Making Community Connections Charter School Charter

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

Introduction

Leveraging New Hampshire's Unique Context

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

Research Based Solution

Built on the footprint of the original MC^2 (Monadnock Community Connections School in southwest New Hampshire), Making Community Connections Charter School incorporates the successes of the original model, as well as the lessons learned through that eight-year development and pilot cycle. Most importantly, we note that sustainable system change includes developing adult capacity through intentional monitoring and adjustments. Effectively implementing Making Community Connections requires coaching and mentoring for adults, along with administrative support and data-based decision-making.

The primary premise of the Making Community Connections (MC^2) system is a shift from the "batch and queue" model of public schooling (where all students of an age cohort move through the same learning process at the same time; if one doesn't pass, they are sent back to repeat the whole process) to "continuous flow," where learners progress and graduate based on demonstrated proficiency in competencies, rather than the amount of time they have spent sitting in classes. This provides essential flexibility for systematically responding to specific needs of all learners. A second key premise is that implementing high standards and high quality assessments requires students to engage directly with understanding the content and skills needed to meet those standards and to co-design work that enlists them in mastering academically rigorous and relevant content and skills.

MC^2 leverages research on the role of autonomy, mastery, and purpose for intrinsic motivation, and the impact of formative assessment on improving student achievement by connecting students with the community to create rigorous, real-life learning experiences that will prepare them for citizenship, college, work, and life. Additionally, high quality community-based learning naturally embeds 21st century themes and skills: learning and innovation skills; information, media, and technology skills; and life and career skills.

MC^2 represents the synthesis and application of extensive research and years of experience, deriving foundational elements, best practices, and guiding principles from: the Coalition of

Essential Schools, ASCD's First Amendment Schools and Whole Child initiative, the Asia Society's International Studies Schools Network, Antioch University New England's Critical Skills Program, Public Achievement, School Reform Initiative, League of Professional Schools, All Kinds of Minds, What Works in Schools, Understanding By Design, Leadership and Learning Center, and the Teachers College Reading and Writing Project. MC^2 continues to build on this original work with additional insight gained from Education Reimagined, Think:Kids, All Kinds of Minds, and Thoughtful Classroom.

Target Population

MC^2's design explicitly provides multiple entry points and pathways to high quality learning for every child. Students and parents/guardians who wish to have more choice and voice in the learning process are the primary audience for MC^2. Historically, we have found MC^2's design to be especially beneficial for students who are not achieving their potential, academically, socially, and emotionally. MC^2 intentionally focuses on students' gifts and abilities, leveraging their strengths while providing multiple strategies for addressing challenges. MC^2 believes that a high-quality learning environment can meet the needs of all learners, regardless of race, class, language, gender, and special abilities. By empowering students to be contributing participants in their education, our community, and the diverse global society we live in, and by working with families and the community to create a learning community that provides students with learning experiences that are immediately relevant, MC^2 believes every student, including students put at risk of academic failure, at risk of not graduating on time, who have dropped out or are far below grade level, or are over-aged and under-credited, can graduate with the knowledge and skills to be successful at college, career, and life.

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MAKING COMMUNITY CONNECTIONS (MC^2) CHARTER SCHOOL

(a) Educational Mission

VISION

Making Community Connections Charter School (MC^2) envisions a community where every learner succeeds **through the development of habits and essential knowledge.**

MISSION

The Making Community Connections Charter School's mission is both bold and pragmatic. We aspire to build our school, with the potential to establish a sustainable network of multiple preschool through graduate school pathways, such that every learner can confidently say MC^2 is:

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

We at MC^2 seek to uncover, recover, and discover the unique gifts and talents that each learner brings with them every day. We work collaboratively with the community, including families and social service agencies, so that learners graduate from MC^2 with the will, skill, capacity, and knowledge to achieve their aspirations and contribute to the greater good.

Every learner deserves to graduate from high school with the ability to choose to pursue and succeed in their own post-secondary path.

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

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

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

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

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

Making Community Connections Charter School aspires to create a new paradigm of learner-centered education. As outlined by Education Reimagined, this requires our *open-walled*

and *competency-based* ecosystem to promote *learner agency*; be *socially embedded*; and recognize that learning is *personalized, relevant, and contextualized*. The MC^2 model builds on NH's educational context of competency-based graduation to engage learners; a combination of application, documentation, and communication of learning; and partnerships that allow all to learn from and contribute to the community.

To do all this the MC^2 model prioritizes essential knowledge (competencies), key professional and lifelong skills (habits), and routines and tasks that prepare all learners for future adulthood. These graduation requirements are detailed in checklists which learners complete at their own pace, and in unique combinations. The students, along with their advisors and parents/guardians, set the pace and continually monitor the progress, purpose, and possibilities of their checklist. Within this model, each learner has the opportunity to delve deeply into a particular passion, exploring it across multiple disciplines - or they can investigate numerous opportunities, expanding their horizons while earning credits and considering future careers. Often students end up doing both.

The MC^2 model offers multiple pathways to completion while holding space for a personalized accumulation of essential knowledge and habits. By reimagining the NH State Requirements as a checklist for completion, learners have the freedom to seek opportunities for credit in diverse settings. This checklist approach reframes the traditional time-based learning mindset–at MC^2, students progress as expectations are met. The Essential Knowledge Checklists hold state and national STEM and Humanities competencies, and encourage an interdisciplinary approach to learning.

Additionally, the four sequential Phase Checklists promote increasing ownership as learners gradually take on more and more of the design of their opportunities. As students move up the four phases, they demonstrate increasingly complex skills and tasks, helping to prepare them for life after graduation.

(b) Governance and organizational structure and plan

FOUNDING ORGANIZATION

The Q.E.D. Foundation, a 501(c)(3) organization dedicated to creating and sustaining student-centered learning communities, was the Founding Organization of Making Community Connections Charter School (MC^2). While no longer a part of the Board of Trustees at this time, they continue to support MC^2's mission.

BOARD OF TRUSTEES

In accordance with RSA 194-B: §5, MC^2 will be governed by a five- to twelve-member voting Board of Trustees that has general supervisory control and authority over operations of the

charter school. The Board has a statutory responsibility for reporting progress and achievement of the school's stated goals.

