have direct interactions with students are the most important people in our organization outside the students themselves. If we subscribe to this belief,

² see William Glasser, Choice Theory in the Classroom and Daniel Pink, Drive

³ see Thomas Friedman, The World Is Flat

⁴ see Wertsch, J.V (1997) "Vygotsky and the formation of the mind" Cambridge.

then we must provide the time, resources, and professional development necessary so that they remain the primary positive factor that influences student achievement.

In addition to our tenets and beliefs that guide and shape Next, we commit that students and staff will embrace and practice the following dispositions:

Curiosity: we will ask questions and seek solutions or responses.

Empathy: we will seek to understand before we criticize.

Inquiry: we will gather information and make determinations.

Perseverance: we will not expect things and thinking to be easy.

Awe: we will recognize and celebrate the fantastic.

Precision: we will be exact in our summative work.

Humor: we will use it and know when not to use it.

Advocacy: we will ask for what is right and just.

Reflection: we will think about our thinking.

Passion: we will be driven by what we believe.

What does the students' world look like?

To participate meaningfully in this world, students need tools. Next is committed to providing 1:1 technology for students in order to support the mission of the charter and to engage students in ethical technology use.

(b) Governance and organizational structure and plan

Next was founded by a team of staff and board members of the DCSD. In accordance with RSA 194-B:5, Next Founding Board established a Board of Trustees in order to govern with supervisory duties and authoritative policies. This Board has been established with the intent of representing important stakeholders in the community with the interest in developing and supporting an organization to meet the needs of a subset of our students and families. The Board of Trustees is responsible for actively supporting the mission of the school through building community partnerships, reaching mutually contracting relationships with other governing bodies, and securing appropriate resources so that student achievement is realized as stated within the charter. To establish clear procedures and responsibilities the Board has approved a set of [By-Laws](#).⁵

Board of Trustees

⁵Appendix B - Board of Trustees By-Laws

The Board of Trustees is comprised of five (5) to thirteen (13) members. The current representation of the board is:

- Ms. Katie Anderson - Parent (Chairperson)
- Ms. Jennifer Lague - Community Member (Vice-Chair)
- Mr. Derick Anderson - DCSD School Board Member (Voting)
- Dr. Adam Burch - Community Member
- Ms. Brenda Willis - DCSD School Board Member (Non-Voting)
- Ms. Shannon Hudson - Community Member (Treasurer)
- Ms. Nichole Reimer - Parent (Secretary)
- Mr. Craig Cerino - Parent
- Ms. Jolene McWhirter - DCSD Teacher
- Dr. Mary Ann Connors-Krikorian - DCSD Interim Supt. Schools (Non-Voting)

When deemed appropriate by the Board of Trustees, other non-voting members may be added to the body when they can serve the interest to further the mission of the charter. A quorum will consist of the majority of the Board, who are voting members, participating in real-time communication in person, voice, or video. As the governing body of a public school, the Board of Trustees records minutes in accordance with the New Hampshire Right to Know Statute.⁶

The Board of Trustees designates officers necessary for operation, including, but not limited to a Chair, Vice Chair, Treasurer, and Secretary. The Board of Trustees has established governing policies, including those that establish standing and sub-committees of the Board, that will support, promote, and fulfill the mission explicitly and implicitly written in the charter.⁷ The committees may be created and terminated by the Board and may focus on matters of Policy, Curriculum, Recruitment, Finance, Partnerships, and other target areas deemed necessary and proper by the Board.

The Board meets regularly on a monthly basis and may also provide notice of intermittent meetings deemed necessary and proper by the Board in order to conduct business of immediate relevance. The meetings focus on overall operations of the charter organization, to review student achievement, to hear reports, and to take all other actions per their governance function.

The plan for governance rests, unequivocally, with an acute focus on the achievement of each individual student. As such, the Board's plan for governance reflects the principles set forth by the National School Board Association's Key Work of School Boards.⁸

Lastly, the Board may contract for services, both personnel and non-personnel, when appropriate

⁶ see RSA 91-A

⁷ Appendix C - Next Charter School Board Policies

⁸ see <http://www.nsba.org/>

to meet its obligation outlined for students within the charter.

The Board, for the purposes of operating Next, designates an individual to assume the role of director. This position will be responsible for the day-to-day operations of the school and will report directly to the Board.

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

Next Founding Board appointed the initial Board of Trustees. The Founding Board considered, as the primary criteria for selection, those individuals who ardently support the mission of the charter, including its tenets and belief statements. There was an emphasis placed upon individuals who are determined to bring flexibility to the public education system for the benefit of students and who can represent a wide demographic. Next Founding Board sought individuals who can provide expertise, wisdom, resources, and passion that will result in improved student learning. Board members are appointed after recommendation, discussion, and approval by the majority of the Board. Board member terms are clearly established according to the [Board by-laws](#).

(d) General description and proposed or potential location of facilities to be used

Next recognizes the difficulty that many charter schools experience as they attempt to find suitable and affordable facilities. Next is fortunate to have entered into a [10-year lease agreement](#) with the DCSD for educational space in a section of Gilbert H. Hood Middle School.⁹ This roughly 6,000 sq. ft. space was renovated by Next in 2015 and has served our students, staff, and families well for the past three years. The space has a main entry point and parking that is separate from Gilbert H. Hood in order to minimize any disruptions to the operational capacity of the middle school. Because the space is integrated within the Gilbert H. Hood campus, it contains much of the necessary technological infrastructure, including wireless and wired Internet, cable, and phones. In addition, we have access to the Gilbert H. Hood cafeteria and food service program.

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

Next is designed to flexibly meet the needs of each individual student as he/she progresses through the academic program based on the mastery of competencies. Although it is possible for some students to be actively engaged in the competency work of multiple grade levels, most

⁹ Appendix D - Lease Agreement between DCSD and Next Charter School

students earn a high school diploma over the course of four (4) years. Because social learning is an essential component of our learning community, we believe students most successfully transition into Next as grade nine or ten students. This early enrollment will allow students to develop the necessary interpersonal connections with their peers and the staff. As a result, our enrollment projections take an approach which targets early integration.

Below is a representation of our enrollments over the course of the first five (5) operational years.¹⁰ Although our initial charter authorization capped our growth at 90 total students, we recognized that in order to deliver the goals of the mission to students we must demonstrate restraint in terms of enrollment. We accept applications from students from other communities, however, Derry residents are given first available enrollment in accordance with RSA 194-B:2, IV. Our proposal is to continue to allow for a total enrollment of 90 students during the upcoming 5-year reauthorization cycle, while acknowledging that our board may choose to limit enrollment below that number in order to continue to align our mission with our practice.

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Derry Residents	30	43	53	51	52	60
Non-Derry Residents	0	3	7	13	13	10
Total	30	46	60	64	65	70

Who are our students?

At its core, the student body reflects a widely diverse population of students to reflect the totality of the local communities. As a school of choice, the unifying characteristic of the student body is that each student has made a conscious choice to enroll at Next. These decisions have been impacted by a series of personalized factors. Next has been committed to working with students and families prior to enrollment in order to determine if the mission and structure of the organization are a match for the needs and aspirations of the student. This is done through a series of meetings and visits that aim to directly engage prospective students and their families with current students and staff. In the end, students and families make the difficult decision regarding enrollment at Next. We value the individualized nature of this decision.

Acknowledging the impact of personalized decision-making on the enrollment process, Next

¹⁰ Enrollment numbers based on first day enrollment.

tends to attract students who seek a common set of educational experiences. Most students who choose to enroll at Next do so because they seek one or all of the following characteristics of our school:

- A place where each student feels as though he/she belongs and has value;
- A community which seeks to lift up and support its members;
- An environment which is accepting and collaborative;
- A structure which is flexible and personalized;
- A school culture which reinforces the importance of relationships among students and staff members, and;
- A curriculum which is engaging, hands-on, and connected to the real world.

Despite the desire to attract a diverse student body, Next is committed to set as its primary goal the service of students who share the following experiences in relation to school:

1. Disenfranchisement: loss of power.
2. Disengagement: loss of belonging.
3. Disconnection: loss of purpose and engagement.

And who need the following embedded, systematic characteristics in a school to achieve:

1. Input and Interest: students need to gain a voice.
2. Association: students need to be part of a community.
3. Relevancy: students need to see their lives beyond high school.

Above all else, all students who attend Next require a flexible learning environment. One size does not fit all.

Next recognizes the need to establish objective criteria to determine admission given the cap on total enrollment. As such, said criteria is presented in the section entitled, (o) Admission Procedures.

(f) Curriculum

What is curriculum at Next?

As described in detail in the Next Charter School Curriculum Framework¹¹, Next defines curriculum as the gap between where the student is and where he/she needs to go. Although most learning takes place in collaborative environments, individuals follow unique pathways as they become competent. While these pathways are individualized, they are aligned to an established

¹¹ Appendix E - Next Charter School Curriculum Framework, 2017-2018

set of goals identified as Competencies. Competencies are relevant and enduring statements that require students to use knowledge and skills in order to accomplish outcomes. They are broad, content-related statements derived from state and national standards that promote the transfer of knowledge and skills to authentic, real-world applications.

Each competency contains associated concepts and skills which serve to connect the competency with the learning domain. Students demonstrate their learning through work that culminates in a product or a performance.

Why is the curriculum at Next defined and organized in this manner?

The term “learning” has come to mean *learning to perform in the world*.¹² The ongoing goal of education, then, is student performance, not merely the acquisition of information. Performance is required of participants in the 21st century. The curriculum at Next reflects this shift. Namely, curriculum must include the student and the performance.

Learning occurs when the learner makes meaning for him/herself. As a result, schools must embrace the individual nature of both the process and the results of learning experiences. Individuals do not possess standardized interests, abilities, or dispositions. Therefore, schools should not seek to standardize outcomes for all students by requiring all student performance to meet the same level of sophistication. Instead, the role of schools is to move students toward competence by extending their knowledge, skills, and dispositions from their point of origin. This journey can be both personally rigorous and individually engaging.

Individualization does not, however, propose that all learning is optional. Schools must identify the knowledge, skills, and dispositions that are essential for college and career readiness. Through the establishment of competencies aligned to state and national standards each student’s learning is supported relative to his/her environment, ability, and aspirations.

How is curriculum organized for each student?

Each student must organize his/her education in a manner that aligns to individual goals and aspirations. In collaboration with his/her advisor, each student develops an individual learning plan (ILP) that organizes curriculum around meaningful learning experiences. This flexible approach allows students to design and monitor the pace, order, and structure of competency work. This work will include aligning competencies required for high school graduation as well as any elective competency work that is directly connected to the student’s future plans, including post-secondary learning opportunities and careers. A student’s ILP reflects not only the learning that he/she does in school, but it also encompasses any credits earned through extended learning opportunities (ELO).

¹² Credit to Grant Wiggins. *Everything you know about curriculum may be wrong. Really.*

How do we know when students meet competency?

Next does not promote competencies as a fixed set of standards that define a universal level and sophistication of student work. Instead, students become competent by demonstrating growth as evidenced by products and performances. Student growth is chronicled and archived in student portfolios and assessed by Next instructors. Instructors and students collaborate to develop learning experiences that are aligned to one or more competencies and lead to products or performances. This model allows students to design learning experiences that are personally rewarding while still aligned to competencies.

Student work is assessed using project-specific criteria that is organized in rubrics. Students earn a competency when they meet ALL of the associated criteria outlined in the rubric. In some cases, rubrics may outline a secondary level of achievement referred to as “met with distinction.” Students who meet ALL criteria with distinction have earned a competency “with distinction.”

Professional judgment guides assessment decisions. Competencies may be met upon the first submission or after feedback and revision. Flexible timelines are used to accommodate the varying needs of learners, however, projects may expire at the discretion of the instructor. Students may revise work to move from “met” to “met with distinction” within an instructional timeline approved by the instructor or may engage in new academic work at a later date to earn distinction.

How is credit awarded?

As a high school, Next awards credits within each domain.¹³ Because learning experiences are not domain-specific, it is possible (and likely) that student products or performances will be aligned to competencies in multiple credit areas. As a result, students at Next may be actively engaged in the credit work of multiple areas at one time. While the products or performances are interdisciplinary, the assessment of student work is done by domain-specific instructors. Credit is awarded when a student meets ALL of the competencies within a specific credit area. In several academic domains students may earn a credit “with distinction.” This designation is awarded when a student earns more than 50% of the competencies within the specific credit area with distinction. For example, if there are seven competencies in the credit area of Life Science, and a student meets 4/7 competencies with distinction, the credit is awarded with distinction on the student’s transcript.

How is student learning communicated?

Internally, student progress is reported as a percent of competencies complete. For example, if a credit area contains five (5) competencies and a student has met one (1) of those competencies, he/she is 20% complete within that credit area. A student’s progress toward the attainment of a

¹³ Graduation requirements are spelled out in the curriculum framework.

high school diploma is reported as a percent of all competencies associated with a student's ILP completed.

How does Next rank and order students based on achievement?

Next does not employ a traditional grading system and does not internally rank its students. Beginning with the 2017-2018 school year, Next assigns points to several credit areas for the purposes of developing a GPA for the student transcript.¹⁴ In designated credit areas students may earn points which will be combined in order to determine a student's GPA. The method of determining a GPA is described below.

- In order to earn a credit a student must meet ALL of the competencies associated with that credit. A student may earn a credit "with distinction" by meeting more than 50% of the competencies with distinction. A description of how to earn a competency with distinction is explained above.
- Each designated credit area represents a maximum of 4 total points. A student who earns a credit "with distinction" is awarded all 4 points. A student who earns a credit (without distinction) earns 2 points.
- In order to appropriately combine points to create a GPA, points are multiplied by the associated credit value to which they are assigned. Then all points are averaged to complete a GPA.

How does Next communicate with outside organizations regarding student achievement?

Student transcripts represent records of all credits earned by students within and outside of Next. Because it is common for students to earn credits from other institutions, these credits are included in the student transcript with a clear indication of the awarding institution, however, credits awarded by outside institutions are NOT factored into a student's Next Charter School GPA. Transcripts from outside agencies are attached to the Next Charter School transcript for the purposes of post-secondary applications and may contain traditional grades, GPA and other information as provided by those institutions. The student's GPA will not be included on the transcript, however, it will be provided to the outside institution upon request.

How can students earn credit for work done outside of the school day?

Competencies guide and define the outcomes of student learning. At the same time, learning can happen everywhere and anywhere. Therefore, the work students engage in to meet competencies may take place outside of the physical school building and/or outside of the instructional day. To this end, students may collaborate with instructors to design an extended learning opportunity that is linked directly to competency statements. Extended learning opportunities are intended to

¹⁴ This change is in effect for all students entering Next as first-year high school students in 17-18. Students entering their second year of high school in 17-18 will be give the option to opt in or out of this system for any credit areas that are partially or fully complete, however, credit areas that have no competencies earned will be included. Students entering their third year of high school or more will NOT be included in this change.

connect student interests with individuals or organizations with expertise to promote student learning. For example, students may design and instructors may approve a student partnering with a yoga instructor to meet physical education competencies or a novelist to meet writing competencies. Throughout the extended learning opportunity, Next instructors work directly with students to assess their products or performances.

How can students earn credits in non-required areas?

Based on the development of a student's ILP, it is possible that he/she will need to earn additional credits in elective content areas. Each student will work with his/her advisor in order to determine which additional credits (if any) the student will need, when they must be earned, and the best way to earn these credits. This may include coursework through cooperating institutions and/or independent study.

How does Next prepare students for the world after high school?

