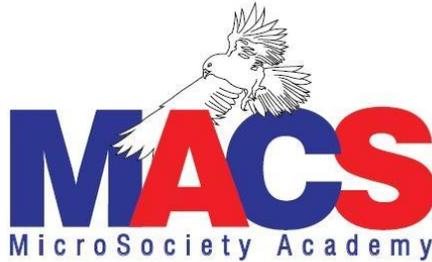


MicroSociety Academy
Charter School Foundation



Charter School Application

Submitted to the New Hampshire Department of
Education By:

***MicroSociety Academy Charter School
Foundation***

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Introduction

This application to establish the *MicroSociety* Academy Charter School (MACS) was drafted by a group of parents and educators with a commitment to actively engaging students in learning through research and standards-based teaching strategies paired in tandem with giving students opportunities to apply their knowledge by creating and operating the agencies and ventures of their own “real” MicroSociety within the school setting. The initial idea to develop a K-8 MicroSociety themed charter school began in December of 2011 when a group of New Hampshire parents and alumni of the pioneering McDonough City Magnet School (Lowell, MA) came together for an exploratory meeting. They were joined by a few of their former teachers to discuss how it might be possible for their children to experience an updated 2.0 version of MicroSociety education in Southern New Hampshire that had transformed the parents’ lives. Parents Cheryl McNamara Bean, Greg Bean, Marc Sylvester and others began discussing just what a new 2.0 version of a MicroSociety Charter School might look like with veteran MicroSociety K-8 educators Dave Cronin and Thomas Malone who volunteered their assistance. They soon began reaching out to a network of Greater-Nashua neighbors, NH MicroSociety alumni parents, and community members for a series of “exploratory” public meetings and to find people in the Greater Nashua community with expertise, passion, and time needed to commit to this project. Meetings were held and continue today at least monthly, with research and work being completed between meetings. In addition, sub-committees were also convened to discuss items such as budget or to meet with potential consultants or advisors. Group updates and communication is further facilitated through an ongoing MACS Planning Team Facebook thread.

MACS Planning Team members have backgrounds in education, finance and business. In the exploratory and planning process, the team consulted with many members of the community from various professional fields. We discovered that they were eager to donate their time and talents to the establishment of a public charter school option that would integrate real world experiences into MicroSociety standards-based education. In addition, the MACS Facebook page “Patch” and other free marketing tools were utilized to reach out to the Southern New Hampshire community. A MACS web site is presently being planned. Parents from towns in Greater Nashua (Nashua, Hudson, Hollis, Brookline, Merrimack, and Amherst), So. New Hampshire (Pelham, Derry, Portsmouth) and even Concord, NH have expressed an interest in the unique concept of a charter school that will integrate MicroSociety with core academic instruction.

The Planning Team has taken the proactive steps of seeking the assistance of various community partners to establish MACS’s growing Board of Advisors (i.e. Enterprise Bank, SmartEDU, Nashua Access Cable, NH St. Senator Bette Lasky, former St. Rep.

Kevin Avar, Dr. Akhil Sastry, etc.), Enterprise Bank, although relatively new to NH, has vast experience assisting non-profit organizations through their non-profit collaborative. It is anticipated Enterprise Bank and MACS's other community partners will assist with further enhancing community relations and seeking Board members who have the necessary skill set to ensure success for the charter school and who represent the diversity of Greater Nashua area.

Why Southern New Hampshire?

Nashua is a diverse community, with a population of approximately 90,000 people. Like Nashua, much of Southern New Hampshire has shown an increase in population and in cultural diversity over the last several decades and continues to increase in population. Nashua is now the business and cultural center of Southern New Hampshire, a diverse and dynamic region of more than 175,000 people.

Nashua and Southern New Hampshire towns are united in their belief that education is one of the main pillars for the social and economic advancement of its citizenry. Mayor Donnalee Lozeau on the City of Nashua website (www.gonashua.com) has clearly stated, "We are committed to supporting a climate for families to thrive, children to learn, businesses to succeed...."

Establishing a MicroSociety public charter school in Southern New Hampshire is a logical choice, because it is home for the Founding parents, and the area is known for supporting business, education and community partnerships. A public charter school which is, by law, tuition-free will offer the opportunity to ALL children and families in the Greater Nashua area to participate in actively engaging students in learning through research and standards-based MicroSociety instructional strategies regardless of the family's economic means. The integration of MicroSociety into an academic curriculum inspires all students and meets the various learning styles and needs of all children.

Why *MicroSociety*?

MicroSociety is a unique way of teaching students about how the world works by reconstructing "their" world inside a school building. This is the basis of the *MicroSociety* approach to learning, which was created by a Brooklyn school teacher George Richmond in response to his "at risk" 5th graders lack of enthusiasm for the traditional school curriculum (Richmond, George, *The MicroSociety School: A Real World in Miniature*, New York: Harper Row, 1997).