No greater than twenty-five (25) percent of the membership of the Board of Trustees, or one (1) member, whichever is greater, may simultaneously serve as members of any school board. No more than fifty (50) percent and no fewer than twenty-five (25) percent or two (2), whichever is greater, parents/guardians of students attending MC^2 shall serve on the Board of Trustees. Membership of the Board of Trustees will aim to include Trustees with a diverse set of personal and professional backgrounds. The Board shall strategically recruit a minimum of one (1) person with each of the following backgrounds: education, business/organizational leadership, finance, development, and government/policy.

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

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

MC^2 is encouraged to enter into mutually advantageous contractual relationships with sending school districts and community based organizations wherever possible, with the intentions of sharing transportation, instructional, athletic, maintenance, and other services and facilities.

For purposes of conducting business, a simple majority of the Board members must be present and participating to be considered a quorum. Video or voice communication will be available for every meeting as a means of encouraging participation. Records and minutes of meetings will be kept in accordance with New Hampshire's Right to Know statute, which applies to chartered public schools.

OFFICERS

Board officers include: chair, vice chair, secretary, and treasurer. Officers of the board shall be elected by majority vote of those present at the annual organizational meeting to be held in January of each year and shall serve until the next annual organizational meeting. Should an officer resign and/or be unable to fulfill their duties, the Board shall call an election for that particular office to fill the seat until the next annual meeting.

COMMITTEES

The Board of Trustees will have four standing subcommittees (Governance, Finance, Development, and Academic Excellence), plus additional committees as it deems necessary to pursue specific topics. All subcommittees shall report back to the Board for action, unless the Board specifically votes to delegate a subcommittee to act.

Additional non-Board committees, such as Site Council, may be formed to take on specific roles, such as ad hoc stakeholder feedback and campus-level organizing.

GOVERNANCE

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

The Board of Trustees is responsible for:

- Approving an annual operating budget for the school.
- Meeting monthly with school leadership to review the budget and address any concerns or issues, as well as to plan for financial growth, development, and sustainability.
- Developing an annual financial timeline for the school.
- Approving fiscal reports; facilities plans; fundraising plans and reports; marketing plans and reports; annual performance review of the MC^2 Executive Director; the contract of the MC^2 Executive Director; and other human resources decisions and contracts, as needed.
- Developing and maintaining the MC^2 accounting and finance manual.
- Ensuring proper accounting and reporting practices.
- Creating a systematic fundraising plan and raising funds for the school.
- Reviewing and evaluating the school's relationship and contract with any outside accounting and bookkeeping service providers.
- Supporting the curriculum and educational plan outlined in the charter by supporting the work of the Executive Director and MC^2 faculty.
- Creating a student recruitment plan in the unlikely case of low student enrollment in any particular school year.
- Developing a long-range, strategic growth plan.
- Developing public understanding, demand, and a desire for high quality education for every child.

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

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

- Any other matters which are prescribed in statute or rule.

BOARD OF ADVISORS

The governing Board of Trustees may be augmented by an Advisory Board, non-voting, who represent academia, research, international relations, students and faculty, the local community, legislators, and topics of interest to the Board. The Advisory Board purposefully seeks to include diverse perspectives of partners collaborating with the school to advise on program quality, current research and developments, and business strategy.

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

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

The Board has a conflict of interest policy, which is reviewed annually and as needed to ensure the school is never at risk of a conflict of interest.

Starting in January 2025, Trustees shall be chosen for a term of two (2) years to succeed those whose term expires. Incumbent Trustees shall be eligible for re-election or reappointment; provided, however, no person may serve as a Trustee for more than three (3) consecutive terms without unanimous consent of the Board of Trustees at each subsequent renewal. Any vacancy among the Board of Trustees caused by death, resignation, removal, or otherwise shall be identified and filled by the Board of Trustees. A Trustee elected to fill a vacancy shall hold office until the expiration of the term of the Trustee causing the vacancy and until a successor shall be elected and qualified.

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

MC^2 is currently located close to downtown Keene, with over two years remaining on the building lease.

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

ENROLLMENT

MC^2 currently has one campus that can grow to 120 students, in grades 9 – 12.

The MC^2 charter was written for the possibility of ultimately having multiple campuses in

different communities, with alternative pathways for students from preschool through higher education. The school's maximum enrollment capacity will be determined by a combination of variables, including the number of locations, building size(s), and public demand.

As a state-sponsored chartered public school, MC^2 is an open enrollment school of choice for students throughout New Hampshire. For state-sponsored student placements, MC^2 will comply with statutory provisions whereby not more than 10% of the resident pupils in any grade shall be eligible to transfer to a charter school in any school year without the approval of the local school board.

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

INFORMATION ABOUT PUPILS SERVED

The mission of MC^2 is clearly tied to educational equity, global competency, and mastery-based learning. Academically rigorous learning standards are held constant within a learning community that is systemically responsive to diverse learners' needs for achieving those standards and to community context and resources.

The school is intentionally designed for students from all academic and economic backgrounds who seek a public school that uses a diversity of challenging learning experiences and expectations in all academic areas to prepare them to graduate ready for college, work, and life. MC^2 is a learning community committed to continually implementing research-based best practices for all students, including students who have had limited access to high academic expectations and supports, are underserved, and/or are high need students. (High need students are those put at particular risk of academic failure and include those who have particular learning needs, are at risk of not graduating on time, who have dropped out or are far below grade level, or are over aged and under-credited. High need students may be living in poverty, be homeless, be in foster care, have been incarcerated, have a disability and/or have limited English proficiency.)

Students and their families who are apt to choose MC^2:

- Welcome community-based opportunities for learning in a variety of situations and environments.
- Value having adults and mentors who serve as students' coaches and advocates, without compromising expectations and belief in student success.
- Aspire to earn a high school diploma and graduate college and career ready.
- Desire a program where students gradually take on responsibility for their own program design and educational goal-setting.
- Welcome a personalized school environment designed to cultivate student interests and

talents.

- Choose a school community that values diversity and is based on rights, respect, and responsibility.
- Include parents/guardians who support these attributes in a learning environment as well as seek an active voice and role in their child's learning.

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

At the heart of MC^2 is a strong intellectual mission, engaging students in analyzing experts' knowledge in various domains of knowledge and connecting academics to service learning, career paths, and internships. Students engage directly with making meaning of the standards and co-designing work that will best engage them in deep exploration of the standards.