Students participate in the Capstone Program in preparation for graduation. Generally, students will begin preparing for Capstone in their third year and participate directly in the experience during their final year at Next. In the four phases of Capstone (Exploration, Site, Internship, and Defense), the student engages in self-exploration to determine a career field of interest, establishes a relationship with an outside organization to serve as an internship site, participates in 300 hours of on-site immersion, and finally, defends the experience to a panel of peers and adults, and makes a determination as to how the experience will impact their post-secondary learning option.¹⁵

(g) Academic and other learning goals and objectives

In its initial charter application, Next established the following goals. Accompanying these original goals are the outcomes realized. Though there is more work to be done, Next is pleased to report strong progress toward achieving each goal.

1. We will increase the enrollment of our student body to a sustainable level while not compromising the mission established within the charter.

Behavior (i) Partner with Pinkerton Academy, the DCSD, and other surrounding Districts.

Behavior (ii) Actively recruit and enroll students.

Behavior (iii) Provide each student with an Advisor and membership within a small learning groups.

Behavior (iv) Engage each student in the social act of learning.

¹⁵ Appendix F - Capstone Information 2018-2019

Outcomes

- Next has established a collaborative relationship with Pinkerton Academy manifested in a successful Memorandum of Understanding (MOU) between the two organizations.
- Students from Next regularly attend elective and CTE courses at Pinkerton and surrounding high schools.
- Students from Next participate in athletics and extracurricular activities at Pinkerton and surrounding high schools.
- Next has been fully-enrolled each year and maintains an active waiting list for prospective students.
- Each student at Next is assigned a faculty advisor who meets on a monthly basis with the student and family in order to facilitate individual learning plan (ILP) meetings.
- Class sizes at Next are typically within the range of 7-15 students.
- The regular structure of Next contains many opportunities of social learning. Each day begins and ends with a whole-community meeting. In addition, students and staff attend frequent field experiences together, including an overnight trip in the beginning of the school year.

2. We will ensure that all enrolled students earn a New Hampshire high school diploma.

Behavior (i) Establish a clear and transparent set of competencies and graduation requirements.

Behavior (ii) Allow students to pursue mastery of competencies in areas of individual interest.

Behavior (iii) Coach students to know and apply the dispositions.

Behavior (iv) Establish, monitor, and evaluate individual learning plans.

Outcomes

- Next has established a set of competencies and graduation requirements that is updated on a yearly basis.
- Next provides opportunities for students to carve their own learning paths by encouraging and supporting each student in developing and monitoring individual learning plans (ILP).
- In addition to student advisors, Next has established a mentoring program that employs the nationally-recognized, research-based program Check and Connect.
- Students, advisors, and family members formally meet 8 times per year to develop, monitor, and refine student individual learning plans.

3. We will extend the culturally relevant experiences of our students.

Behavior (i) Identify what our students have done outside of school to date.

Behavior (ii) Organize off-campus visits to experience culturally relevant sites and events.

Behavior (iii) Connect off-campus visits to student pursuit of competency mastery.

Outcomes

- Next plans and facilitates between 6-8 off-site field experiences each school year. These experiences include exposure to activities that are aimed at increasing students' connection with their community. These include hiking trips, visits to museums, sailing trips, and community service activities to name a few.
- Each year students and staff choose to visit a regional city to explore the cultural and historical experiences found in that place. Cities visited include Boston, MA, Providence, RI, Portland, ME.

4. We will connect the school-world to the real-world from the students' perspective.

Behavior (i) Establish partnerships for student participation with other organizations.

Behavior (ii) Conduct flexible and extended hours of school operation and student access.

Behavior (iii) Problem-solve using immediate and more comprehensive exhibitions.

Behavior (iv) Construct student Capstone experience to be delivered to an authentic audience.

Outcomes

- Next has partnered with Quarrybrook Outdoor Learning Center to provide nature-based outdoor learning activities for students on an ongoing basis.
- Next has partnered with a local soup kitchen to provide service opportunities for students.
- Next has partnered with the American Red Cross to host two blood drives per year.
- Students at Next collaboratively design their own schedules with parents and their advisor in order to maximize instructional time while balancing time for internship experiences.
- Next students participate in a minimum of 4 public exhibitions of work during their time in high school.
- Graduates must complete a field-based internship as a part of the Capstone

Project. This project typically begins during the student's third year of high school and includes numerous real-world experiences, culminating in placement at an internship site. To date, 20 Next students have completed this program.

5. We will increase the number of students who are accepted to post-secondary learning.

Behavior (i) Visit universities, community colleges, trade, public, and private organizations.

Behavior (ii) Coach students as to the application process regarding options of interest.

Behavior (iii) Make available specific grant applications as they pertain to student interest.

Behavior (iv) Establish a scholarship fund to support student efforts to pursue post-secondary learning.

Outcomes

- Next has hired a full-time guidance counselor who oversees college and career preparation for all students, including visits to trade schools, 2-year and 4-year colleges, and other organizations dedicated to providing life and career services to young people.
- The guidance program at Next places an importance on student-centered decision-making. The counselor works with students to complete post-secondary educational applications including scholarship and grant opportunities.

(h) Achievement tests to be used to measure pupil academic and other goal achievement

Next is a project-based learning environment which leverages a competency-based instructional and assessment program to measure student achievement. As a result, the most typical type of assessment at Next comes in the form of projects, designed by instructors to align to one or more academic competencies. A student is awarded competency when he/she demonstrates the required knowledge and skills associated with the project as spelled out on the rubric and assessed by professional staff. Students must sufficiently meet all of the criteria established on the rubric before earning the competency. Most often students must engage in a feedback cycle with instructors in order to refine and improve project work until it meets all of the criteria. When a student has sufficiently demonstrated the knowledge and skills, which is manifest in a product or performance, he/she is awarded the competency(ies). Upon earning ALL competencies within a credit area, a student is awarded the credit.

In addition to the regular assessment of student learning through the project-based model, Next students also participate in PSAT and SAT tests and the state required science assessment.

Though participation in PSAT testing is optional, it is provided by Next for all 10th grade students as a means of gathering student achievement data for students, parents, and staff as well as providing an opportunity for practice with standardized assessment.

(i) For schools offering high school grade levels, graduation requirements...

The requirements for graduation from Next will meet all local and state requirements as outlined in the NH Code of Administrative Rules Ed 306.27. Next considers “credit” to be defined as stipulated in Ed 306.27 (7):

<i>Required Subject</i>	<i>Credit</i>
Arts education	½ credit
Information and communications technologies	½ credit
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical science	1 credit
Biological sciences	1 credit
U.S. and NH history	1 credit
U.S. and NH government/civics	½ credit
Economics	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Total	20 credits

To earn a diploma from Next Charter School students must meet the minimum requirements below. These credits fall under the category of Open Electives for the purposes of meeting state requirements but are more specifically spelled out in the Next Curriculum Framework.

Exhibition (2 credits required)

Students participate in four (4) Exhibitions during their tenure at Next. Generally, students participate in two (2) Exhibitions per year during their first two years of high school, earning .5 credit for each. Exhibitions require students to engage in a specific design cycle over a period of time in collaboration with staff. This design cycle may be structured in two (2) distinct pathways. Students may opt to work in a “self-structured” pathway, where they work toward the end goal independent of direct staff instruction and defend their progress to staff at predetermined checkpoints. The second pathway, “supported,” provides direct instruction to students as they work toward the end goal. No matter the selected pathway, Exhibition requires students to develop or define a real-world problem or question, practice a system of inquiry, and finally, to communicate their findings to a public audience.

Social Engagement (1 credit required)

When students enroll at Next Charter School they make the commitment to “seek to be community members at every opportunity.” In making this commitment, students acknowledge the importance that each individual plays in the organization. The culture of the school depends upon the engagement of each member of the community. Within this credit, students will demonstrate a commitment to community by attending field experiences outside of the building. These experiences are designed to expose students to a wide variety of professional and natural settings and to allow students to make connections between academic work and the real world. Students will also attend and engage in morning and closing meeting each day as well as advisory activities. Each student must earn one (1) credit in this area, to be awarded in half (.5) credit increments at the conclusion of the school year.

Capstone (3 credits required)

Students participate in one (1) Capstone in preparation for graduation. Generally, students will begin preparing for Capstone in their third year and participate directly in the experience during their final year at Next. In the four phases of Capstone (Exploration, Site, Internship, and Defense), the student engages in self-exploration to determine a career field of interest, establishes a relationship with an outside organization to serve as an internship site, participates in 300 hours of on-site immersion, and finally, defends the experience to a panel of peers and adults, and makes a determination as to how the experience will impact their post-secondary learning option.

(j) Staffing overview, including qualifications sought for professionals and paraprofessionals

Next is committed to recruiting highly skilled professionals and paraprofessionals who are dedicated to upholding the ideals set forth in the charter. In accordance with RSA 194-B:14, IV, Next sets at minimum - “[T]he teaching staff shall consist of a minimum of 50% of teachers either New Hampshire certified or having at least three years of teaching experience.” The Board seeks only those qualified individuals who fully understand and accept the challenges and responsibility inherent within the mission. Although professionals possessing recognized state credentials are sought, certification is only one facet of the selection criteria. Potential candidates for positions at Next are first and foremost be evaluated according to their personal and professional alignment with the mission of the charter. All teaching staff possess both sufficient knowledge of subject and skill in communication, necessary to facilitate learning for all students.

Currently the Next Charter School consists of the following professional staff¹⁶:

- 1 FTE School Counselor - M. Ed., Certified School Counselor
- 1 FTE Science Teacher - M. Ed., Certified Life Science Teacher
- 1 FTE English Teacher - M. Ed., Alt IV Pathway
- 1.5 FTE Math Teachers - M. Ed., Certified K-8, second (no cert.)
- 1 FTE Social Studies Teacher - M. Ed., Certified 6-12 Social Studies
- 1 FTE Capstone/Internship Coordinator - B.S. (no cert.)
- .5 FTE Art Teacher - B.F.A., (no cert.)
- 1 FTE Director - M. Ed., Certified School Principal
- 1 FTE Administrative Assistant

In addition to the resident staff, Next contracts with Goodwill-Americorp to provide expertise and student support through a nationally-recognized mentoring program called Check and Connect. These individuals fill a myriad of roles within the organization, including but not limited to instructional support, coaching, and mentoring.

In accordance with RSA 194-B:11, III, Next partners with LEAs to provide services for students with disabilities. As a result, there are a number of other service providers working collaboratively with students and staff at Next who are not technically employees of Next Charter School. Next recognizes the important role these individuals play in the academic and social-emotional success of Next students.

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

Next attracts the highest quality candidates by providing a competitive compensation package,

¹⁶ Appendix G - [Staff Profile](#)

similar to the packages offered by the Derry Cooperative School District. Below represents an overview of the current compensation amounts and benefit plans spelled out in the Employee Handbook.¹⁷

Full-Time Professional Staff¹⁸

Average Teacher Salary	\$53,398.26
Health Insurance Premium paid by Next	80%
Health Insurance Buyout	\$5,000
Dental Insurance Premium paid by Next	100% - single 90% - couple/family
Tuition Reimbursement (per teacher)	\$3,000

Next Charter School is enrolled in the New Hampshire Retirement System (NHRS), and as a result, Next makes payments on behalf of qualifying staff members in accordance with NHRS guidelines. Complete descriptions of benefit and leave policies are outlined in the Next Charter School Employee Handbook.

(I) Pupil transportation...

Next currently does not provide regular transportation of students. Transportation of pupils who reside within the Derry Cooperative School District (DCSD) is in accordance with RSA 194-B:2 (V) that stipulates the same terms and conditions for transportation purposes as provided in RSA 189:6 and RSA 189:8 while added costs to the host district are borne by the chartered public school. Transportation of pupils who reside outside the DCSD remain the responsibility of the sending family.¹⁹ Transportation of students with disabilities are provided in accordance with RSA 194-B:11, III (6). Next is committed to working closely with LEAs to coordinate transportation plans in order to meet the needs of individual students.

Next respects the choice of students and their families to attend this secondary educational organization. As such, the same students and families are also implicitly deciding not to fully engage with procedures and timetables of their former school. When additional transportation is needed to fulfill instructional purposes and in students’ pursuits of competencies, the cost is

¹⁷ Appendix H - Employee Handbook

¹⁸ Individual salary is determined by the Director, in accordance with Board budgeting procedures. Figures represent 2017-2018 school year.

¹⁹ see RSA 194-B: 2, (IX)

borne by Next.

(m) Statement of assurances related to nondiscrimination according to relevant state...

Next attracts diversity in all its forms, within the makeup of its student body, staff, and Board. We recognize diversity as a strength. Next will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, gender identity, disability or marital status in the selection of students or staff or in the administration of its educational programs or in any other way that is prohibited by law.

The Board of Trustees has developed and adopted a policy that outlines administrative procedures to address concerns relating to discrimination.

(n) Method of coordinating with pupil's local education agency (LEA)...

Next recognizes special education law and its provisions set forth within a public charter school environment. As such, Next complies with all state and federal components of special education law.

Sending school districts remain responsible for funding, decision-making, and making clear the options available to the parent and district in matters pertaining to special education. RSA 194-B:11, III stipulates, in part, “[f]unding and educational decision-making process for children with disabilities attending a chartered public school shall be the responsibility of the school district and shall retain all current options available to the parent and to the school district.”

Coordination

Next respects the role and responsibility of the sending school district and commits to acting in partnership in the unique interests of individual students. To achieve this end, Next:

1. recognizes the LEA's statutory authority in special education decision-making, and
2. appoints a liaison from the charter school to collaborate with the LEA in matters pertaining to individual students specifically and the special education process in general.

Enrollment

Next wishes to make it explicitly clear that although the mission of the charter does not identify special education identification as a primary tenet for service, it is not to suggest that individual students who receive special education services could not benefit from the mission, vision, and

structure of the charter if indeed their needs match the established mission. Therefore, special education students, in coordination with the decision-making process established by the LEA, are encouraged to apply for admission. RSA 194-B:11, (V) outlines the ability of the LEA and Next to act in cooperation and collaboration to meet the needs of students.

Next recognizes the role of the IEP team as the determining body for all special education decisions. The IEP team consists of, at minimum, a representative from the resident school/district, parent, and a representative from Next. Next encourages students to attend all IEP team meetings as their input is valuable toward making accurate and meaningful decisions. Moreover, including students in conversations about their learning is reflective of the culture Next intends to facilitate.

(o) Admission procedures

Methods of admission shall not be designed, intended, or used to discriminate or violate individual rights in any manner prohibited by law.

Next actively recruits students to represent a wide spectrum of diversity in their makeup. Within that diversity, Next seeks to enroll students who commit to the tenets, beliefs, and dispositions herein articulated as well as the operational structure of the school. Most importantly, Next identifies and targets those students who share similar feelings of disenfranchisement, disengagement, and disconnection from school, and who will be served by having a voice, identifying their relevancy, and being provided with a sense of association to a smaller community of learners.

Students residing within the DCSD are provided admission preference. Admission to the school is open to any resident within the State of New Hampshire, not to exceed the enrollment limit set by Next.²⁰ A lottery system directed by Next, as stipulated in RSA 194-B:9 I(c)(2), is employed to determine admission when the number of applicants exceeds the enrollment cap. The Next Board has established an enrollment policy to clearly communicate all processes and procedures governing admission.²¹ Below is an overview of the enrollment and admission process.

Application Process

Next believes that application is an individualized process and therefore constitutes a unique experience for all prospective applicants. Next also recognizes that it must not dismiss or alter its mission in order to enroll prospective students.