DISTINGUISHING (SPECIAL) CURRICULUM FEATURES

Through a variety of ***relevant, personalized, and socially-embedded*** opportunities, learners work with teachers and mentors to design personally meaningful work that addresses curriculum standards while building ***learner agency***. All progress is ***competency-based,*** with clearly identified benchmarks and documentation requirements articulated and shared with students and families via graduation checklists. MC^2 is intentionally ***open-walled*** with policies that allow for, and requirements that necessitate, community-based learning–culminating in internships (and apprenticeships as appropriate) for all students.

Learner Profile

Learner self-awareness is a priority of the MC^2 experience. Each learner meets regularly with their learning team (including parents/guardians and advisors) to develop and apply personalized strategies for effectively managing their progress and experiences. Parents/guardians are coached in a common language for collaborating in the process. The learner profile is anchored in the 17 MC^2 Habits, checklist progress, and NWEA MAP scores, but may also include special education language, mental health strategies, and other contextual considerations. All of these facets are tracked and updated regularly so the team can address areas of challenge with an assets-based approach.

Standards/Competencies

State and national standards provide the basis of graduation, with the Common Core Standards as the foundation for Mathematics and English/Language Arts. Standards from national academic organizations such as National Science Teachers Association, National Council for Social Studies, and Modern Language Association, will be continually reviewed, aligned with New Hampshire state competencies, and incorporated into MC^2 academic expectations in the Essential Knowledge and Phase Checklists.

In conjunction with these academic expectations, the 17 habits are the skills and dispositions that define the essence of an MC^2 Graduate. These habits are regularly assessed by MC^2 staff, the learners themselves, and community mentors who recognize the habits as readily applicable skills for the professional world.

All of these standards are correlated to O-Net Career Clusters, helping learners to recognize and explore the relationships between academic learning and career, vocational, and recreational pathways.

Learning Opportunities

There are four main types of Learning Opportunities at MC^2: interdisciplinary classes, lifework explorations, off-site learning opportunities, and personal life experiences.

- **Interdisciplinary classes (called learning studios)**: Classes are designed based on students' needs, and focus on life-roles, relevant issues, and personal perspectives. Students demonstrate understanding through a variety of activities that promote critical thinking, collaboration, and self-reflection. Classes begin with an experience that connects students to the "essential question" or "big idea" of the course (e.g. "What does it mean to be human?" and "Are data always right?"). That experience is debriefed by the whole class and then unpacked through learning around core knowledge and skills for that course.

- **Lifework Exploration -** Lifework exploration helps learners find their place in the world. They identify areas of personal interest or community need and work with professionals to enact positive change in the world. Career experiences are an integrated component of lifework exploration. Career learning grows with each learner as they experience job shadows, internships, and/or dual enrollment and apprenticeships. Job shadows can be short visits or a series of interviews in a particular career cluster for the student to explore the area, and can lead to a longer-term internship. Internships will involve students working in a one-on-one relationship with an adult mentor, doing real work culminating in a project that adds value to the work environment while simultaneously evidencing students' application and mastery of their learning.

  Additionally, learners can create their own lifework experiences in an individual or group entrepreneurial endeavor, or build meaningful skills through creative hands-on learning experiences within MC^2.

- **Off Site Learning Opportunities (referred to as treks)**: Field experiences provide students opportunities to develop skills and apply learning in meaningful settings. Any

Learning Opportunity occurring off campus or outside of school hours falls into this category. Community service and other treks aim to engage students' sense of curiosity, wonder, and exploration while promoting lifelong learning and developing skills, knowledge, and good judgment. Treks may be initiated by students or teachers, and may be school-based or personal. Treks may include pre-trek work involving research, forming questions and (in some cases) hypotheses, and addressing logistical planning. Post-trek work is also required, where students reflect on the experience, analyze their information, and synthesize their learning into a final product.

- **Personal life experiences**: All other learning not provided by the school directly can be counted as a Personal Learning Opportunity. Personal life experiences may include, but are not limited to, clubs and after-school lessons, work with community service organizations, and independent projects. As the most flexible category, these opportunities require the most communication and planning beforehand. The very first project a learner does at MC^2 is called the MOLO (MC^2 Orientation Learning Opportunity) where students self-design a project on any subject to acquaint themselves with the model and process. In the upper phases, a higher percentage of the checklist is completed via personal Learning Opportunities.

Demonstrating Proficiency

In all of the Learning Opportunity types, performance based assessment is the basis of the determination of proficiency. This includes, but is not limited to:

- **Projects** - Projects are designed by students and teachers collaboratively to provide opportunities for the student to apply the higher levels of Bloom's Taxonomy: Creating, Analyzing, and Evaluating. Projects are not anchored in time, but may have authentic deadlines that necessitate timely completion. Students, teachers, and mentors agree upon the assessment criteria before the project is completed. Projects should be interdisciplinary and tailored to leverage a student's strengths to address an area of challenge.

- **Subject portfolios** – Students develop specific portfolios to present evidence of their competency-based proficiency. Portfolios are created for specific domains of knowledge (algebra, geometry, biology, physics, humanities, modern language, etc.) through application, nonfiction writing, and reflective self-assessment based on work artifacts linked to domain competencies, and clearly defined and predetermined criteria.

  Additionally, learners develop responsibility for documenting and defending their learning in relation to the standards and identified academic and personal goals.

- **Exhibitions of Learning** - The purpose of the exhibition is to bring the student's learning team together, to get an update on the student's work, and to set goals for the student's next period of learning. Exhibitions also serve as building blocks to the higher stakes Gateway Exhibition, providing students with the opportunity to gradually add and practice the components required in a Gateway.

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

  The Gateway process is designed to accomplish **three tasks**:
  - help each student identify and reflect on their learning and personal growth;
  - engage each student in publicly presenting and explaining their learning; and
  - collaboratively set goals for each student's next stage of learning.

  The **Gateway Exhibition** is a public presentation of the student's growth and preparedness. In a developmentally specified time frame, the student presents their learning to an audience, followed by questions from the audience. The student is assessed by a panel that is comprised of the student's learning team, a student advocate, two MC^2 staff members, and a number of outside panelists (depending on the student's current level).

Learning Community

MC^2 is an intentionally democratic community, encouraging everyone to use their unique voice. This is practiced in a variety of community sizes, including the Learning Team, the advisory, studios and group work, the MC^2 student body, and ultimately the broader community. The model provides multiple opportunities for learners to engage in all of these settings and develop their empathetic and authentic self in a collaborative setting.

The school governance structure is designed to provide multiple opportunities for students to develop and practice using their voices to co-construct their learning community. Throughout all key stages, teachers solicit regular feedback from students; coach them on articulating their feedback so it is audible, credible, and actionable; and help them develop comfort with multiple perspectives.

(g) Academic and other learning goals and objectives

Student Goals

MC^2's student and organizational goals are a direct outgrowth of its core beliefs, mission, and vision. Each goal addresses multiple core beliefs, and each supports the overall mission and vision of the school. MC^2 believes that a truly successful school serves all learners well, including those who have historically not been served well by public schools. MC^2 has high expectations for faculty and students, and holds everyone accountable for the success of all students, especially those with the highest need.

1. **On average, students will meet the following benchmarks:**
    - **Phase 1 –** proficient in 15% competencies, proficient in Self Direction, Community, Ownership, and Technology.
    - **Phase 2 –** proficient in 40% competencies, proficient in Self Direction, Community, Ownership, Technology, Quality Work, Management, Decision Making, and Collaboration.
    - **Phase 3 –** proficient in 80% competencies, proficient in all habits.
    - **Phase 4 –** proficient in 100% competencies, exemplary in all habits.

    Measurement: MC^2 Progress Reports

2. **Each student successfully completes no less than two substantive projects as measured by MC^2's criteria every year and one internship opportunity each phase.**
    Measurement: Documentation of student exhibitions, Student Portfolios, MC^2 Progress Reports, and Project Specific Rubrics

3. **Each student can articulate their personal beliefs and values.**
    Measurement: Documentation of student quarterly exhibitions and Student Gateway Portfolios

4. **Each student demonstrates their ability to listen for understanding, supports their peers' learning, takes responsibility for their own learning, and meaningfully collaborates with peers to further their own learning.**
    Measurement: Documentation of self, peer, and teacher reflection in student exhibitions and student portfolios, MC^2 Habit Rubrics, Teacher Developed Rubrics

5. **Each student knows their unique strengths and can apply those strengths to overcome academic challenges.**
    Measurement: Documentation of self, peers, and teacher reflection in student exhibitions and student portfolios

6. **On average, students make no less than one year's growth in reading, writing, and math.**

Measurement: New Hampshire State Assessment System, SATs, and NWEA Measures of Academic Progress testing

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

Student achievement is assessed:

- through a variety of strategies, including but not limited to discussions, observations, formative and summative performance based assessments, discipline area portfolios, and state and national standardized tests–including norm and criterion referenced tests. NWEA's Measures of Academic Progress (MAP) testing program is used a minimum of twice a year for every student from the end of the primary key stage (equivalent to second grade) on. The New Hampshire state tests (currently NH Statewide Assessment System and SATs) are given to students commensurate with state policy.

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

Quantitative and qualitative data provide a continually updated foundation for targeting supports, modifications, and accommodations, while leveraging students' strengths and affinities. MC^2 utilizes a variety of data tools to monitor students' progress.

MC^2 uses online learning management systems linked to school competencies and expectations. Faculty, parents or guardians, and appropriate adult mentors are able to review student work online and provide feedback using a variety of assessment tools. Students create specific portfolios for different discipline areas, and for progression through the Phases. The online learning management systems include online secure blogging to be used for daily student journals shared with learning team members and customizable reports that include real-time snapshots of a student's progress, ensuring students and their learning teams have ready information at hand.

(i) Graduation requirements

MC^2 minimum high school graduation requirements meet or exceed the state minimum, preparing every student to graduate with multiple pathway options, including readiness for entry into and success at college.

Minimum Graduation Requirements

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

Students following the "standard" MC^2 pathway will accrue a minimum of 24 credits for graduation, distributed as follows:

Domains of Knowledge	**Credit(s)**
Arts	0.5
Information and communication technologies	0.5
English	4.5
Logic and Rhetoric	0.5
Mathematics (incl stats, alg conc, pfin)	3.5
Physical sciences	2.0
Biological sciences	1.0
US and NH History	1.0
Civics & Civility	0.5
Economics	0.5
World history, global studies, and geography	1.0
Health education	1.0
Physical education	1.0
Advisory	2.0
Design World	1.0
Career Exploration	2.0
Post Secondary Planning	0.5
Community Service	1.0
Total	**24 credits**

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

Domains of Knowledge	**Credit(s)**
Arts	0.5
Information and communication technologies	0.5
English	4.5
Logic and Rhetoric	0.5
Mathematics	3.5
Physical sciences	2.0
Biological sciences	1.0
US and NH History	1.0
Civics & Civility	0.5
Economics	0.5
World history, global studies, and geography	1.0
Health education	0.5
Physical education	1.0
Advisory	1.0
Design World	0.5
Career Exploration	1.0
Post Secondary Planning	0.5
Community Service	1.0
Totals	**21 credits**

The school definition of "credit" shall be based on demonstration of proficiency of competencies for core and elective domains of knowledge. Core competencies shall be based on Common Core Standards, NH competencies, and national organization standards.

(j) Staffing overview

DAILY SCHOOL MANAGEMENT

The daily management of MC^2 is distributed among all employees. Administrative positions include the MC^2 Executive Director, the Business Manager, the School Leader(s), and an Administrative Assistant. All positions are employed by MC^2 and are responsible for the day-to-day financial management and reporting at the building level. The Executive Director and School Leaders will work within the proposed budget and will make all budget decisions based on MC^2's core beliefs, mission, and educational program. The Executive Director and/or the School Leaders meet at least monthly with the Board of Trustees and consult with that group as needed throughout the year. The Executive Director and Business Manager work closely with the Board's Finance Committee to build internal financial capacity for the school. There are quarterly budget meetings to review the current year's budget, prepare for reporting and audits, and prepare the operating budget for the next fiscal year.

The School Leader(s) are responsible for working directly with the MC^2 Executive Director and Business Manager.

RESPONSIBILITIES

The EXECUTIVE DIRECTOR and SCHOOL LEADERS are responsible for:

- mentoring each other and students to maximize achievements consistent with MC^2's vision and philosophy.
- assuring the school is administered according to Board policy, its budget, and requirements that apply.
- establishing a school culture built on respect, responsibility, support, and common goals of excellence.
- developing public outreach and relationships with partners, parents, and sending districts.
- assuring coordination of personnel functions and recommending or engaging contracted and salaried personnel within guidelines proposed by the Board of Trustees.
- assuming shared responsibility for professional accountability.
- assuring the individual and collective assessment programs are meaningful and provide accountability for progress and achievements.
- initiating and sustaining ongoing, inclusive dialogue for ever-improving the school culture and parent relationships, according to the school's belief in standards, openness, and support.
- promoting safety and good health practices by adherence to public codes/regulations and MC^2 standards.
- making all personnel decisions, excluding the contract of the Executive Director, which

is approved by the Board of Trustees.