²⁰ see RSA 194-B:9, (I) (a)

²¹ Detailed in policy Section J_JF_Enrollment

In order to honor the decision of students and families that choose to apply to Next, participation in the application process is essential to allow Next to communicate in a timely and meaningful manner regarding enrollment.

The application process is complete when the prospective student and family participates in the following steps. Incomplete applications will be ineligible to participate in either the lottery at the conclusion of the Application Window and/or to be placed on a wait list.

The Director is empowered to develop procedures to reflect the intent within the following admission steps.

I. Application

Prospective students and families will complete an application designed to communicate the central tenets, beliefs, and goals reflective of the charter's mission and information from the family and student, including their reason(s) for application. Said application will consist of all necessary forms for transfer as required by the State Of New Hampshire.

II. Conversation

Next will schedule and notify students and families of a meeting date in which the student, family, and the charter school will discuss the application and the school itself. This meeting will be collaborative in nature and provide for the purposes of clearly communicating the philosophy and operation of the school and for the prospective student to share relevant experiences. Above all else, the meeting will be student-centered and depend upon their involved participation. Next believes that the prospective student deserves clarity in understanding "Why we exist?" and "What will be expected of me?" We purport that dialogue is the most effective means to answer both questions. Successful applicants will understand the mission of the charter and articulate how they will benefit from said mission. Students will be asked to subscribe to the following *Vision for Student Commitments*.

1. I will try everything.
2. I will seek to be a community member at every opportunity.
3. I will bring credit to myself and the charter.
4. I will develop, monitor, and complete my ILP with my Advisor.
5. I will initiate a post-secondary learning experience.

III. Review

Next will establish a committee to review and discuss all applications. Said committee will ensure completion of the application itself and review all pertinent student records. In order to determine whether student enrollment at the charter school is appropriately suited for all parties, the committee will take a holistic approach by reviewing the following criteria:

1. *Does the student understand and subscribe to the mission, central tenets, belief statements, and dispositions of Next?*
2. *Does the student commit to the Vision for Student Commitments?*
3. *Is there compelling evidence, based on the student's history, that he/she will be unsuccessful at Next?*
4. *Is there compelling evidence, based on the student's history, that he/she will require supports and structures that are in excess of those that Next will provide?*
5. *Is there compelling evidence that the student will produce a material or substantial disruption to the educational community and/or social fabric of Next?*

Affirmative answers to questions one (1) and two (2) are necessary components for admission. Affirmative answers to any or all of questions three (3) through five (5) may preclude a student from admission at Next.

IV. Notification

The committee will provide notice to all prospective students and families in a timely manner of application receipt, date and time of conversation, and the determination of application status.

Enrollment Process

Admission to the school will be open to any resident within the State of New Hampshire, not to exceed the enrollment limit set by Next.

Next will establish a formal Application Window beginning on April 1st of each year and lasting until the last school day of March of that next calendar year. Incoming applications will be designated by two (2) categories – Derry Resident and Non-Derry Resident. Application materials will be developed by the Director(s).

Students residing within the Derry Cooperative School District will be provided admission preference²² so that student enrollment reflects at least a minimum Derry resident representation

²² See, RSA 194-B:2, IV (statute requiring “absolute admission preference” of residents over non-resident pupils who meet the admission requirements).

of 90% of the total school enrollment²³. This preference will be afforded according to the following procedures:

1. If the total number of Derry Resident applications meets the enrollment cap at the conclusion of the Application Window, all Non-Derry Resident applications will be entered into a lottery to determine the order of the wait list.
2. If the total number of Derry Resident applications is less than the enrollment cap but results in a Derry resident representation of a minimum of 90% of the total student enrollment, the remaining spaces will be filled by Non-Derry Resident applications submitted within the Application Window, order determined by a lottery. If the number of Non-Derry Resident applications is insufficient to reach the enrollment cap, then ongoing enrollment will continue on a first-come first-served basis, in accordance with the 90% rule, for all subsequent applications.
3. If the number of Derry Resident applications submitted within the Application Window is more than the enrollment cap, a lottery system directed by *Next*, as stipulated in RSA 194-B:9 I(c)(2), will be employed to determine admission and the wait list.
 - a. Derry Resident applications submitted within the Application Window not selected for admission in the lottery will be placed on the top of the wait list according to lottery results.
 - b. Non-Derry Resident applications submitted within the Application Window but not selected for admission will be placed on the wait list below Derry Resident applications submitted within the Application Window according to lottery results.
4. At the conclusion of the Application Window, all applications will be processed on a first-come first-served basis.
 - a. If enrollment space is available, submitted applications will be reviewed for enrollment on a first-come first-served basis and in accordance with the 90% rule.
 - b. If the enrollment cap has been met, students will be placed on the wait list according to their date of application submission. They will remain on the waitlist until
 - i. a seat becomes available,
 - ii. they choose to end their application, or
 - iii. they enter the next lottery.
5. As enrollment seats open, they will be offered to the highest priority student on the waitlist (if it exists), in accordance with the 90% rule. For example, if the opening of

²³ Referred to as the 90% rule

a seat causes the representation of Derry Resident students to fall below 90% of the total student enrollment, the space would be awarded to the highest priority Derry Resident on the waitlist. If the representation of Derry Resident students meets or exceeds 90% of the total student enrollment, the space will be awarded to the highest priority applicant on the waitlist, regardless of the NH town of residency.

6. If an enrollment seat becomes available after the conclusion of the enrollment window and before the start of the school year, and there is no wait list or no Derry Residents on the waitlist, the seat will be awarded in accordance with the 90% rule. For example, if the opening of the seat causes the Derry Resident representation to drop below 90% of the total student enrollment, the seat will be reserved for the first Derry Resident application received prior to the start of school. Non-Derry Resident applications received during this period will be added to the wait list according to their date of submission. If the seat is not filled prior to the start of the school year, the seat will become immediately available to the highest priority student on the wait list even if this causes the Derry Resident student representation to dip below 90% of the total student enrollment.
7. Prospective students on the waitlist will be contacted by Next prior to the last school day in December of each year to determine if they wish to continue the enrollment process at the outset of the formal Application Window beginning on the first day of school after January 1st.
 - a. Any student wishing to continue the enrollment process who took part in a previous lottery will retain his/her place on the wait list. Students on this list will be offered seats at Next before seats are awarded to additional applicants.²⁴
 - b. Any student wishing to continue the enrollment process who did NOT take part in a previous lottery will be entered into the next lottery.
 - c. If students do not wish to continue their enrollment, the application process will end.
8. If a student is awarded a seat at Next but declines to take that seat, he/she will be removed from the application process and the seat will be offered to the next highest priority student in accordance with the above enrollment procedures. Any student who declines a seat is eligible to reapply in the future, but in doing so, begins the application process as a new applicant subject to the next lottery.

(p) Philosophy of pupil governance and discipline...

Next believes that “discipline” is akin to training, a continual act of being, rather than a conclusion, or end. Therefore, it must not be something that we do to students but rather

²⁴ In accordance with the 90% rule

something that we can do with them. It must not be arbitrary, capricious, or oppressive. Instead, the process of student discipline should result in self-directed changes of behavior and not rely merely on compliance. Next will defer to a “clean slate” for students in most discipline related instances after engaging in the procedural process outlined below.

The Board of Trustees has developed and adopted policies for student governance and discipline that reflect these overriding principles while providing for fair and age appropriate due process in administering student discipline and one that complies with current suspension and expulsion provisions in RSA 193:13 and RSA 194-B: 9, (III).²⁵ Next recognizes its students have protected interests to their education. As such, the Board of Trustees defers to Ed 200 that outlines student due process procedures when drafting policy relating to student discipline.

Next understands that, in order for learning to be realized, students and staff need a sense of safety, security, and good order. When this is compromised, the mission of the charter is also compromised. Student decisions that result in a compromised mission, then, must be processed in a manner that reestablishes the mission and provides for incentives to change behavior moving forward. *Next*, generally, will establish a procedure of dialogue for school administration and students to reflect the following ideas:

1. Ownership Students will be asked to articulate their decision.
2. Purpose Students will discuss what the decision attempted to achieve.
3. Connection Students will cite how their decision conflicts with the mission.
4. Alternatives Students will discuss other options to attain their purpose.
5. Commitment Students will commit to “right the wrong.”

Although there is a place for suspension and in the rarest cases, expulsion, Next believes that most occasions can be successfully mediated by dialogue, counseling, mentoring, restoration, and the continual process of relationship-building.

(q) Method of administering fiscal accounts and reporting...

All accounting practices and reporting occur in accordance with accounting best practices and the state and federal law. Next contracts with a bookkeeper to ensure that financial records are kept in accordance with all required accounting practices. An annual audit is conducted by an independent auditor. Audited financial statements are made public and shared with all necessary governing agencies, not limited to the IRS and the NH Department of Education.²⁶

²⁵ See policy Section J_JICD_Student Conduct, Discipline and Due Process

²⁶ Appendix I - Audited Financial Statements (FY13-FY17)

(r) Annual budget, including all sources of funding

In accordance with RSA 194-B:11, Next receives state adequacy funding at a per pupil rate established by the Department of Education. In addition to adequacy funds, Next has entered into a tuition agreement with the Derry Cooperative School District (DCSD) to provide additional funding for Derry students attending Next. This tuition agreement is spelled out in detail in the memorandum of understanding between DCSD and Next.²⁷ Additional, albeit much smaller, amounts of funding come through federal grants administered by the state of NH including, but not limited to, Title I and Title II(a).

(s) School calendar arrangement and the number and duration of days pupils are to be served...

For the purposes to integrate fully with the existing educational community of Derry, Next develops a school calendar that mirrors the calendars of the Derry Cooperative School District and Pinkerton Academy. In accordance with RSA 189:1 and ED 306:18, the school will be in session for a minimum of 990 instructional hours.²⁸

Next does not use any variable of an attendance calculation to determine student acquisition of credits. As described above, students earn credit according to the demonstration of mastery of course competencies. This is not to say that school attendance is unimportant, however, seat time is not be used as a component for determining academic achievement. As such, student experiences include participation within organizations outside the confines of the school building, including but not limited to universities, business, trade, other high schools, virtual forums, and relevant cultural experiences. The Next Board of Trustees has adopted an [attendance policy](#) the clearly outlines the impact of regular school attendance.²⁹

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

Next, pursuant to RSA 194-B:1, (III), is a public school subject to the same protections as any public school under RSA 507 (b) which provides for Limited General Liability for the charter school and its agents in a form and in amounts acceptable to the DCSD. Next is currently insured by Primex, a pool-based insurance provider in NH. Continuing evidence of adequate insurance coverage is housed on site and reviewed annually by the Board of Trustees.

(u) Identity of consultants to be used for various services...

²⁷ Appendix J - Memorandum of Understanding between DCSD and Next

²⁸ Appendix K - School Calendar (2017-2018)

²⁹ Attendance Policy - Section J_JH_Attendance, Absenteeism and Truancy included.

Next recognizes the need for input from various outside sources. Next continuously seeks to improve performance in the following (not limited to) areas:

- Competency Development
- Apprenticeship/Internship
- Technology
- Marketing
- Legal Services
- Experiential Learning
- Universities
- Technical Schools

Student mastery of competencies and high school graduation is the primary goal of Next. Although the majority of the curriculum is generated by Next staff, we recognize and wish to capitalize on the already existing work of multiple organizations and individuals working to this end within the public education sphere; namely, to develop competencies and aligned curriculum that is meaningful and relevant to students.

Specifically, Next has explored online content and digital media that meets the needs of our organization by offering student learning experiences that otherwise could not be targeted due to the small nature of the school. Next staff utilizes content developed by Khan Academy (Math) and Rosetta Stone (World Language) to support student learning.

With regard to competency development, Next has worked closely with Rose Colby, a local educational consultant engaged at the state level. Next is a member of the League of Innovative Schools and leverages the expertise and experience of members to inform and refine our work.

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

It is the belief of Next that parents and other family members play an extremely important role in the educational success of students. As a result, we have helped to facilitate the establishment of a robust Parent-Teacher-Student Association (PTSA) within the school. This organization is open to all parents and meet regularly with the administration and staff. In addition, as described above, at least two members of Next Board of Trustees are parents of current students.

An underlying principle at the core of Next is the belief in building relationships and connections with students so that the mission is realized. Central to this end is the need to also build relationships and connections with students' families, as this helps to create a culture at Next that

is meaningful, transparent, and based upon open lines of communication. Parents (and all other custodial relations) are actively sought to participate in the learning process of each student. The clearest manifestation of this relationship can be found in our monthly ILP meetings between students, advisors, and parents. These meetings are essential to ensuring that students have the necessary guidance to pursue their personal pathways to graduation and beyond.

(w) A plan to develop and disseminate information to assist parents and pupils...

Next recognizes that the degree to which we can sustain as an organization to pursue our mission for children is directly tied to the reality of our enrollment. We, therefore pursue an active, engaged, and transparent communication plan to ensure that students, families, and organizations know who we are and are clear as to what we set out to do. This plan takes the form of public presentations, public forums, public announcements, collaboration with school systems, private meetings, solicitations for support, web 2.0 tools, and interactive web and social media sites.

On behalf of Next, there exists a strong thread of knowledge of and collaboration with the DCSD, its students, families, and staff. To this end, Next uses this unique relationship to partner with the DCSD and Pinkerton Academy in order to complement the existing educational system in Derry for the benefit of individual students. Next has worked to develop and foster these types of relationships with surrounding communities as well, as evidenced by increased enrollment from outside communities.

(x) A global hold-harmless clause

Next, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the Derry Cooperative School District, any school district that sends its students to the charter school and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assign, (the “Indemnified parties”) from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses and expenses, including, but not limited to reasonable 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...

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

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

Provided Next ceases operations, due to non-renewal, revocation, or any other reason, the Board of Trustees will consult with their attorney and the Department of Education to ensure that all contractual and financial obligations are met.

If there is sale or distribution of any assets, the Board of Trustees will ensure that all contractual and financial obligations are met first.

After the payment of all financial obligations, any remaining assets will be distributed to the Derry Cooperative School District.

(aa) In the case of the conversion of a public school to a charter conversion school...

This provision is not applicable because Next is not created as the result of a conversion of a public school. Although Next is occupying space that was formerly used by a public school program, the space is leased from the Derry Cooperative School District.

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

In the event that Next ceases operation due to non-renewal, revocation, or any other reason, the administration of said school will develop a process for student transitions that is clear, timely, and meaningful. Along with the Board of Trustees, the school administration will make clear all available options and the process required of each specific option in writing to each family. In addition, school administration will conduct meetings with groups of students and parents or individual families to provide further direction if needed.

Parents and guardians are asked to submit a letter of intent sign any necessary release of information documents to assist in processing student transitions. Next will notify the school to which each student will enroll. It will be clear that members of Next will be available for consultation with receiving schools if necessary. The student's records, including the Individual Learning Plan, will be forwarded to the receiving school. Developing an appropriate transition for all students will guide any and all decisions related to students in the event of the dissolution of Next.

(cc) In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract. The contract shall include, but shall not be limited to, the following elements:

This provision is not applicable to Next.³⁰

(dd) An outline of the proposed accountability plan which clarifies expectation 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.