The EXECUTIVE DIRECTOR, SCHOOL LEADERS, and MC^2 TEACHERS are responsible for:

- embedding the MC^2 guiding beliefs, vision, and mission throughout day-to-day operation of the school.
- collaborating on curricular, instructional, and assessment decisions to meet MC^2's learner goals.
- determining essential instructional materials expenditures.
- prioritizing and deciding professional development expenditures.
- creating effective and sustainable learning schedules.
- recruiting families and students.
- establishing and maintaining discipline in alignment with the MC^2 guiding beliefs, vision, and mission.

BUSINESS MANAGEMENT responsibilities include:

- preparing purchase orders.
- preparing bank deposits.
- matching purchase orders to vouchers.
- preparing vouchers.
- preparing information for payroll processing.
- filing proper paperwork with proper agencies such as NHDES when new hires come on board.
- working with the Executive Director and School Leaders to see ADM count is administered properly.
- supporting grant writing and management.
- processing payroll, preparing applicable tax filings, and remitting applicable taxes and employee deductions.
- statutory reporting to applicable governmental agencies such as the NH Department of Employment Services, US Bureau of Labor Statistics, Internal Revenue Service, and the NH Department of Education.
- processing accounts payable, including purchase order maintenance.
- complete bank reconciliations.
- preparing invoices for billable services and maintaining account receivables.
- supporting grant fiscal management.
- assisting the Executive Director as requested.
- ensuring proper internal controls are developed and implemented.
- ensuring MC^2's chart of accounts adhere to the structure delineated in the NH Financial

Accounting Handbook for Local Education Agencies.

ADMINISTRATIVE ASSISTANTS are responsible for:

- supporting all the day-to-day operations of MC^2.
- serving as the public relations specialist to families and the community.
- being an advocate for students and families.
- performing administrative responsibilities including preparing reports, day-to-day bookkeeping, and receptionist duties.
- properly handling student medical records.
- greeting visitors and treating them like family.
- assisting families with the enrollment process including setting up and giving school tours.
- working with the Executive Director and Registrar to complete the enrollment process.
- maintaining teacher and student attendance logs.
- assisting the Executive Director/School Leaders when needed.
- data entry for special education billing.
- other duties as assigned.

The INTERNSHIP COORDINATOR is responsible for:

- developing relationships with school and community resources and agencies as needed for a broad range of educational related needs of individual learners.
- establishing and maintaining a system of records relative to Extended Learning Opportunities (ELOs), including but not limited to community partnerships, mentors, and student work-based learning.
- ensuring compliance with NH Department of Labor expectations and requirements.
- ensuring all mentors have criminal records and/or background checks.
- preparing learners for all stages of work-based Learning Opportunities.
- working to assure the systems, policies, and programs of mentorship are meaningful, progressive, and successful.
- scheduling work-based learning transportation.
- representing MC^2 at local business meetings, events, and conventions.
- presenting with MC^2 learners at local service organization meetings (Lions, Kiwanis, Rotarians, etc.).
- working with the MC^2 community to research models of career development, mentorship, and guidance.
- Fundraising for, planning, and managing the annual Mentor Recognition Dinner.

SPECIAL EDUCATION LIAISON responsibilities include:

- coordinating all state and federal requirements as necessary for MC^2 to fulfill the responsibilities that fall to a New Hampshire chartered public school, in accordance with RSA 194-B:11.
- ensuring that documented Special Education students achieve their maximum potential.
- providing individualized help for all students as needed.
- committing to the success of MC^2 students, and to MC^2's program goals.
- embodying all of the characteristics of an MC^2 teacher.

LEAD TEACHER responsibilities include:

- assisting teachers in understanding the MC^2 mission and core values.
- providing direction and coordination for how the MC^2 competency model is implemented consistent with MC^2 initiatives and recognized best instructional practices.
- supporting the instructional development of all teachers in understanding the MC^2 competency structures, Teacher Effectiveness Framework, and data analysis.
- assisting teachers with resources, materials, tools, information, etc. to support instructional design and planning, including new resources.
- helping identify professional development needs and provide them, if possible.
- providing coaching for teachers and advisors.

QUALIFICATIONS

MC^2 works from the belief that the most important decision a school makes is deciding who will be responsible for creating the learning experience for the students in the school. The descriptions of the MC^2 teachers & advisors and Executive Director/School Leaders are a direct outgrowth of the core beliefs, mission, vision, and educational philosophy of MC^2. Each characteristic is directly connected to what we believe and what we intend to provide for students and families.

MC^2 Teachers & Advisors

As the educator working most closely with students and families, an MC^2 Teacher/Advisor is:

- committed to being a contributor to a collaborative culture.
- committed to personal and professional growth.
- an embodiment of a strong work ethic.
- committed to creativity and innovation.
- committed to social justice and equity.
- committed to development and infusion of global learning and global competence.
- committed to innovative curriculum development and instruction.
- committed to working with integrity and with moral and ethical purposes.
- committed to being a contributor to a culture of critical friendship.

- committed to appreciation and infusion of the arts.
- committed to working from an asset-based view of children, families, and communities.
- highly qualified.

The MC² Executive Director and School Leaders

The MC² Executive Director and School Leaders embody all of the characteristics of an MC² Teacher/Advisor and possess unique instructional leadership qualities as well.

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

- shared, consensus-based decision making and knowledge of practices and protocols to enable this kind of decision making to thrive.
- the creation of a democratic school where all voices are heard and used in decision making.
- being an instructional leader, not just a manager of people.
- the growth of each faculty member in the school.
- finding ways to support creativity and innovation and removing obstacles that threaten progressive and innovative methods, pedagogy, and instruction.
- holding themselves and faculty members accountable to MC² core beliefs, mission, vision, and educational philosophy, and accountable for the success of each student at MC².
- eliminating the predictive value of race, class, gender, language, special abilities, and sexual orientation on success in school and life.
- engaging families as the first and most important teachers in their children's lives.

Additional Desirable Executive Director and School Leader Qualifications

- A minimum of three years of school leadership experience.
- A minimum of three years of experience leading and facilitating professional development for teachers.
- Experience in special education and/or alternative educational settings.
- Experience and skills necessary to manage the day-to-day budget of a small, autonomous school.
- A minimum of three years experience in creating a Professional Learning Community focused on equity for all students.
- Experience with facilitating Critical Friends Groups.
- A minimum of three years experience in data-informed decision making.
- A minimum of three years experience in authentic engagement of the community in support of a school's mission.
- Extensive experience with project-based curriculum, integrated instruction, and service

learning, including design, implementation, and evaluation.

The Business Manager Qualifications

- A minimum of three years experience as a Business/Operations Manager.
- Experience preparing purchase orders.
- Experience preparing bank deposits.
- Experience matching purchase orders to vouchers.
- Experience preparing vouchers.
- Experience preparing payroll processing.
- Experience filing proper paperwork with proper agencies such as NHDES when new hires come on board.
- Experience working with a school leader to see ADM count is administered properly.
- Experience with grant writing and management.

Administrative Assistant Qualifications

- A minimum of three years of experience in an administrative assistant role to the leader of an organization.
- Experience filing reports to federal, state, and local agencies.
- Extensive experience with working with families and students in a school setting.
- All the requisite skills necessary for the responsibilities outlined above (see the day-to-day responsibilities).

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

Estimates provided in the following table are based on full-time equivalent (FTE) (based on one suburban high school, in years 2025-2030).

	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Assumptions:					
Student Population	80	85	90	95	100
Teaching Functions	4	4	5	5	6
Teaching Assistant Functions	2	2	2	2	2
School Leader Functions	1	1	1	1	1

Administrative Assistant Functions	1	1	1	1	1
Internship/Community Partnership Coordinator Functions	1	1	1	1	1
Special Education/ESL Liaison Functions	1	1	1	1	1
Paraprofessional Functions	4	4	5	5	6
Superintendent/Business Office Functions	1	1	1	1	1
IT Support	.5	.5	.5	.5	.5
Total Full Time Equivalents	**15.5**	**15.5**	**17.5**	**17.5**	**19.5**

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

COMPENSATION

The philosophy of staffing and compensation is to recruit highly motivated and talented personnel, committed to the excellence described in the charter and the philosophy of instruction and support. MC^2 requires faculty who embrace teamwork within and across traditional subject disciplines.

The philosophy of compensation is based on whole school accomplishments, value, fairness, and freedoms afforded charter schools from traditional track and step compensation models. The current compensation range for FT teachers is $40,000 to $57,500. Increasing compensation and benefits is a priority for the MC^2 Board.

BENEFITS

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

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

MC^2 provides transportation to and from internships and will comply with charter law provisions that govern student transportation under Section 194-B:2.

(m) Statement of assurances related to non-discrimination according

to relevant state and federal laws

MC^2 does not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability or marital status in the selection of students or staff or in the administration of its educational program or in any other way as is prohibited by relevant state and federal law. Additionally, MC^2 does not discriminate based on gender identity (including gender expression), family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior creditable activity. (See Policy AC Non-Discrimination and Policy KED Grievance Procedure for Alleged Discrimination for more information.)

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

MC^2 will discuss the school with any parent/guardian and will accept applications for review from any parent/guardian or student. Under New Hampshire's charter school statute, RSA 194-B: 11, III, the local school district continues to be responsible for special education funding and decision-making for any student whose parents/guardians seek the child's attendance at a charter school.

COORDINATING WITH A PUPIL'S SCHOOL DISTRICT

MC^2 will respect the LEA's responsibility under statute for handling special education decision-making, and will have a charter school liaison that collaborates with the local education agency on individual student matters. New Hampshire RSA 194-B:5 requires that chartered public schools and the resident school district of a student with disabilities who is attending the chartered public school enter into a memorandum of understanding ("MOU") concerning how the chartered public school and school district will cooperate with each other per RSA 194-B:11, III(c) and how the school district proposes to provide special education services and supports to students with disabilities within the chartered public school to ensure a free and appropriate public education and adherence to state and federal special education laws, rules, and regulations.

CURRENT SCHOOL DISTRICT SPECIAL EDUCATION RESPONSIBILITY

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

(individualized education plan), and 5) placement.

CHARTER SCHOOL RESPONSIBILITY AND METHOD OF COORDINATING

MC^2 will assure that a person is designated to be the liaison for special education and, if needed, will employ or contract with an appropriate specialist to oversee proper handling of special education matters. MC^2's responsibilities are:

1. To assure that districts are alerted about requests for admission.
2. To provide information about MC^2 to the sending district, and, when possible, attend meetings for the purpose of district review of choice requests.
3. To obtain copies of parent rights provided to parents by districts and to assist parents/guardians who want choice to understand their own district's procedures.
4. To obtain copies of any IEP that is in place, and assure that each teacher and service provider employed by MC^2 listed as having responsibility for implementing the IEP has a complete copy of this document and explanation as to what is required of MC^2.
5. To keep name, address, phone, and email for the person(s) in each district who are responsible for special education vis-à-vis students attending the charter school, and make contact, when needed.
6. To alert the sending district of pre-referral issues that rise to a level of concern of needing district attention.
7. To meet with special education administrators and/or their designees to understand how districts would like certain procedures to take place in accordance with NH Title XV Education Chapter 194-B:11, III (a)(b)(c).
8. To notify the LEA if the IEP written in one setting does not seem pertinent for the student's needs within MC^2 and to ask for a review of the IEP when a portion of the IEP seems inadequate, unneeded, inappropriate, or too long in duration.
9. To assist the local education agency in development of the IEP and procedures designed to ensure that individualized education programs are monitored in a regular and systematic manner, including a clear definition of case management responsibilities and determining who will be responsible for carrying them out.
10. To work with the district and articulate services or accommodations the student needs, from MC^2s perspective, and to continue the dialogue about concerns until they are reviewed.

(o) Admission Procedures

ELIGIBILITY

MC^2 is an open enrollment, chartered public school. New Hampshire students who meet the school's admission criteria may apply and, if accepted, would attend tuition-free. The school may accept out-of-state students on a space-available basis. Any out-of-state students who are

accepted would be required to pay tuition to attend MC^2.

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

APPLICATION PROCEDURES

The application process allows the school to understand student needs and abilities to ensure their experience at MC^2 is positive if the student is enrolled. MC^2 offers a unique opportunity for students to become deeply involved in their own education. MC^2 recognizes such a shift in responsibility will not necessarily happen naturally or easily, and is committed to supporting students and their parents or guardians through that process. At the same time MC^2 wants to ensure each student and their parent(s)/guardian(s) are clear about the mutual commitments being made upon admission to MC^2. The process of establishing a mutual relationship focused on student needs begins at the time of application.