Next Charter School provides the NH DOE with regular reports on its progress including, but not limited to, copies of Board meeting minutes, state assessments, student enrollment, financial reports, etc. In addition, the school conducts an internal survey of all stakeholders - student, parents, and staff regarding the organization's success and makes these results public.³¹

As a part of our regular accountability practices, the Next Board and administration reviews the following questions:

1. Is the school meeting its obligations as spelled out in the mission?
2. Do organizational practices align with the established central tenets of Competency, Social Learning, Investigation, and Flexibility?
3. Do the behaviors of Next staff and Board align with the belief statements and dispositions?
4. Is the school responsibly using funds?
5. Is the operation and reporting of the organization conducted in an ethical and transparent manner?
6. Is the school sustainable?

³⁰ see RSA 194-B:3-a, V(a)(1)

³¹ Appendix L - Performance Survey Results.

	FY 19 Approved
# of Students	70
<u>REVENUE</u>	
Start-Up Grant	\$0.00
Tuition -DCSD	\$463,646.70
Tuition Revenue (other)	
State Adequacy	\$493,294.20
Differential Aid (Free/Reduced)	\$30,000.00
Title I	\$18,000.00
Title II	\$2,000.00
Non-Profit Grants	\$0.00
Donations/Fundraising	\$0.00
Interest	\$0.00
Misc. Revenue	\$2,000.00
Student Activity Revenue	\$0.00
Gain (Loss) on Sale of Fixed Asset	
TOTAL REVENUE	\$1,008,940.90
<u>EXPENSES</u>	
11000 Regular Ed - Instruction	
Salaries -Teacher	\$378,909.70
Variable Comp-Teacher	\$11,367.29
Health - Teacher	\$78,020.70
Dental - Teacher	\$5,518.99
Life Insur - Teacher	\$878.46
FICA/Medic -Teacher	\$29,856.19
403B - Teacher	\$16,549.23
NH Retirement - Teacher	\$57,458.94
Unemployment - Teacher	\$1,500.00
Tuition Reimb - Teacher	\$2,500.00
Title I Expenses (Americorps)	\$18,000.00
Insurance - Computer	\$1,000.00
Extended Learning (PSAT/SAT)	\$750.00
Courses/Fees Outside of Next	\$25,000.00
Professional Development	\$3,500.00
Supplies	\$2,000.00
Materials	\$2,500.00
Online Content	\$6,000.00
Computers	\$11,000.00
Total Regular Ed - Instruction	\$652,309.50
14000 Other Instructional Programs	
Co Curriculars	\$2,500.00
Extended Year Instruction	\$1,500.00

	FY 19 Approved
Field Trip Expenses	\$4,000.00
Graduation	\$2,000.00
Student Activity Expenses	\$0.00
Total Other Instructional Programs	\$10,000.00
21300 Support Services -Nursing	
Nursing Services	\$50.00
Nursing Supplies	\$50.00
Total Support Services - Nursing	\$100.00
23000 Administration Support	
Directors Salaries	\$102,805.33
Variable Comp-Directors	\$3,084.16
Directors Health	\$31,740.93
Directors Dental	\$2,358.92
Directors Longevity	\$2,400.00
Directors FICA/Medic	\$8,253.55
Directors 403B	\$2,000.00
Directors NH Retirement	\$18,194.21
Directors - Tuition Reimb	\$3,000.00
Payroll/Accounting Services/Audit	\$13,000.00
Consulting - Admin	\$0.00
Legal Fees	\$1,000.00
Equipment Lease - Copier	\$1,500.00
Equipment Repairs	\$500.00
Insurance - Wcomp/Liab	\$3,980.00
Telephone	\$5,000.00
Website Maintenance/Host/Internet	\$2,000.00
Advertising	\$3,500.00
Travel/Mileage Reimb.	\$1,000.00
Board Supplies	\$500.00
Admin Supplies	\$3,000.00
Furniture	\$2,500.00
New Equipment	\$2,500.00
Professional Dues	\$500.00
Fiscal Agent Fee	\$0.00
Total Administration Support	\$214,317.10
24000 Support - School Administration	
Salaries - Admin Asst	\$28,800.00
Variable Comp-Admin Asst	\$864.00
Health - Admin Asst	\$5,000.00
Dental - Admin Asst	\$609.50

	FY 19 Approved
Life Insur - Admin Asst	\$166.98
FICA/Medic - Admin Asst	\$2,651.80
403b - Admin Asst	\$2,500.00
Unemployment - Admin Asst	\$250.00
Total Support - School Administration	\$40,842.28
26000 Operation & Maintenance	
Custodial Fees	\$6,000.00
General Maintenance and Repair	\$1,000.00
Rent+Utilities	\$21,995.41
Total Operation & Maintenance	\$28,995.41
27000 Student Transportation	
Transportation - Students	\$1,000.00
Transportation - Field Trip	\$5,000.00
Total - Student Transportation	\$6,000.00
62800 Facilities & Equipment	
Depreciation - Furniture & Equipment	\$5,061.29
Depreciation - Leasehold Improvements	\$22,148.71
Total Facilities & Equipment	\$27,210.00
65100 Other Types of Expenses	
Debt Service-Interest	\$2,735.35
Total Other Types of Expenses	\$2,735.35
TOTAL EXPENSES	\$982,509.64
NET OPERATING INCOME	\$26,431.26
Principal Payment (Debt Service)	\$30,460.85

Next Charter School

2017-2018 Annual Progress Report



Overview

Next Charter School received its charter from the NH State Board of Education in June of 2012. After, it incorporated and was approved as a 501(c)3 organization. Next began operations with thirty (30) students in the fall of 2013 and has strategically grown to sixty-five (65) students at the outset of its fifth year of operations beginning in the fall of 2017. Although chartered with a capacity of ninety (90) high school students, Next purposefully determined to grow slowly within its formative years to ensure effective systems are developed for students and other viable constituents.

From the outset, Next was developed as a *complement* to the existing public education system. Since its inception, Next secured a robust Memorandum of Understanding (MoU) with the Derry Cooperative School District (DCSD), the local K-8 system, and since 2015 has facilitated a strong, successful relationship with Pinkerton Academy, the local high school, to ensure increased partnerships to serve students and families.

Throughout its development and tied to its projected course, Next has fully embraced the spirit outlined in the NH Minimum Standards that empowers students to earn high school credit by demonstrating competency in required academic areas. To this end, Next employs a project-based instructional and assessment model that blends the classroom with virtual and extended learning opportunities so that students may direct their pathway to graduation in an environment that provides both flexibility and unconditional support.

Mission

The mission of Next Charter School is to meet the needs of students not fully served within a traditional high school educational program and to employ a system of instructional and assessment practices that values competency, inquiry, flexibility, and the social nature of learning so that all students will graduate and initiate post-secondary learning options.

Central Tenets

Competency

At every opportunity, students are assessed on what they know and can do. Student achievement will not include components of effort, behavior, attendance, preparation, or time-oriented deadlines. Instead, student achievement is measured by mastery of competencies over time. As a result, each learning experience at Next outlines clear, non-negotiable learning outcomes, or competencies, that drive instruction. Competencies are transparent, rigorous, and require the transfer of knowledge and skills.

Learning is a Social Act

Next emphasizes and promotes that authentic learning is best realized within a social dynamic. To this end, Next is community-based, in that both students and staff will have distinct contributions to make with regard to collective learning. This model is reflective of the collaborative nature demanded of participants within the 21st century and also helps to cultivate specific habits of mind.

Process and Inquiry

Traditional approaches to learning emphasize answers. Next emphasizes questions. The work of our students is driven by important, real-world problems and questions. Regularly, these questions will be student-developed and connected to the interest of the learner. An emphasis is placed on the value of knowledge as a tool to make improvements to the student's world. We will not pursue facts, skills, and knowledge taught in isolation, with no clear connections to the real world. Instead, students engage in inquiry-based processes that seek to connect student interest to the demonstration of competency.

Flexibility

Next values the unique needs and offerings embodied within each student and staff member. Therefore, Next refuses to adopt a "one size fits all" approach to learning. If learning is to be successful, then it must be, first and foremost, connected to the interest of the learner. Although Next will necessitate the use of standardized policies, procedures, and practices, it always explores exceptions to the norm and considers these exceptions through dialogue, reflection, and analysis with all involved parties.

Is the charter school making progress toward achieving its mission?

What progress has the school made toward its academic goals?

Next identifies two (2) explicit, core academic goals:

1. High school graduation
2. Post-secondary learning

Academic goals are measured by student achievement. To this end, 100% of students enrolled at Next developed an Individual Learning Plan (ILP) with their Advisor that maps the pathway to achieve graduation and serves as a tool to assess academic growth over time.

The spring of 2018 marked the third metric of graduation and post-secondary learning. On June 13, 2018, Next conducted its third graduation ceremony at the Adams Memorial Opera House in Derry. Fourteen (14) students comprised the graduating class after leading their *Defense of Learning* as part of their Capstone experience.

The timeline toward graduation varies dependent upon individual student ILPs and progress toward graduation does not move at a constant rate. Each student develops a graduation plan in collaboration with his/her advisor and parent(s). The table below categorizes the academic standing of the sixty five (65) students enrolled in the 2017-2018 school year, broken out by years enrolled in high school.

Year In High School (total number of students in this group)	3-Year + Graduation Plan	4-Year Graduation Plan	5-Year Graduation Plan
First Year (18)	0	18	0
Second Year (13)	0	12	1
Third Year (18)	0	16	2
Fourth Year (8)		*6	2

Fifth Year (8)			*8
Total (65)	0	52	13

* Graduated in 2018

What progress has the school made toward its programmatic goals?

At its core, Next established a programmatic goal to design and implement an instructional and assessment model that valued competency, inquiry, flexibility, and the social nature of learning - all significant pieces of the school’s mission. Over the course of five (5) years of operation, Next assessed and revised its instructional and assessment model to increase credit attainment. Currently, Next has met its goal of delivering a flexible model that organizes the full school year into seven (7) smaller, manageable parts identified as Modules. Between each module, Next meets with students and families in which progress is assessed from the previous Module to then inform the individual student schedule next Module. This meets the programmatic goal of providing timely and accurate feedback to support student individual graduation pathways. A subset of this goal is to communicate student competency and credit achievement in a clear manner to students, parents/guardians, and other constituents. To this end, Next secured and continues to leverage the web-based software program, JumpRope, to organize this detailed monitoring of individual student progress and to help communicate with post-secondary institutions.

Next established a programmatic goal to refine its curriculum on an annual basis to respond to student graduation and post-secondary needs while balancing staffing levels. A revised 17-18 Curriculum Framework can be found [here](#) that continues to align to student interests and required electives to support post-secondary learning options.

Next established a programmatic goal to partner with the local high school, Pinkerton Academy, in order to provide enrolled students with additional options to support their Individual Learning Plan. 17-18 saw the effective implementation and renewal of a partnership between both organizations that supported Next students accessing the campus of Pinkerton for traditional coursework and extracurricular activities as part of individual graduation pathways.

Beginning in the 2014-2015 school year, Next implemented its Capstone program that seeks to place students in a 300-hour, field-based internship with a professional mentor to work toward an oral *Defense of Learning* to an assembled panel that includes peers, staff, and the site mentor. In 17-18, fourteen (14) students completed their program and 100% of them completed their internship and defended their learning to a panel as a culminating summative assessment. Locations and focus of site experiences are below.

Student	Internship Site	Focus
1	Staples - Londonderry, NH	IT/Technology/Customer Service
2	NH Sea Grant/UNH Cooperative	Marine Biology/Botany

	Extension - Durham, NH & Shady Hill Greenhouses - Londonderry, NH	
3	NH Senator Jeanne Shaheen's Office - Manchester, NH & Community Alliance for Teen Safety - Derry, NH	Political Science/Non-Profit Leadership
4	Grinnell Elementary School - Derry, NH	Art Education
5	Derry Cooperative School District Technology Department - Derry, NH	IT
6	Gilbert H. Hood Middle School Food Service Program - Derry, NH	Culinary Arts
7	Woof Meow Pet Store - Derry, NH	Ornithology
8	Ages & Stages Child Development Center - Hampstead, NH	Early Childhood Education
9	Gnarbear - Deerfield, NH	Engineering/Design
10	Smash Music - Derry, NH	Music/Business
11	American Pride Woodworking - Derry, NH & Blue Seal Needs and Feeds - Derry, NH	Woodworking/Small Business
12	Midgard Comics and Games - Derry, NH	Small Business
13	West Running Brook Middle School - Derry, NH	Art Education
14	Boys and Girls Club - Derry, NH	Education/Mentoring

What progress has the school made toward its organizational goals?

Next established an organizational goal to attract student applications and maintain full enrollment. To date, Next has achieved and maintained each annual enrollment cap at thirty (30 in 13-14), forty-five (45) in 14-15, sixty (60) in 15-16, sixty-five (65) in 16-17, and sixty-five (65) in 17-18.

Next established an organizational goal to develop a long-term [strategic plan](#) at the Board level. This plan was concreted in February of 2015.

Next established an organizational goal to secure a long-term facility. Over the first three (3) years, Next occupied three (3) different locations as the DCSD Board determined (per the MoU) to move Next as it attempted to balance significant changes across its district. Next worked with the DCSD over the 15-16 school year to develop a warrant article for the March 2016 ballot that attempted to provide the DCSD with voter approval to extend a ten (10)-year lease to Next, targeting its current location. Voters approved the warrant article and Next signed a ten (10)-year lease with the Derry Cooperative School District that expires in June of 2026 at 5 Hood Road in Derry, NH. Next continues to occupy this space and has made modest improvements to ensure that the space fits the needs of its students.

Next established an organizational goal to be financially self-sufficient and sustainable after the expiration of the federal start-up grant and initial five (5)-year MoU with the DCSD. Each fiscal year, Next has operated under budget and maintains sufficient cash-flow to meet operational goals. This fiscal discipline adheres to the more generalized long-term budget projections and positions Next to remain financially solvent.

Next established an organizational goal to attract and retain high-quality professional teaching and support staff. Next has added professional staff each academic year to support academic and programmatic goals and has thus far retained all said staff, thereby creating a culture of continuity and consistency.

Is the charter school responsibly using public funds?

Has the school provided quarterly financial reports that comply with accepted standards of public school accounting?

Yes. Next has submitted all required financial reports to the DOE in a timely and accurate manner. Moreover, monthly financial reports (balance sheet and income statements) are presented, reviewed, and approved at duly convened Board meetings. Lastly, quarterly budget vs. actual reports are presented, reviewed, and approved at duly convened Board meetings.

Do the school's purchasing and billing practices meet acceptable standards for public school accounting?

Yes. Purchasing and billing practices meet acceptable standards for public school accounting. There are sufficient internal controls in place as well as [policies](#) to direct these practices. Lastly, there is separation of duties outlined in purchasing and billing between management, staff, and an independent

bookkeeper. After each complete audit, Next adopts suggestions to accounting practices per Melanson & Heath recommendations.

Has the school provided an annual external audit with no material defects?

Yes. Next has contracted with the independent firm, Melanson & Heath, to conduct annual external audits for each fiscal year of operation. Melanson & Heath is scheduled to present the FY18 audit to the full Board in December of 2018. This audit binder, and all past binders, are available upon request.

Do the school's quarterly financial reports demonstrate reasonable and prudent planning?

Yes. Quarterly financial reports demonstrate reasonable and prudent financial planning as evidenced by sufficient cash flow and strict budgetary controls.