1. A student interested in attending MC^2 schedules a full day visit. Parent(s), guardian(s), and/or an adult advocate are required to attend a morning meeting the day of the visit.
2. During the student's visit, they participate in school activities and classes, including writing a reflection at the end of each day of their visit.
3. The student submits a completed school application, including a personal statement of interest in the school, and a statement of interest and support from the student's parent, guardian, and/or adult advocate and a letter of reference from a teacher or mentor of why they would be a good fit for MC^2.
4. Upon completion of the application, the student and their parent or guardian meet with the Executive Director or their designee to review the program and share expectations and interests.
5. The student and parent/guardian or advocate will review the responsibilities, rules, and commitments needed to attend and sign the Admissions Commitments, which are also signed by the student's Advisor and the Executive Director or their designee.
6. If a student is enrolled in a school district special education program, the respective special education department will be notified of the student's request for admission, but such students are continued in the lottery pool, if applicable.
7. The school will have an annual lottery if there are more New Hampshire applicants than there are seats. Dates and guidelines for the lottery will be publicly advertised.
8. New students must successfully complete the MC^2 orientation learning experience (MOLO) before their formal admissions period is completed. If a student does not

complete their MOLO within a reasonable period of time (the equivalent of one quarter) a Learning Team meeting will be convened to discuss alternative educational settings.

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

Believing Carl Glickman's statement "Democracy is a way of learning as much as a way of governing," MC^2 is committed to coaching students in MC^2 Habits of Lifelong Learning in all aspects of school culture and life. Cognitive coaching is at the heart of MC^2's governance and discipline structure, with foundational tenets based in Antioch University's Critical Skills Program, Daniel Goleman's work on Social and Emotional Intelligence, the work of the late Dr. Mike Mezzocchi, and Think:Kids Collaborative Problem Solving. The common premise of all of these models is the necessity of explicit systems of support for defining, teaching, and supporting appropriate student behaviors and decision-making strategies.

Young citizens must acquire the civic skills and virtues needed to exercise their freedom with responsibility. MC^2 intentionally engages students of all ages in reflecting on, inquiring into, and dialoguing and debating about the meaning of the five freedoms of the First Amendment for individuals, groups, and communities. Explicit habits of lifelong learning are connected with individual rights, responsibilities, and respect. Opportunities for leadership and citizenship are embedded within the curriculum for every student. A program of shared community governance is integral to the school's culture.

MC^2 is committed to a respectful and safe environment for all. A student may be suspended or expelled in accordance with federal, state, local, and MC^2 statute and policy. With a goal of helping students develop maturity and responsibility, the school provides fair and age appropriate due process in administering student discipline and complies with current suspension and expulsion provisions in RSA 193:13 (Suspension and Expulsion of Pupils).

A pupil may be withdrawn from MC^2 based on criteria determined by the Board of Trustees consistent with the advice of the Executive Director/School Leader and teachers in conformance with RSA 193:13. No public school shall be obligated to enroll an expelled pupil.

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

with parents.

COMMITMENT TO MEDIATION AND DISPUTE RESOLUTION

Students and staff members are trained in and practice mediation techniques, which are the intervention of choice for resolving interpersonal conflicts within the MC^2 community. Training will be offered for parents and guardians as well, who are considered valuable partners in problem solving, mediation, and behavioral coaching.

Models for mediation include restorative justice processes that focus on rule-breaking as a violation of people and relationships rather than on a violation of policy. In restorative practices, there is recognition that violations of rules create obligations to the community and to the victim. This is in contrast to traditional punishment-based practices where rule-breaking has a focus on the guilt of the rule-breaker. Traditional practices have the school impose punishment for rule-breaking, but restorative practices involve the victims, offenders, and community members (including families) in an effort to put things right. Traditional practices put the focus on the offender "getting what they deserve." Restorative practices put the emphasis on the victim's needs and on holding the offender responsible for repairing the harm that they have caused. These practices are based on a growing body of research into effective use of restorative justice practices in school settings.

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

MC^2 follows public school accounting guidelines and internal accounting controls necessary to safeguard its assets. MC^2 maintains accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided with an audit by an independent, certified public accountant.

The MC^2 Executive Director and Treasurer work with the Business Manager to provide the oversight necessary to monitor the school's financial status. The Board of Trustees has adopted and periodically reviews policies for the financial management of the school, including policies on Conflict of Interest for Board members and faculty and staff.

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

Pursuant to ED 318.07, MC^2's annual report includes, at a minimum, the following elements:

- an assessment and report of how MC^2 is meeting its educational and financial goals, as identified in its mission statement.
- changes, if any, in the organizational structure and make-up of the Board of Trustees.
- an assessment and report of business, parent, and volunteer involvement in MC^2.
- a description of community services available at the site.
- a report of enrollment statistics including, but not limited to, attendance, per-class enrollment, graduation rates, and any occurrences of withdrawal.
- commentary about successes in program, collaboration, or goal achievement.
- the school calendar.
- transportation services.
- a financial statement and balance sheet identifying MC^2's assets, liabilities, and fund balances or equities.
- projections of income and expenses for the upcoming school year.

(r) Annual budget, including all sources of funding

MC^2 uses the current state adequacy allocation as a basis for shaping its budget. The design for MC^2 explicitly reconsiders how resources, including time, human, space, and community resources, are leveraged and utilized, intentionally seeking to minimize duplication of services wherever possible, deploying technology as an essential 24/7 information, communication, and collaboration tool, and tapping the vast array of community knowledge and expertise to offer richly meaningful learning experiences.

MC^2 seeks to work with local school districts and communities to explore all possible avenues for collaboration and resource sharing. The ideal for MC^2 will be to acquire local support and develop collaborative plans for sharing resources to best ensure every child is college, career, and life ready.