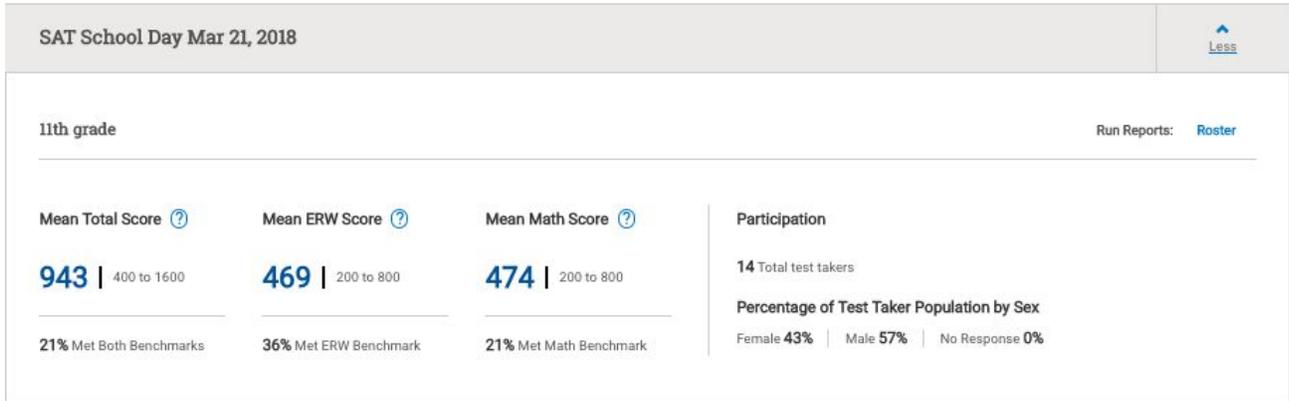
Do the school's Board minutes indicate clear communication of accurate information about the school's financial condition?

Yes. The Next Board of Trustees meets on a monthly basis, at minimum, and reviews financial statements at each meeting. This provides time for discussion pertinent to current financial matters. Lastly, it is the general practice of the Board to review and discuss the financial reports with a purpose to move toward approval. Subsequent motions and votes pertaining to all financial statements can be found in the historical record of meeting minutes [here](#).

Is the charter school promoting student attainment of expected knowledge and skills?

Are students meeting proficiency standards as measured by state assessments?

The spring of 2018 marked the third time Next students participated in the NH statewide assessment program specific to the SAT. The chart below reports generalized results for the students who participated in the School Day Assessment in March of 2018. Percentiles ranged from the 1% to the 93% and reflect post-high school goals outlined by individual students.



Are students making progress toward meeting state proficiency standards?

Yes. Competencies at Next are aligned to state adopted or supported standards as they relate to the four (4) core credit areas. Specifically, English and math competencies are aligned to the Common Core; science competencies are aligned to the Next Generation Science Standards, and social studies competencies are aligned to the NH Frameworks.

Are students meeting reasonably defined measures of proficiency (see also question 1 –defined academic goals)?

Yes. The two primary student academic goals as presented in the mission are to realize a high school diploma and to initiate a post-secondary learning experience. In 17-18, 88% of the sixteen (14/16) students eligible for graduation at the start of the school year earned a diploma and initiated their planned post-secondary option. 1 student chose to pursue and completed the HiSET. 1 student elected to pursue a 5-year graduation plan and is scheduled to graduate in the spring of 2019.

Are students making progress toward any non-academic goals established within its Charter?

Yes. Social learning is a non-academic, or *soft-skill*, goal established within the charter and embodied in a Central Tenet. To this end, students participate in Morning and Closing meetings on a daily basis, attend field-experiences on a monthly or bi-monthly basis, engage in Team Challenges to solve a problem or develop a response to an essential questions, engage in community service opportunities, and present exhibitions to a public audience. These challenges provide supported avenues for students to trust others, rely on others, share with others, and learn from others.

Is the school sustainable?

Does the school’s governing board function effectively and in accordance with public meeting laws and regulations?

Yes. The Board is highly functional and acts in accordance with meeting laws and regulations, including - but not limited to - deferring to Robert's Rules, posting meeting agendas, including public comment at convened meetings, publishing minutes after approval, and providing systematic oversight of financials.

Has the school established systems to manage operations efficiently?

Yes. The school purposefully operates within a horizontal model during formative years of growth to develop, implement, and maintain systems of operations that are understood by staff at all levels and communicated to the Board.

Are there systems in place to assure instructional quality?

Yes. Management is embedded in the teaching staff. Competency-based education demands an acute focus on a targeted outcome - this approach helps to "trim the fat" from instruction to focus on those content and skills that are essential. Student achievement is reviewed on a twenty (20)-day cycle with the student and parent/guardian in an ILP meeting so that adjustments can be made on a timely basis.

Has the school established an appropriate relationship with the local school district(s) to facilitate high quality services to students with special educational needs?

Yes. Next maintains a strong partnership with the DCSD and Pinkerton Academy, the two (2) primary educational systems in the local area. This allows for a sharing of resources, access, funds, and space to meet the needs of students between all three (3) organizations.

Are physical facilities safe, clean and suitable for the purposes of the school?

Yes. Next utilizes a facility maintained by the DCSD in a landlord-tenant relationship. It adheres to required standards.

Is the school emotionally safe for children and adults, free from bullying?

Yes. The domains of *School Culture* reported "favorably" in Performance Results Surveys conducted by the Board in 13-14, 14-15, 15-16, and 16-17. The survey results are available to the public via our [website](#). To date, zero (0) bullying reports have been filed. As part of student forums conducted to meet and inform prospective students and their families, they regularly report feeling "safe, accepted, and valued."

Does the school have a viable financial plan to support its program?

Yes. Next conducts an annual budget process beginning in January of each year to prepare for the new fiscal year beginning in July. These budgets are developed in consideration of three (3), five (5), and ten (10) year projection simulations of revenue and expenses as well as actual past financial data. Further, Next maintains a strong partnership with the DCSD and receives an ongoing commitment to receive financial support for Derry residents who elect to attend Next. Lastly, Next's Strategic Plan directs

guiding financial goals targeting fiscal sustainability and seeks to secure additional revenue outside of the existing state and local public streams.

Are there sufficient indications of continuing enrollment to sustain the school's program and meet its plans for growth?

Yes. Since the first year of operations in 2013-2014, Next has begun the school year at full enrollment as set by the Board.

Does the school employ teachers who meet state requirements for experience and/or certification?

Yes. In 17-18, Next employed 7.0 FTE professional staff teaching positions, 6 of which maintain NH certifications. Uncertified staff are in the process of attaining NH certification. The director maintains NH Principal certification and previously served as an administrator in a NH public school for 8 years prior to coming to Next. At all times, Next has met the threshold for certified teachers as established by the NH DOE.

Does the school demonstrate an ability to retain skilled and qualified staff?

Yes. Since the first year of operations in 2013-2014, Next has maintained the same professional staff while adding another 4 FTE professional staff, intermittently over time. All professional staff hired have remained and include a full-time guidance counselor, a full-time English teacher, a part-time math teacher, and a part-time art teacher. Based on the size of the school, and to continue to provide a diverse set of competency offerings, staff also utilize their skills in qualifications in other areas that include, but are not limited to: statistics, physical education, art, and programming.

Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication?

Yes. See the results of performance surveys completed by parents, students, and staff from [13-14](#) , [14-15](#), [15-16](#), and [16-17](#).

School Building Aid Summary

Contact:

Building Aid Program Administrator: Amy C. Clark; (603) 271-2037; amy.c.clark@doe.nh.gov

Laws/Rules: RSA 198:15; Rules Ed 321

What is Building Aid?

Building Aid is state grant funds to support local school districts in meeting the costs of constructing or reconstructing school buildings. This state aid has been available to public schools since 1956, until a moratorium was placed on building aid in 2011. Building Aid grants cover 30-60% of the eligible cost of construction (30% to more affluent communities, 60% to less affluent communities). The formula is weighted so that most communities get 30% (the average rate is 38%).

History:

The Building Aid Program began in 1956 and came to a halt in 2011. A 2 year moratorium on this state aid for new school construction/reconstruction was put in place. The moratorium did not impact grant funds dispersed to projects approved prior to the moratorium. In 2013 the building aid rules and regulations were changed substantially. Prior to 2013, *all* eligible school construction/reconstruction projects were funded. In 2013, the building aid law capped funding at \$50 million per year and as a result a competitive grant structure was developed. This structure, outlined in law, ranks projects based on criteria such as life safety issues, ADA deficiencies, overcrowding, consolidation, etc. However, these rules were not applied because in 2013 the two-year moratorium on building aid was extended and has been extended every two years since. The moratorium on building aid is currently in its 8th consecutive year¹. It currently remains in effect until June 30, 2019. It is uncertain if the moratorium will be extended again or if building aid will return.

Process:

By September 1, schools that wish to apply for building aid must do so the year *prior* to receiving aid. Applications include estimated project costs, maintenance plans, preliminary design drawings, and project information such as the scope of project. The Department of Education then reviews and scores each application according to prescribed criteria (life safety issues, ADA deficiencies, overcrowding, consolidation, etc.). Projects are ranked in descending order with the project receiving the highest score ranked first. The School Building Authority verifies the scores and submits a prioritized list to the State Board of Education by December 1st. The State Board of Education then reviews, approves, and causes to be published the prioritized list of applications by January 15th. Final drawings and technical specifications are provided to the Department for review and final approval as soon as they become available (typically in the spring). Upon receipt and approval of all required documents, the Department shall approve a project for school building aid grants based on the availability of funds in the state budget and according to the published prioritized list of applications. Schools receive 80% of the estimated eligible grant shall be paid upon approval. The balance is paid upon completion of the project.

1. Exception: in 2017, the legislature approved building aid for one project FOR \$2 million.

New Hampshire Department of Education
 Division of Education Analytics and Resources
 Bureau of School Safety and Facility Management
 101 Pleasant Street, Concord, NH 03301-3852
 Telephone: (603) 271-2037

School Building Aid Applications for FY20 & FY21 Aid

School Building Authority Rank	SAU	DISTRICT	Project Name	New Space (square feet)	Renovated Space (square feet)	Total Space to be impacted (square feet)	Enrollment	School Building Aid Rate	Project Cost	Total Building Aid Amount
1	23	Haverhill	Woodsville High School Renovation ¹	1,000	33,000	34,000	200	60%	\$ 2,743,324	\$ 1,645,994
2	48	Rumney	Russell Elementary School Addition/Renovation	14,120	19,166	33,286	114	45%	\$ 6,106,000	\$ 2,747,700
3	56	Somersworth	Maple Wood Elementary School Addition/Renovation	3,925	3,515	7,440	372	60%	\$ 4,099,201	\$ 2,459,521
4	88	Lebanon	Mount Lebanon Elementary Improvements and Additions	8,000	9,200	17,200	246	30%	\$ 4,027,000	\$ 1,208,100
5	88	Lebanon	Hanover Street School & Lebanon High School (same building) - Improvements and Additions	46,800	148,800	195,600	930	30%	\$ 25,393,000	\$ 7,617,900

TOTALS: \$ 42,368,525 \$ 15,679,215

1. Haverhill School District has since modified their application to include a \$5,463,234 project which adds a 9,200 sf connector building.

If building aid is fully funded in the next biennium, \$6.7 million will be available in FY20 and \$12.6 will be available in FY21, for a total of \$19.3 million in the FY20/FY21 biennium. This amount is would cover all five applications; the first three projects in FY20 and the last two projects in FY21. Twenty-two other applications were received but for various reasons are not eligible for building aid. Reasons include: project did not meet the definition of "substantial renovation", project already under construction, or project is not near final design stage.

Brief project summaries on page 2.

Brief Project Summaries:

Woodsville High School Renovation	New windows in the classroom wing, ADA compliant elevators, new vestibule for the main building, new electrical service, kitchen equipment, structural upgrades and finishes for the Bennett Building, boiler conversion in the main building, administrative and nurse's office renovations, and restroom renovations in the main building. The revised option proposed to add a connector addition which will house the alternative program, new classroom spaces, and administrative spaces. As well as adds a significant level of security.
Russell Elementary School Addition/Renovation	Removal of 1957 wing and the construction of a new classroom wing. The 1957 building does not meet code for emergency egress, is not ADA code compliant, is not sprinkled, has an inadequate roof structure, seismic deficiencies, energy code deficiencies, outdated fire alarm panels and devices, and has asbestos. Project includes two new classroom wings to meet State's minimum standards, new sprinkler system though entire structure, and upgrading the HVAC system and gas boilers to reduce both electric and fuel costs.
Maple Wood Elementary School Addition/Renovation	Add vestibule to create a secure entrance, renovate the main office to improve the management or visitor access to classrooms and common areas, HVAC upgrades which include boiler replacement, replacement of unit ventilators in classrooms, and change the exiting pumps. In addition, the project includes the addition of a music room, bathroom renovations, replacement of the 1980 roof and renovations to the library/media center space.
Mount Lebanon Elementary Improvements and Additions	Construct new addition which will house a secure vestibule and check-in window, appropriately sized administrative spaces, conference room, staff room, and bathroom. This frees up space to move special services out of shared or inadequate spaces into their own appropriately sized spaces. Increase the multi-purpose room size with ADA accessible stage and new PE storage. Create a new cooking kitchen to provide fresh-cooked food to students (current food from off-site), and add a new car drop off loop to separate cars from busses.
Hanover Street School & Lebanon High School (same building) - Improvements and Additions	<p>Hanover Street School (Elementary) - Construct cafeteria (currently shared with HS), add a new addition to house a media center, art room, secure vestibule, and general office spaces. New addition will also be constructed to house 4 new classrooms and a new second story addition will provide two new classrooms. Special services will be reconfigured to provide the teaching and office space required. Music room will be relocated to an appropriate location and size room. Data and fire alarm system will be replaced. Separate drop off and pick up area independent of high school traffic.</p> <p>Lebanon High School - addition with secure vestibule at main entry, satellite general office to monitor entry, SRO office to monitor entry, new supervised student center with bathrooms, new band room, and new auditorium with supporting spaces. New entrance will provide for ADA accessibility to the band room and auditorium and existing main entrance (current entrance is not ADA compliant).</p>

Adopt Ed 306.44 to read as follows:

Ed 306.44 Computer Science Education.

(a) Each district shall establish and provide a comprehensive, sequentially designed, computer science curriculum that will meet the minimum standards for college and career readiness and that provide for continued growth in all content areas consistent with RSA 193-C:3, III.

(b) Pursuant to Ed 306.26, the local school board shall require that a computer science education program for grades 1-8 provides:

(1) Integrated, developmentally appropriate instruction in the concepts of computational thinking and the impacts of computing, where students will:

- a. Foster an inclusive computing culture that incorporates personal, ethical, social, economic, and cultural contexts when considering the needs of diverse users of computational products;
- b. Use Collaborative tools and processes to effectively work together to create complex artifacts;
- c. Recognize and define computational problems;
- d. Develop and use abstractions to manage complexity;
- e. Create, test, and refine computational artifacts;
- f. Communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices;

(2) Opportunities for students to build and construct knowledge and understanding of computational thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment.

(c) Pursuant to Ed 306.27, the local school board shall require that a computer science education program be provided in each high school that:

(1) Offers 2 credits in coursework and competencies in one or more of the following core content areas:

- a. Computing systems;
- b. Networks and the internet;
- c. Data and analysis;
- d. Algorithms and programming;

(2) Provides opportunities for students to build and construct knowledge and understanding of computational thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;

(3) Provides opportunities for students to engage in authentic tasks that:

- a. Foster an inclusive computing culture;
- b. Encourage collaboration;
- c. Promote the recognition and defining of computational problems;
- d. Encourage the development and use of abstractions in complex problem solving;
- e. Create, test, and refine computational artifacts; and
- f. Provide opportunities for communication about computing;

December Public Forum (44 participants)

DOE – 3

Tech Director – 4

Tech Integrator - 3

Teacher – 10

Ast Superintendent – 3

Superintendent – 1

NHSBA – 1

Curriculum Director – 8

Higher Ed Professor – 2

Director of Counseling – 1

Principal – 2

Ast Principal - 1

Charter School – 1

Public - 1

COMPUTER SCIENCE (306 RULES) – COMMENTS FROM MEETING ON 12.6.18

1. Comments:

Will regional career centers be able to offer the high school computer science credits? Make Computer Science replace Digital Literacy and make the Computer Science Standards on the NHDOE a requirement. Computer Science teachers need to have Computer Science training, like networking, programming, or cyber security. Digital Literacy or Tech Integrator does not mean someone has Computer Science experience or training to teach networking, programming, or cyber security. They might, but they need to demonstrate it. NH needs Computer Science Industry....support it.

2. Comments:

Computer Science should not be included as a graduation requirement at this time. If a graduation requirement is considered for the future there needs to be a mindful and deliberate timeline to ensure that students have the foundational skills necessary to be successful at the high school level as well as creating a reasonable timeline to increase the number of qualified and certified Computer Science teachers. Answers around questions regarding certifications need to be answered in order for districts to implement quality programs that meet the minimum standards. Funding: Computers, New Positions, Professional Development. User Friendly Language.

3. Comments:

Seek clarity K-8 (specifically 1-6). We have Digital Learning Specialists who teach CTE and coding and some pre-engineering Not integrated – separate class going forward. How will we know we're offering enough Computer Science. If we don't add stuff – will these teachers required to be dual certified? Can a Computer Science teacher do CTE/digital literacy?

4. Comments:

(High School) Students should have access to these courses either through the high school or at a regional career center. What is the benefit to this being a graduate requirement? We do not support this being a graduation requirement.

5. Comments:

Main concern is that it will be changed to a requirement without a way to grandfather students, so that seniors are not being put in a precarious position.

6. Comments:

Provide significant and specific Technical Advisories supporting implementation and ramp-up certification requirement and deadlines. Access to and changes with entitlement funds (Title IV specifically). Ensure if this expands to a graduation requirement – that there is a process for phase-in over X number of years.

DECEMBER 12, 2018 COMPUTER SCIENCE 306

COMMENT:

Much of the language appears to be based on previously established academic standards; perhaps skills/competencies of the various computer-based requirements should be established first before piggy-backing minimum requirements from the academic standards. The premise is good, but possibly restrictive in actual practice. Despite best intentions, consideration needs to be made with regard to actual expectation at the local, or administration levels of individual SAU's to avoid "trending" or misinterpretation of "Minimum Standards for college and career readiness."

COMMENT:

Define w/ Latitude for Local Flexibility

- a) Computing Systems
- b) Networks and the Internet
- c) Data and Analysis
- d) Algorithms and Programing

COMMENT:

Hiring/Staffing – not a critical shortage yet – will it be soon? Additional Staff needed at 1-8?

COMMENT:

Our main concern was how to properly certify/credential our instructors for these programs. The process needs to consider available certs now and how to efficiently and effectively route people into these certs. Definitions are important for key terms.

COMMENT: (1) 1-8 Certification look like? PD with current teachers and Specific Certification. (2) Under 306.44(c) add..."Provided in each high school or career and technical education school that." (3) What is the accountability of 306.44 (c) (2) and (3) going to look like min# of opportunities? (4) In ED 306.44 (b) (1) add an option to the list instead of saying the way it is worded and make it sound like you have to integrate all in the list. "Where students will have opportunities to..."

Office of Academics and Professional Learning
NH Department of Education

Computer Science Minimum Program Standards (306 RULES) DRAFT

Please write down any and all input you have, individually or from your table discussion, here. This input will be compiled together and shared with the State Board of Education when the Minimum Program Standards DRAFT is presented at the January State Board meeting.

Much of the language appears to be based on previously established academic standards; perhaps skills/competencies of the various computer-based requirements should be established first before piggy-backing minimum requirements from the academic standards.

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Computer Science Minimum Program Standards (306 RULES) DRAFT

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(Define w/ Latitude for local flexibility)

- a) Computer Systems
- b) Networks + the Internet
- c) Data and analysis
- d) Algorithms + Programming

Office of Academics and Professional Learning
NH Department of Education

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Our main concern was how to properly certify/credential our instructors for these programs. The process needs to consider available certs now and how to efficiently and effectively route people into these certs.

Definitions are important for key terms.

Computer Science Minimum Program Standards (306 RULES) DRAFT

Please write down any and all input you have, individually or from your table discussion, here. This input will be compiled together and shared with the State Board of Education when the Minimum Program Standards DRAFT is presented at the January State Board meeting.

* 1-8 Certification look like?

PD w/ current teachers

Specific Certification

* under 306.44(c) add... "Provided in each high school or Career and Technical Education School that:"

* What is the accountability of 306.44(c)(2) and (3) going to look like min # of opportunities?

* In ED 306.44(b)(1) add an option to the list instead of saying the way it is worded and make it sound like you have to integrate all in the list. "Where students will have opportunities to..."

Computer Science Minimum Program Standards (306 RULES) DRAFT

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Will regional career centers be able to offer the high school computer science credits?

Make computer science replace digital literacy and make the computer science standards on the NHDOE a requirement.

Computer science teachers need to have computer science training, like networking, programming, or cyber security. Digital literacy or tech integrator does not mean someone has computer science experience, or training to teach networking, programming, or cyber security. They might, but they need to demonstrate it. NH needs computer science industry... Support it.

Computer Science Minimum Program Standards (306 RULES) DRAFT

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- COMPUTER SCIENCE SHOULD NOT BE INCLUDED AS A GRADUATION REQUIREMENT AT THIS TIME. IF A GRADUATION REQUIREMENT IS CONSIDERED FOR THE FUTURE THERE NEEDS TO BE A MINDFUL AND DELIBERATE TIMELINE TO ENSURE THAT STUDENTS HAVE THE FOUNDATIONAL SKILLS NECESSARY TO BE SUCCESSFUL AT THE HIGH SCHOOL LEVEL AS WELL AS CREATING A REASONABLE TIMELINE TO INCREASE THE NUMBER OF QUALIFIED AND CERTIFIED COMPUTER SCIENCE TEACHERS
- ANSWERS AROUND THE QUESTIONS REGARDING CERTIFICATIONS NEED TO BE ANSWERED IN ORDER FOR DISTRICTS TO IMPLEMENT QUALITY PROGRAMS THAT MEET THE MINIMUM STANDARDS
- Funding -
 - Computers
 - New positions
 - Professional development
- User Friendly Language

Computer Science Minimum Program Standards (306 RULES) DRAFT

Please write down any and all input you have, individually or from your table discussion, here. This input will be compiled together and shared with the State Board of Education when the Minimum Program Standards DRAFT is presented at the January State Board meeting.

I seek clarity K-8 (specifically 1-6)

We have digital learning specialists
who teach CTE + coding & some pre-engineering
going forward
NOT integrated - separate class

- how will we know we're offering enough
computer science ~~etc.~~

- if we don't add stuff - will these
teachers be required to be
dual certified?

Can a C.S. certified teacher do
CTE/digital literacy?

Computer Science Minimum Program Standards (306 RULES) DRAFT

Please write down any and all input you have, individually or from your table discussion, here. This input will be compiled together and shared with the State Board of Education when the Minimum Program Standards DRAFT is presented at the January State Board meeting.

- ^(high school) Students should have access to these courses either through the high school OR at a regional career center
- What is the benefit to this being a grad. requirement?
- We do not support this being a graduation requirement ~~because~~ ~~the~~ ~~in~~



Office of Academics and Professional Learning
NH Department of Education

Computer Science Minimum Program Standards (306 RULES) DRAFT

Please write down any and all input you have, individually or from your table discussion, here. This input will be compiled together and shared with the State Board of Education when the Minimum Program Standards DRAFT is presented at the January State Board meeting.

- Main concern is that it will be changed to a requirement without a way to grandfather students, so that seniors are not being put in a precarious position.

Computer Science Minimum Program Standards (306 RULES) DRAFT

Please write down any and all input you have, individually or from your table discussion, here. This input will be compiled together and shared with the State Board of Education when the Minimum Program Standards DRAFT is presented at the January State Board meeting.

Provide significant & specific
Technical Advisories supporting
implementation & ramp-up.)

- certification requirements & *
deadlines.

- Access to & changes with
entitlement funds (title IV
specifically)

Ensure if this expands to a
graduation requirement that there
is a process for phase-in over
X # of years.

#1

~~*~~ CHANGES TO 306 RULES

- Information and Communication Technologies (ICT) changed to Digital Literacy.
- Technology and Engineering reduced from 4 credit offerings at High School to 2 credit offerings in order to accommodate new Computer Science requirement.

~~*~~ NEW 306 for Computer Science

~~*~~ ED 306.44 Computer Science Education

(a) Each district shall establish and provide a comprehensive, sequentially designed, computer science curriculum that will meet the minimum standards for college and career readiness and that provide for continued growth in all content areas consistent with RSA 193-C:3, III.

~~*~~ (b) Pursuant to Ed 306.26, the local school board shall require that a computer science education program for grades 1st – 8th provides:

(1) Integrated, developmentally appropriate instruction in the concepts of computational thinking and the impacts of computing, where students will:

Science

a. Foster an inclusive computing culture that incorporates personal, ethical, social, economic, and cultural contexts when considering the needs of diverse users of computational products;

b. Use collaborative tools and processes to effectively work together to create complex artifacts;

~~*~~ c. Recognize and define computational problems;

~~*~~ d. Develop and use abstractions to manage complexity;

~~*~~ e. Create, test and refine computational artifacts;

f. Communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices;

(2) Opportunities for students to build and construct knowledge and understanding of computational thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;

Replace

Computer

Tells teacher how to teach

Pedagogy

Abstract

~~*~~ (c) Pursuant to Ed 306.27, the local school board shall require that a computer science education program be provided in each high school that:

~~*~~ (1) Offers 2 credits in coursework and competencies in one or more of the following core content areas:

After reading through the draft Computer Science Standards, I'm submitting proposed changes to the first draft.

Questions:

Who developed the Computer Science Standards? What are their credentials?

What teachers were involved? Were there any early childhood experts?

Did any expert offer guidance on whether these standards are developmentally appropriate for the age group targeted?

What math skills are necessary for a solid understanding of computer science?

Guiding principles discussing the importance of literacy skills in learning the content, should be included.

Our biggest concern, and therefore our most important suggestion, is the removal of "practices" included in the standards.

Dr. Sandra Stotsky, content-standards expert, referred to the practices as a way of inserting pedagogy in the standards. When I asked her about the practices she said, "Practices should not be in a standards document."

Inserting pedagogy is an overreach on the part of the State. This limits a teacher's ability to change teaching-methods, if a method does not work well in the classroom. An example of this is in the Common Core Standards for [Mathematical Practices](#). Math teachers have explained the numerous problems when the practices tell a [teacher how to teach](#).

Assessing practices becomes subjective, and in some cases impossible to teach, according to the Manchester teacher who presented testimony before the Manchester Board of School Committee.

New Hampshire State Law RSA 193-C requires statewide assessments to be valid, appropriate and objectively scored. <http://www.gencourt.state.nh.us/rsa/html/XV/193-C/193-C-mrg.htm>. Practices would be assessed in a subjective manner, violating state statute if they are assessed on the state standardized assessment.

Assessing practices takes away from what should be taught in the classroom, and teachers will not have the flexibility to change teaching methods, if they are not

6) Mathematical Practices, or what are usually called process standards in most states, do little more than describe how someone pretty good at mathematics seems to approach mathematics problems. As stand alone standards, they are neither teachable nor testable.

7) Mathematics is about solving problems, and anyone who can solve a complex multi-step problem using mathematics automatically demonstrates skill with the Mathematical Practices, whether or not communications skills are present.

8) Problem solving leads to mathematical practices, not mathematical practices leads to problem solving.

9) This *Draft* does not give good guidance for curriculum developers, because content is an afterthought.

10) It appears that the assessments will stress communication skills and Mathematical Practices at the expense of content knowledge.

Barry Garelick also critiqued the Standards for Mathematical Practices. He has written extensively about math education in various publications including *The Atlantic*, *Education Next*, *Educational Leadership*, and *Education News*. He recently retired from the U.S. Environmental Protection Agency and is now teaching middle and high school math in California. He has written a book about his experiences as a long-term substitute in a high school and middle school in California: "Teaching Math in the 21st Century".

Garelick said, "The SMP promotes developing habits of mind used in abstract and quantitative reasoning. It is not directly teachable."

He goes on to give an example of how this idea of standardizing practices doesn't work:

"While abstract and quantitative reasoning are important goals of algebraic thinking, the SMP opens itself up to the prevalent belief in the reform math camp that students can be taught various algebraic habits of mind outside of an actual algebra course. An example of this type of thinking can be seen in a certain type of problem presented to students in early grades. For example, the students are shown pictorial problems like black and white beads in a numbered series of growing sequential patterns. The problem shows the first three patterns and asks students to predict the number of white beads in pattern 5, say. Students in fifth grade have not yet learned how to represent equations using algebra. Also, the problem is more of an IQ test than an exercise in math ability. Furthermore, such problems ignore the deductive nature of mathematics. An unintended habit of

1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.

The first part of the standard appears to be a direct task that can be tested. The second part relies upon "recognition," which may be a difficult behavior to teach and assess.

1A-CS-02 Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware).

The description under the draft standard offers teachers a better and clearer standard: Students should be able to identify and describe the function of external hardware, such as desktop computers, laptop computers, tablet devices, monitors, keyboards, mice, and printers.

For instance

*Students **(SHOULD)** would be able to use simple troubleshooting strategies. Compared to: 1A-CS-03 **Describe basic hardware and software problems using accurate terminology.***

To contrast with the concerns I've mentioned, here is an example of a clear content-based standard:

1A-DA-05 Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.

This standard eliminates problems that can arise when the standard directs the teacher how to teach a practice.

Input is needed from high school math and science teachers especially because these standards should be allied to the content in math and science in advanced high school coursework. We also recommend a review by a large number of high school math, science, and English teachers anonymously, to protect their identities.

Ann Marie Banfield
Education Liaison, Cornerstone Action

Readopt with amendment Ed 502.03, effective 3-27-14 (Document #10558), to read as follows:

Ed 502.03 Custodian of Records.

(a) All records regarding *state board issued* ~~educators or educational personnel~~ credentials shall be maintained by the bureau while the credential is valid.

(b) ~~Educator or educational personnel records~~ *State board issued credentials* which are no longer valid shall be maintained by the bureau *for a period of 50 years or until the bureau is notified that the credential holder is deceased.*

(c) *If an application for a state board issued credential is denied pursuant to Ed 512.01(a), the bureau shall maintain a record of the application and reason for denial for a period of 50 years or until the bureau is notified that the applicant is deceased.*

Appendix I

Rule	Statute
Ed 502.03	RSA 186:11, X(a)

Readopt with amendment Ed 507.05, effective 8-12-11 (Document #9974), to read as follows:

Ed 507.05 ~~Comprehensive Technology~~ **and Engineering Education** Teacher.