Projected Expenditure and Revenue Budget for fiscal years 2026 through 2030:

MC2 Charter School - 5-year Budget Projections						
Revenue	**2025**	**2026**	**2027**	**2028**	**2029**	**2030**
Adequacy Aid	657,000	720,000	776,475	822,150	880,650	927,000
# of students	73	80	85	90	95	100
Differentiated Aid	35,000	35,875	36,772	37,691	38,633	39,599
Lease Aid	26,000	26,000	26,000	26,000	26,000	26,000
Total Intergovernmental	718,000	781,875	839,247	885,841	945,283	992,599
Charges for Services	127,892	144,641	148,959	181,478	186,852	251,891
Other Local Revenue	21,000	18,835	37,500	37,500	37,500	37,500
Other financing sources	21,165	21,165	0	0	0	0
% of Revenue from State and Federal Government	*80.9%*	*80.9%*	*81.8%*	*80.2%*	*80.8%*	*77.4%*
Total Revenue	**888,057**	**966,516**	**1,025,706**	**1,104,819**	**1,169,635**	**1,281,990**
Expenditures						
Wages & Benefits	**616,763**	**643,890**	**663,314**	**750,351**	**772,961**	**894,033**
Administrative payroll expense	133,887	137,904	142,041	146,302	194,170	199,995
Salary increase %	----------	3.00%	3.00%	3.00%	3.00%	3.00%
Instructional payroll expenses	361,826	375,256	386,514	398,109	410,052	422,354
Salary increase %	----------	3.00%	3.00%	3.00%	3.00%	3.00%
Support Positions (IT)	9,958	10,257	10,565	10,882	11,208	11,544
Salary increase %	----------	3.00%	3.00%	3.00%	3.00%	3.00%
Billable payroll expenses	111,092	114,425	117,858	121,393	149,755	179,688
Enrollment driven new teacher	0	0	0	42,213	0	46,012
Enrollment driven new paraprofessional	0	0	0	24,000	0	25,440
Benefits	0	6,048	6,336	7,452	7,776	9,000
Payroll expense as % of Revenue	*69.5%*	*66.6%*	*64.7%*	*67.9%*	*66.1%*	*69.7%*
Operating Expenses	257,986	272,309	361,061	348,115	366,901	386,657
Enrollment driven student costs	----------	4,004	2,860	2,984	3,121	3,245
Operating Expense increase factor	----------	4.00%	4.00%	4.25%	4.50%	4.50%
Total Expenditures (Wages & Benefits + Op. Expenses)	**874,749**	**916,199**	**1,024,375**	**1,098,466**	**1,139,862**	**1,280,690**
Projected Net Position	**13,308**	**50,317**	**1,331**	**6,353**	**29,773**	**1,300**

ENTREPRENEURIAL SOURCES OF REVENUE

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

1. Entrepreneurial ventures will be developed by MC^2 and operated largely by students, with mentor support, e.g., green technologies, computer and communication technology initiatives, artistic events, and other ideas will be pursued.
2. Fundraising events will be developed as community traditions, such as a community social benefit dinner to honor volunteers and student accomplishments, on-line events such as auctions, and an individual annual giving campaign.
3. Fee-for-service programs associated with MC^2 will be developed as a source of revenue for operations, including professional development institutes, materials, and parent and community partner led training events.

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

Annually, the Board of Trustees will approve a school calendar that conforms to laws and rules of the state as to number and duration of days required by law, including any existing provisions for exceptions that may be pursued.

MC^2 operates on a year-round school calendar, with scheduling based on student, family, and community needs. MC^2 has several signature features that have bearing on how school days are used, e.g., opportunities for community based learning, college courses which may be on a different calendar schedule, and competency-based learning, which allows students to document domains of knowledge as competencies are mastered instead of when a number of seated hours are completed.

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

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

MC^2, pursuant to RSA 194-B:1, III, is a chartered public school subject to the same protections as any public school under RSA 50 (b) which provides for Limited General Liability for the chartered public school and its agents.

MC^2 maintains a comprehensive insurance program that provides protections needed for a chartered public school, including worker compensation, Educator's Legal Liability, and facility coverage. All needed insurance will be continued for the life of MC^2.

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

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

provided through the QED Foundation, Silver and Strong, New Hampshire Charter School Foundation, MGH Dept. of Psychiatry Think;Kids, Monadnock Area Pastoral Services, and Polly Bath.

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

A hallmark of the MC^2 design is that parents, legal guardians, and adult advocates are partners on students' Learning Teams and are essential members of the MC^2 school community. Learning Team Meetings are held quarterly and as needed. Parents', legal guardians', and advocates' knowledge of their children is sought throughout every aspect of their children's school careers. Resources, support, and training are provided for parents, legal guardians, and adult advocates for the purpose of building shared language, purpose, and strategies around and for student learning. Parents, legal guardians, and adult advocates are encouraged to participate in school governance structures and community events. Parents, legal guardians, and adult advocates (when applicable) receive daily communications about their children's learning, along with periodic progress reports. Parents, legal guardians, and adult advocates (when applicable) have real-time access to their children's work and learning progress through the online portfolios.

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

To ensure New Hampshire residents have equal opportunity to apply to MC^2, information is disseminated through bulletins, advisories, and postings on informational websites. Materials are disseminated to public school administrators, school personnel, parents, businesses, and community and faith based organizations and service agencies.

(x) A global hold harmless clause

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

(y) Severability provisions and statement of assurance

Any provision of the MC^2 Contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. If any provision of the Contract is determined

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

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

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

All property which MC^2 has leased, borrowed, or contracted for use shall be returned or handled according to contractual prearrangement.

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

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

All outstanding debts/encumbrances for which MC^2 is legally liable will be properly settled with the creditor of record. Under no circumstances shall a sending school district be liable for any obligations of the dissolved charter school. MC^2 shall coordinate any planned or voluntary bankruptcy filing with the area school board(s) to facilitate reintegration of its students. A minimum notice of 120 days for voluntary dissolution of the charter school will be given to school districts with students at MC^2 Charter School.

(aa) In the case of the conversion of a public school to a charter conversion school, provision for alternative arrangements for pupils

who choose not to attend and teachers who choose not to teach at the charter school.

Not applicable.

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

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

Upon cessation of operation, the records of each student would be transferred in a timely manner to the receiving school, and the staff and Trustees would work with the receiving school, parents/guardians, and students to assure smooth and timely transitions.

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

Contracts for the sharing of local resources are negotiated, as applicable, with the local school board of any school district in which an MC^2 Charter School campus is located.

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

MC^2 Charter School collects and reports data regarding student progress and program effectiveness in a number of ways including as outlined in section (g) Academic and Other Learning Goals and Objectives. An annual report is prepared and submitted to the State Board of Education for their review in August following each academic year.

Adopted: February 22, 2011
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