(a) To be certified as a ~~comprehensive technology~~ **and engineering education** teacher a candidate shall:

~~(1) Meet the qualifications for certification as a career and technical education teacher as provided in Ed 507.02;~~

~~(2) Meet the requirements of (b) below;~~

~~(3) Have at least a bachelor's degree; and~~

~~(4) Qualify for certification under one of the alternatives in Ed 505.01 – Ed 505.05; and~~

(b) A candidate for certification as a ~~comprehensive technology~~ **and engineering education** teacher shall have the following skills, competencies, and knowledge ~~through a combination of academic and supervised field-based experience~~ in the following areas:

(1) In the area of curriculum and instruction, the candidate shall have the ability to plan and implement units, projects, and lessons based on ~~the technological~~ design process, including, but not limited to:

a. Defining a problem by brainstorming or other methods;

b. Researching and generating ideas;

c. Selecting an approach after:

1. Identifying the criteria to be applied;

2. Specifying any constraints; and

3. Exploring various possible approaches;

d. Developing a design proposal;

e. Making a model or prototype;

f. Testing and evaluating the design;

g. Refining the design;

h. Producing and marketing the product; and

i. Communicating the processes and results;

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Londonderry

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TECHNOLOGY AND ENGINEERING TEACHER

**Professional Standards Board
Committee Summary**

January 10, 2019

COMMITTEE MEMBERS:

- Kirk Beitler, PSB Member, Superintendent, SAU #73
- Jack Grube, PSB Member, Retired Career and Technical Education Director, Londonderry
- Mark Fiorentino, Comprehensive Technology Education Teacher, Colebrook
- Will Renauld, Retired Comprehensive Technology Education Teacher, Hopkinton
- Dan Caron, Comprehensive Technology Education Teacher, Gilford
- Michael McKeever, Comprehensive Technology Education Teacher, Lisbon
- Clarice Clark, Comprehensive Technology Education Teacher, Hillsboro-Deering
- Zachary Fowler, Comprehensive Technology Education Teacher, Bedford
- William Ross, DOE

Committee members represented the PSB, a retired CTE director, a current school superintendent, and middle and high school teachers from private and public institutions who deliver their curriculum in a variety of learning environments including computer based labs, traditional shops and fabrication labs.

SUMMARY

The proposed changes align with the NH Technology/Engineering Education Curriculum Guide. The committee reviewed the International Technology & Engineering Educators Association (ITEEA) standards to insure any suggested changes were consistent with national standards.

Given the expanded instruction in STEM related content in NH committee did not recommend adding any grade specific requirements to this endorsement; allowing districts to place certified teachers in learning environments that fit local needs which might include elementary grades.

Details for specific proposed amendments:

- Name – Aligns with NH Curriculum Guide as well as ITEEA terminology
- Ed 507.05(a)(1) and (2) – Removal of (1) as a recognition that this endorsement is not a traditional career and technical education (CTE) endorsement and requires a Bachelor's degree. Most teachers with this certification do not teach at a NH CTE center. There is no correlation or justification to retain the requirements for a CTE license/endorsement. Credential holders with this endorsement who do teach within a CTE Center operate outside the requirements of the Carl Perkins Act similar to Business and Family and Consumer Science instructors at those centers.
- Ed 507.05(b) – Updated the language to be consistent with all other endorsement rules.
- Ed 507.05(b)(2) – Added “a. Math and science skills” in order to align with current standards
- Ed 507.05(b)(3) – Changed “machines” to “technologies” in order to align with current standards and language in the field.
- Ed 507.05(b)(4)i. – Changed “new and emerging” to “robotics and automation” to align with current standards and practices in the field.
- Ed 507.05(b)(4)j. – Changed wording to align with current standards and practices in the field.
- Ed 507.05(b)(5) – Changed the current list to a list format and reworded based on the current standards and practices in the field.
- Ed 612.31 – Changed “career and technical education” to “Comprehensive Agricultural Education” and renumbered all of the sections in this rule to its own Ed 612 rule. All of the rules in the former Ed 612.31 are not career and technical education certifications. Ed 612.36 is the new “Technology and Engineering Program” for educator preparation programs. All of the new Ed 612 rules point to their corresponding Ed 500 rule.

(2) In the area of process skills, the candidate shall have the ability to model, teach, and encourage the development of:

- a. Math and science skills;*
- ab. Time management skills;*
- bc. Oral, written, and technological communication skills;*
- ed. Problem solving strategies;*
- de. Persistence and entrepreneurship;*
- ef. Technological documentation; and*
- fg. Collaborative group process and leadership skills;*

(3) In the area of safety, the candidate shall demonstrate the ability to model, teach, and encourage safe and efficient habits in the application of tools, materials, and ~~machines~~ **technologies**;

(4) In the area of knowledge of content, the candidate shall demonstrate ~~knowledge of, ability to produce products for, and~~ **the ability to *apply a* design lessons about present and future technologies in 3 or more of the following areas and *development process in one or more technologies listed below:***

- a. Medical technologies;
- b. Agricultural technologies;
- c. Biotechnologies;
- d. Energy and power technologies;
- e. Information and communications technologies;
- f. Transportation technologies;
- g. Manufacturing technologies;
- h. Construction technologies;
- i. ~~New~~ **Robotics** and ~~emerging~~ **automation** technologies; and
- j. ~~Engineering principles and design~~ **Emerging technologies**; and

(5) In the area of technology and society, the candidate shall have the ability to integrate information and lessons involving careers, history of technology and ethical practice.:

- a. Careers;*
- b. History of technology;*
- c. Engineering design ethics;*
- d. Emerging technologies; and*
- e. Social and economic impacts.*

Readopt with amendment Ed 612.31, effective 12-17-04 (Document #8229), as amended effective 8-12-11 (Document #9974), and expired 12-17-12 in paragraphs (a), (b), and (g), as amended effective 12-21-12 (Document #10246), and as amended effective 8-16-16 (Document #11154), and renumber as Ed 612.31 and Ed 612.36 – Ed 612.39 to read as follows:

Ed 612.31 ~~Career and Technical Education~~**Comprehensive Agricultural Education.**

~~(a) EXPIRED~~

~~— (b) EXPIRED~~

(ea) The preparation program in comprehensive agricultural education shall provide the teaching candidate with following skills, competencies, and knowledge:

(1) In the area of plant science:

a. Relating to plant systems, the ability to:

1. Demonstrate knowledge of the structure and function of plant parts and the physiological processes of plants;
2. Identify types, varieties, characteristics, and uses of agriculturally important plants grown in New Hampshire and the United States; and
3. Identify the components of soil, describe the physical and chemical properties of soils, and classify different types of soils;

b. Relating to industrial applications, the ability to:

1. Apply principles of plant growth and reproduction to the cultivation of horticultural plants;
2. Demonstrate the function and operation of businesses that supply goods and services to plant-related enterprises;

3. Demonstrate knowledge of the process, marketing, and distribution of plant-related products; and
 4. Demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economics and trade, including knowledge of:
 - (i) Productive capacity;
 - (ii) Production potential; and
 - (iii) Comparative advantage;
 - c. Relating to integrated pest management, the ability to use integrated pest management practices to control horticultural plant pests;
 - d. Relating to ethical issues, the ability to use approved procedures for propagating horticultural plants; and
 - e. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;
- (2) In the area of animal science:
- a. Relating to animal systems, the ability to:
 1. Describe the characteristics and uses of various breeds and types of animals of major economic importance in the United States;
 2. Demonstrate knowledge of major organs and organ systems and physiological processes of various animals;
 3. Apply principles of genetics to selected breeding of animals; and
 4. Apply knowledge of natural and artificial breeding practices;
 - b. Relating to safe handling and management of animals, the ability to:
 1. Demonstrate knowledge of general animal management procedures, including, but not limited to knowledge concerning:
 - (i) Immunization;
 - (ii) Taking vital signs;
 - (iii) Restraining;
 - (iv) Medicating; and
 - (v) Common surgical procedures; and

2. Identify signs, symptoms, and effects of common animal diseases, disorders, parasites, and nutritional deficiencies;
 - c. Relating to ethical issues, the ability to demonstrate how contemporary issues including but not limited to ethics and waste management affect the principles of genetics, breeding selection, nutrition, and care of animals for use in production, companionship and recreation;
 - d. Relating to animal industries, the ability to:
 1. Analyze trends in the consumption of animal products in New Hampshire and the United States and health issues related to the consumption of animal products;
 2. Apply the principles of the care and health of animals for use in production and recreation; and
 3. Demonstrate knowledge of diversity of agriculture, agricultural production and its cultural impact on world economics and trade, including knowledge of productive capacity, production potential, and comparative advantage; and
 - e. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;
- (3) In the area of natural resources:
- a. Relating to ecological principles and concepts, the ability to:
 1. Apply basic knowledge of environmental systems and cycles; and
 2. Apply the principles and practices of ecology and conservation in the areas of air, water, land, and wildlife flora and fauna;
 - b. Relating to ethical issues, the ability to demonstrate the relationship among natural resources, the environment, and society;
 - c. Relating to industrial applications, the ability to:
 1. Demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economics and trade, including, but not limited to, knowledge of:
 - (i) Productive capacity;
 - (ii) Production potential; and
 - (iii) Comparative advantage;
 2. Apply knowledge of land use for best management practices for community planning;

3. Demonstrate the role of forest and agricultural management in protecting habitats and species; and
 4. Apply the basic principles and methods of agricultural recreation management in the areas of forest, fish, and wildlife; and
- d. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;
- (4) In the area of agricultural mechanization:
- a. Relating to the principles of agricultural mechanization, the ability to:
 1. Apply principles and practices of mechanical systems including fluid, electrical, and fuel-powered units;
 2. Demonstrate knowledge of surveying practices and measuring equipment in agricultural applications;
 3. Apply knowledge of structures to agricultural applications; and
 4. Apply skills in repairing and maintaining agricultural machinery and structures;
 - b. Relating to safety, the ability to:
 1. Identify and use personal safety equipment and identify hazards and safety needs in the home and workplace; and
 2. Demonstrate knowledge of the safe and proper operation of agricultural tools, machinery, and equipment;
 - c. Relating to industrial application, the ability to demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economics and trade, including, but not limited to, knowledge of:
 1. Productive capacity;
 2. Production potential; and
 3. Comparative advantage; and
 - d. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;
- (5) In the area of principles of and business management in the agricultural industries:
- a. Relating to agencies and laws, the ability to:

1. Analyze economic policies and their influence on agriculture; and
 2. Apply basic knowledge of United States Department of Agriculture and other regulations and procedures for processing, grading, storing, and marketing agricultural products;
- b. Relating to agriculture in New Hampshire, the ability to demonstrate knowledge of the agricultural industry in New Hampshire;
- c. Relating to pricing and sales, the ability to:
1. Apply principles of marketing and economics in agricultural business operations;
 2. Apply strategies for effective sales and service in agricultural applications; and
 3. Apply entrepreneurship principles to the development and operation of an agricultural business;
- d. Relating to global trends, the ability to recognize the impact of world markets on United States and New Hampshire agriculture; and
- e. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry; and
- (6) In the area of personal growth and career awareness development in agricultural education, the ability to demonstrate knowledge of the:
- a. Unique leadership, personal growth, and career success through the structure of an organization for students of agricultural education, including but not limited to the National Future Farmers of America Organizations' activities;
 - b. Principles and practices of community-based organizations, including but not limited to Farm Bureau, 4-H, humane societies, Cooperative Extension, Chambers of Commerce, and Rotary Clubs; and
 - c. Basic principles and practices of career planning and exploration.

Ed 612.36 Technology and Engineering Program.

~~—(d) The preparation program in comprehensive technology and engineering program education shall provide the teaching candidate with the following skills, competencies, and knowledge **gained through a combination of academic and supervised practical experience as outlined in Ed 507.05(b):**~~

~~(1) In the area of curriculum and instruction, the candidate shall have the ability to plan and implement units, projects, and lessons based on the technological design process, including, but not limited to:~~

- ~~a. Defining a problem by brainstorming or other methods;~~
- ~~b. Researching and generating ideas;~~
- ~~c. Selecting an approach after:
 - ~~1. Identifying the criteria to be applied;~~
 - ~~2. Specifying any constraints; and~~
 - ~~3. Exploring various possible approaches;~~~~
- ~~d. Developing a design proposal;~~
- ~~e. Making a model or prototype;~~
- ~~f. Testing and evaluating the design;~~
- ~~g. Refining the design;~~
- ~~h. Producing and marketing the product; and~~
- ~~i. Communicating the processes and results;~~

~~(2) In the area of process skills, the candidate shall have the ability to model, teach, and encourage the development of:~~

- ~~a. Time management skills;~~
- ~~b. Oral, written, and technological communication skills;~~
- ~~c. Problem solving strategies;~~
- ~~d. Persistence and entrepreneurship;~~
- ~~e. Technological documentation; and~~
- ~~f. Collaborative group process and leadership skills;~~

~~(3) In the area of safety, the candidate shall demonstrate the ability to model, teach, and encourage safe and efficient habits in the application of tools, materials, and machines;~~

~~(4) In the area of knowledge of content, the candidate shall demonstrate knowledge of, ability to produce products for, and ability to design lessons about present and future technologies in 3 or more of the following areas:~~

- ~~a. Medical technologies;~~
- ~~b. Agricultural technologies;~~

- ~~e. Biotechnologies;~~
- ~~d. Energy and power technologies;~~
- ~~e. Information and communications technologies;~~
- ~~f. Transportation technologies;~~
- ~~g. Manufacturing technologies;~~
- ~~h. Construction technologies;~~
- ~~i. New and emerging technologies; and~~
- ~~j. Engineering principles and design; and~~

~~(5) In the area of technology and society, the candidate shall have the ability to integrate information and lessons involving careers, history of technology and ethical practice.~~

Ed 612.37 **Comprehensive Marketing Education.**

~~(e) The preparation program in comprehensive marketing education *program* shall provide the teaching candidate with following skills, competencies, and knowledge *gained through a combination of academic and supervised practical experience as outlined in Ed 507.48(b):*~~

~~(1) In the area of integration of standards, the ability to:~~

- ~~a. Integrate the New Hampshire academic content standards and the New Hampshire marketing education career field content standards in lesson planning and course of study development; and~~
- ~~b. Create, deliver, and assess multiple lessons integrating academic and marketing content standards;~~

~~(2) In the area of strategizing and planning marketing activities and support functions, the ability to:~~

- ~~a. Demonstrate strategic management skills, describe key marketing concepts, develop marketing plans for various types of businesses and assess identified return on marketing investment (ROMI);~~
- ~~b. Understand how to staff a marketing department, use organizational and management skills, and implement time management and project management skills;~~
- ~~c. Use business systems, set and monitor budgets, estimate project costs, manage financial resources, and analyze vendor performance;~~
- ~~d. Prepare research findings and reports and evaluate marketing research procedures and findings to assess the validity of data; and~~

~~e. Use marketing information to predict and analyze customer behavior, facilitate product and service management decisions, and assess marketing communications activities;~~

~~(3) In the area of the four Ps of marketing, which are place, price, product and service management, and promotion, the ability to:~~

~~a. Use information literacy skills and basic technology skills for a variety of business operations, including, but not limited to:~~

~~1. Internet;~~

~~2. Blogs;~~

~~3. Operating systems;~~

~~4. Search engine marketing;~~

~~5. Pay per click operations;~~

~~6. E-mail;~~

~~7. Personal information management and productivity;~~

~~8. Word processing;~~

~~9. Presentation software;~~

~~10. Spreadsheet;~~

~~11. Website construction, design, and development as a marketing tool;~~

~~12. Social media; and~~

~~13. Databases;~~

~~b. Use information technology tools to:~~

~~1. Manage and perform work;~~

~~2. Collect information to guide decision making; and~~

~~3. Identify needs for hardware and software;~~

~~c. Describe all aspects of pricing and employ and assess pricing strategies for products and services;~~

~~d. Explain the product and service management function, including in-depth knowledge of this function as it relates to marketing communications;~~

~~e. Generate product and marketing communications ideas for business success, evaluate the effectiveness of the marketing communications mix and employ product and service mix strategies;~~

~~f. Position products, service, and a company to create a business image;~~

~~g. Assess product packaging to improve its function and brand recognition;~~

~~h. Evaluate long term and short term results of promotional messages and use metrics to measure effectiveness of marketing communications;~~

~~i. Perform the following functions relating to sales:~~

~~1. Describe sales activities;~~

~~2. Acquire product knowledge;~~

~~3. Differentiate between consumer and business behavior;~~

~~4. Explain and employ sales processes and techniques;~~

~~6. Qualify customers;~~

~~7. Conduct pre-visit research; and~~

~~8. Perform pre-sales activities and prospects for customers; and~~

~~j. Understand management of channel activities and develop and assess channel management strategies;~~

~~(4) In the area of interpersonal and communications skills when doing business with external and internal marketing customers, the ability to:~~

~~a. Demonstrate teamwork, problem solving and leadership skills;~~

~~b. Use communication skills to foster open, honest communication and positive interactions with clients and to influence others in marketing environments;~~

~~c. Read to acquire meaning, listen actively, and use verbal skills to obtain and convey information, prepare written reports, and write internal and external business correspondence;~~

~~d. Communicate with employees, coworkers and supervisors and interact with customers in a manner that:~~

~~1. Enhances and reinforces the company image;~~

~~2. Fosters positive relationships with customers; and~~

- ~~3. Appropriately resolves conflicts; and~~
- ~~e. Teach self-development and professional career skills, including:
 - ~~1. Critical thinking;~~
 - ~~2. Career planning and advancement; and~~
 - ~~3. Job-seeking for marketing careers;~~~~
- ~~(5) In the area of general business administrative and management skills, the ability to:
 - ~~a. Demonstrate these skills in the following areas:
 - ~~1. Business law;~~
 - ~~2. Financial management;~~
 - ~~3. Personal finance;~~
 - ~~4. E-marketing and e-commerce;~~
 - ~~5. Consumer education;~~
 - ~~6. Entrepreneurship; and~~
 - ~~7. Business economics, math, and English;~~~~
 - ~~b. Assess management and operations functions and their applications in creating effective businesses;~~
 - ~~c. Describe the process for opening an entrepreneurial venture;~~
 - ~~d. Analyze financial data and use it in small business planning and to make informed decisions;~~
 - ~~e. Describe how businesses are organized and evaluate business systems and their role in success;~~
 - ~~f. Understand ethical business practices and their role in creating effective businesses;~~
 - ~~g. Describe business laws and regulations and their impact on businesses;~~
 - ~~h. Demonstrate the ability to use mathematics and technology to solve business problems and communicate results;~~
 - ~~i. Demonstrate an understanding of human resources policy and its impact on business;~~
 - ~~j. Demonstrate issues involved in operating multi-national enterprises;~~~~

- ~~k. Use oral and written communication skills in a variety of business situations;~~
- ~~l. Interpret data using statistical processes and use economic concepts in making decisions;~~
- ~~m. Understand and describe the legal rules associated with local, state, and national consumer protection, sales and advertising; and~~
- ~~n. Understand and describe the political and economic background, business incentives, risks and motivation, basic business activities, and associated business challenges involved with international trade.~~

Ed 612.38 **Comprehensive Business Education.**

—(f) The preparation program in comprehensive business education **program** shall provide the teaching candidate with following skills, competencies, and knowledge **gained through a combination of academic and supervised practical experience as outlined in Ed 507.49(b):**

~~(1) In the area of accounting:~~

- ~~a. Knowledge of and ability to apply accounting principles and practices;~~
- ~~b. Knowledge of the various steps of the accounting cycle for a proprietorship, partnership, and corporation;~~
- ~~c. Knowledge of and ability to apply assets, liabilities, and owner's equity according to generally accepted accounting principles;~~
- ~~d. Knowledge of and ability to apply accounting principles as they apply to ownership, payroll, income taxation, and managerial systems;~~
- ~~e. Ability to prepare, interpret, and analyze financial statements using manual and computerized systems;~~
- ~~f. Ability to apply:~~

~~1. Components of the accounting cycle, including:~~

- ~~_____ (i) Analysis of source documents;~~
- ~~_____ (ii) Procedures for journalizing and posting transactions to ledgers;~~
- ~~_____ (iii) Creating financial statements; and~~
- ~~_____ (iv) Closing entries; and~~

~~2. User manual accounting and financial software applications; and~~

~~g. Knowledge of and ability to apply legal and ethical principles pertaining to accounting;~~

~~(2) In the area of management and administration:~~

~~a. Knowledge of the importance of the basic tenets of management theories in the successful operation of an organization;~~

~~b. Knowledge of various organizational structures and the advantages and disadvantages of each;~~

~~c. Knowledge of the role of organized labor and its influences on government and business;~~

~~d. Knowledge of and ability to apply generally accepted operations management principles and procedures in order to be able to design an operations plan;~~

~~e. Knowledge of and ability to apply principles and methods of decision-making and mathematical operations leading to quantitative and qualitative analysis;~~

~~f. Knowledge of the differentiation between ethical and legal issues related to social responsibility and business management;~~

~~g. Knowledge of the various management functions and their interrelationships; and~~

~~h. Knowledge of and ability to apply legal and ethical principles pertaining to management and administration;~~

~~(3) In the area of business communications:~~

~~a. Knowledge of ability to apply the concepts and methods of business communication including verbal and nonverbal communication;~~

~~b. Knowledge of and ability to apply the methods of business communication and business technology to develop and deliver effective communication skills;~~

~~c. Knowledge of the importance of so-called soft skills, such as character development and acceptable attitudes, in professional and personal settings;~~

~~d. Knowledge of the social and human relations skills needed to work effectively in a professional environment;~~

~~e. Knowledge of the cultural and global differences as they relate to interpersonal business relationships; and~~

~~f. Knowledge of and ability to apply legal and ethical principles pertaining to business communications;~~

~~(4) In the area of business law:~~

~~a. Knowledge of and ability to apply knowledge relating to:~~

- ~~1. The relationship between ethics and the law;~~
- ~~2. The sources of the law;~~
- ~~3. The structure of the court system;~~
- ~~4. The different classifications of procedural law; and~~
- ~~5. The different classifications of substantive law;~~

~~b. Knowledge of the relationships among contract law, law of sales, and consumer law;~~

~~c. Knowledge of the role and importance of agency law and employment law and ability to apply such laws as they relate to the conduct of business in the national and international marketplaces;~~

~~d. Knowledge of and ability to apply legal rules that apply to personal property and real property;~~

~~e. Knowledge of and ability to apply advancements in computer technology and how they affect areas such as property law, contract law, criminal law, international law, intellectual law, and substantive law relevant to business areas and knowledge of other legal issues that affect business; and~~

~~f. Knowledge of and ability to apply legal and ethical principles pertaining to business law;~~

~~(5) In the area of entrepreneurship:~~

~~a. Knowledge of the unique characteristics of entrepreneurship;~~

~~b. Knowledge of and ability to apply the financial concepts and tools needed by the entrepreneur in making business decisions;~~

~~c. Ability to develop a business and management plan needed to make business decisions;~~

~~d. Knowledge of the different forms of management and ownership within an industry; and~~

~~e. Knowledge of and ability to apply legal and ethical principles pertaining to entrepreneurship;~~

~~(6) In the area of financial literacy:~~

~~a. Knowledge of and ability to apply the concepts of personal finance in order to make sound financial decisions;~~

~~b. Knowledge of the different consumer agencies that address consumer issues and concerns;~~

~~c. Knowledge of and ability to apply problem solving skills to consumer economic principles relating to the following consumer purchases, including, but not limited to:~~

~~1. Auto, health, and life insurance;~~

~~2. Food;~~

~~3. Clothing; and~~

~~4. Recreation;~~

~~d. Knowledge of and ability to apply financial decision making in the areas of taxes, budgeting, and investing, including, but not limited to, the following investments:~~

~~1. Stock market;~~

~~2. Precious metals;~~

~~3. Jewelry; and~~

~~4. Collectibles;~~

~~e. Knowledge of debit and credit options offered by financial institutions;~~

~~f. Ability to prepare, balance, and evaluate a spending or savings plan; and~~

~~g. Knowledge of and ability to apply legal and ethical principles pertaining to financial literacy;~~

~~(7) In the area of finance and economic systems:~~

~~_____ a. Knowledge of the features of different economic systems;~~

~~_____ b. Knowledge of the major features of the United States economy;~~

~~_____ c. Knowledge of the role of exchange and money in an economic system;~~

~~_____ d. Knowledge of the role of government in an economic system, especially the role of government in the United States economy;~~

~~_____ e. Knowledge of the role of international trade and investment and international monetary relations in the global economy;~~

~~_____ f. Knowledge of and ability to apply basic economic principles as they relate to microeconomic and macroeconomic theories and principles; and~~

~~g. Knowledge of and ability to apply legal and ethical principles pertaining to finance and economic systems;~~

~~(8) In the area of international business:~~

~~a. Knowledge of why societies develop economic systems;~~

~~b. Knowledge of and ability to apply principles of different economic systems and philosophies and to recognize how differences in culture, language, values and social behavior affect the ethical conduct of business across domestic and international borders;~~

~~c. Knowledge of international business as it relates to ethics, finance, management, marketing, import and export trade concepts, communication and culture, and the environment;~~

~~d. Ability to analyze the effect of interdependence on economic activity;~~

~~e. Knowledge of the different types of competitive structures and ability to illustrate the role of competitive markets in the United States and other economies;~~

~~f. Knowledge of the importance of economic relationships among nations; and~~

~~g. Knowledge of and ability to apply legal and ethical principles pertaining to international business;~~

~~(9) In the area of information systems and technology applications:~~

~~a. Knowledge of the development and impact of information technology and telecommunications on business and society;~~

~~b. Ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve personal quality of life;~~

~~c. Knowledge of and ability to apply learning principles as they relate to skill development when learning software applications;~~

~~d. Knowledge of and ability to apply technology in communicating, collaborating, conducting research, and solving problems; and~~

~~e. Knowledge of and ability to apply the legal and ethical principles pertaining to information systems and technology applications; and~~

~~(10) In the area of marketing:~~

~~a. Ability to recognize the customer oriented nature of marketing and to analyze the effect of marketing activities on the individual, business, and society;~~

~~b. Ability to analyze the elements of a marketing mix, their interrelationships, and how they are used in the marketing process;~~

~~c. Ability to conduct, prepare, and analyze marketing research in decision making; and~~

~~d. Knowledge of and ability to apply concepts in developing marketing plans for various types of businesses.~~

Ed 612.39 **Comprehensive Family and Computer Science.**

~~(g) The preparation program in comprehensive family and consumer science education program shall provide the teaching candidate with:~~

~~(1) Skills, competencies, and knowledge gained through a combination of academic and supervised practical experience in the following areas as outlined in Ed 507.50(b):~~

~~a. In the area of human development, early childhood, and parenting the preparation program shall provide the candidate with the ability to:~~

~~1. Analyze principles of human growth and development throughout the lifespan;~~

~~2. Analyze and evaluate roles and responsibilities of parenting and parenting practices;~~

~~3. Identify strategies that promote growth and development over an individual's life span;~~

~~4. Identify external support systems that provide services for parents;~~

~~5. Identify career paths within the fields of human services and early childhood education;~~

~~6. Integrate curriculum and instruction to meet children's developmental needs and interests;~~

~~7. Create a safe and healthy learning environment and collaborative relationships with or for children;~~

~~8. Demonstrate knowledge of professional standards and practices related to working with children and families; and~~

~~9. Demonstrate knowledge of and appreciation for diverse perspectives, needs, and characteristics of individuals and families;~~

~~b. In the area of family and interpersonal relationships the preparation program shall provide the candidate with the ability to:~~

~~1. Identify external community resources that provide services to parents and families;~~

- ~~2. Comprehend and apply knowledge of the development of interpersonal relationships;~~
- ~~3. Comprehend and utilize principles of social resources management;~~
- ~~4. Demonstrate understanding of cross-cultural communication styles; and~~
- ~~5. Demonstrate knowledge of families' needs and priorities throughout the life cycle;~~

~~c. In the area of consumer education and resource management the preparation program shall provide the candidate with the ability to:~~

- ~~1. Identify essential family and individual needs for food, clothing, shelter, and nurture and how families meet those essential needs in different ways;~~
- ~~2. Describe how the resources of time, energy, skill, and money are used to fulfill needs;~~
- ~~3. Describe effective consumer practices and personal resource management strategies;~~
- ~~4. Evaluate the effect of consumer practices on the environment; and~~
- ~~5. Analyze technologies available to families and evaluate their effect on family function; and~~

~~d. In the area of nutrition, food preparation, and wellness the preparation program shall provide the candidate with the ability to:~~

- ~~1. Identify the factors that influence nutrition and wellness practices over an individual's lifespan;~~
- ~~2. Identify the nutritional needs of individuals and families at all different ages;~~
- ~~3. Identify the impact of science and technology on nutrition, food composition, and preparation safety;~~
- ~~4. Demonstrate knowledge of food safety and sanitation procedures within a foods lab setting; and~~
- ~~5. Acquire, prepare, and use foods to meet nutritional needs of individuals and families at all different ages; and~~

~~(2) Skills, competencies, and knowledge gained through a combination of academic and supervised practical experience in either of the following areas:~~

~~a. In the area of housing, interiors, textiles, and apparel management and design the preparation program shall provide the candidate with the ability to:~~

- ~~1. Identify the properties, characteristics, and uses of fibers and textiles;~~
 - ~~2. Identify career opportunities in textiles, apparel, fashion, housing, and interiors industries;~~
 - ~~3. Identify financial and legal aspects and industry standards impacted by local, state, and national housing policy issues;~~
 - ~~4. Assess apparel decisions in terms of value, function, design, and appearance;~~
 - ~~5. Apply elements and principles of design in the selection of textile and apparel products;~~
 - ~~6. Define basic skills needed to produce, alter, and repair textiles products and apparel;~~
 - ~~7. Evaluate fibers, design concepts, and construction techniques in textile products;~~
 - ~~8. Demonstrate evidence of skills and knowledge to teach students about safety of equipment used to produce, alter, and repair products and apparel within a lab setting;~~
 - ~~9. Demonstrate knowledge related to decisions involving space allocations, space planning, and technological influences on housing and its environment; and~~
 - ~~10. Compare architectural styles, furniture designs, and floor plans; or~~
- ~~b. In the area of hospitality, tourism, and facilities the preparation program shall provide the candidate with the ability to:~~
- ~~1. Explore the career opportunities in the hospitality and tourism industry;~~
 - ~~2. Apply the concepts of service to meet customer expectations;~~
 - ~~3. Identify organizational skills related to the management of functions, programs, events and travel;~~
 - ~~4. Demonstrate knowledge of housekeeping standards and procedures; and~~

~~5. Demonstrate knowledge of procedures and standards applied to safety, security, housekeeping and environmental issues.~~

Appendix I

Rule	Statute
Ed 507.05	RSA 186:11, X(a)
Ed 612.31	RSA 186:11, X(c)
Ed 612.36	RSA 186:11, X(c)
Ed 612.37	RSA 186:11, X(c)
Ed 612.38	RSA 186:11, X(c)
Ed 612.39	RSA 186:11, X(c)