The successful life changing *MicroSociety* learning experiences that MACS parent founders enjoyed while attending the McDonough City Magnet School (Lowell, MA),

the first K-8 *MicroSociety* school in the U. S., has been substantiated not only through the school's positive test results and alumni anecdotes, but also in the stories and results of the *MicroSociety* schools that have grown throughout the U.S. and other countries since then. The *MicroSociety* instructional methodology, while it may seem unconventional, has been successfully replicated and continually updated in hundreds of schools, some of which started as failing schools prior to adopting *MicroSociety* and rose to become national blue ribbon schools. The *MicroSociety* model has been used successfully in schools to address the issues of student achievement, school climate, student attendance, student motivation, school faculty and administration communication, parent involvement, and community partner involvement. Various charter schools, including the Imagine Charter Schools, have embraced the model from the start and have been hugely successful. (More schools information can be found at: <http://www.microsociety.org/results.php>)

The national *MicroSociety* program has been cited by the US Department of Education for its impressive results in serving children whose high poverty, racial or ethnic background, handicap, or limited-English language ability place them at a distinct disadvantage for being successful in our society. In every group, *MicroSociety* students experienced advances in academic achievement and improved attendance, as well as improved behavior and attitude toward school. No fewer than four separate third-party studies have confirmed *MicroSociety* as an effective model in motivating students to achieve. [http://www.microsociety.org/ results.php](http://www.microsociety.org/results.php)

In a 2003 study of schools with multi-year *MicroSociety* programs, Arete, Inc. found that across all grades in all *MicroSociety* schools reading and math scores improved 14% and 21% respectively over two years. Incrementally, both reading and math increased 7% in the first year and in the second, 7% for math and 14% for reading, far exceeding the Adequate Yearly Progress requirements under No Child Left Behind. <http://www.microsociety.org/results.php>

Application Requirements

The *MicroSociety* Academy Charter School of Southern New Hampshire meets all objectives of the New Hampshire Department of Education Charter School Program. In these pages you will read:

- *MicroSociety* Academy Charter School of So. NH is open to ALL students whose needs will be met by learning through a *MicroSociety* curriculum. The research-based *MicroSociety* teaching methods proposed will meet the needs of all students, both those who excel academically and those who struggle with traditional teaching methods.
- *MicroSociety* Academy Charter School students will be well prepared for high

school and beyond, committed to graduation and a life-long interest in education, as exemplified by the parent founders and many others.

- MicroSociety Academy Charter School seeks a positive relationship and will maintain close communication with local public school districts including Nashua and surrounding southern NH towns, other Charter Schools, and strives to be a model school, sharing best practices, particularly in New England.
- MicroSociety Academy Charter School recognizes that the student funding allotment provided by the State is not adequate to fully operate the needs of the school. The Board of Trustees with parents' and community partners' help will ensure adequate fundraising occurs and the school applies for grant funding to meet budget needs and allow for growth.

(a) Mission & Vision

The mission of the *MicroSociety Academy Charter School* of Southern New Hampshire (MACS) is to actively engage K-8 students in a diverse, challenging learning environment that will prepare them for college, the workforce, and citizenship in a 21st Century global society. Within this environment students will be taught developmentally appropriate, research-based, innovative, technology infused learning strategies that they will apply daily during the course of creating and operating the agencies and ventures of their own school-based "*MicroSociety*"--a microcosm of the real world. Students will be encouraged to take responsibility for their learning and excel at their own pace, as they work to attain proficiency in competency-based learning, as well as social, cognitive, and life skills.

Our vision is to create a vibrant learning environment where all stakeholders--students, parents, staff, and board members feel ownership and where each child will become an educated, competent, confident, and caring independent thinker who will be able to reach their full potential and strive to make their community and the world a better place to live, work and play.

Within this context, the *MicroSociety Academy Charter School* will provide the educational foundation each student will need to build skills and unlock their hidden potential.

The key factors that we believe will help deliver our mission and realize our vision are:

- A rigorous academic competency-based core curriculum aligned with NH Common Core Curriculum Standards where students meet or exceed the state's core competencies and standards;
- An instructional delivery system that integrates differentiated instruction, project

based learning, learning centers, teachers as learning facilitators, student empowerment, teaming, and service learning augmented with classroom-based technology;

- Fostering entrepreneurial endeavors integrated within the MicroSociety curriculum, ventures and agencies.
- Providing learning opportunities that are embedded into the curriculum that meet the needs of “real life” situations;
- Encouraging a high level of parental and community involvement;
- Integrating a web-based student information system that allows parents to communicate with the school and track their child’s progress;
- Implementing shared decision-making by all professionals within the school.

As stated previously the MACS Planning Team members have the capability to realize the MACS mission and vision because of the backgrounds they have brought with them in the fields of education, finance and business. The team members’ commitment has been energized by the positive feedback it has received from members of the community including those in various professional fields. The team anticipates capitalizing on the parents’ and community members’ eagerness to donate their time and talents in order to establish a public charter school option that would integrate real world experiences into MicroSociety standards-based education.

(b) Governance and Organizational Structure and Plan/Ability to Submit Application

In accordance with provisions to RSA 194-B:3, V, the *MicroSociety Academy Charter School* (MACS) application to establish a charter school has been submitted by a group of 12 parents.

The *MicroSociety Academy Charter School* Planning Team is also in the process of applying to the State of New Hampshire for non-profit status, and will operate as *MicroSociety Academy Charter School* Foundation, with a Board of at least (5) five members (Please see Appendix B).

Board of Trustees

In accordance with RSA 194-B: 5, the *MicroSociety Academy Charter School* (MACS) will be governed by an eight member Board of Trustees that is responsible for oversight over the operations of the charter school. The Board’s specific mission is to review all policies and practices and to ensure that all reflect the mission and vision of the charter school. The Board hires the School Director and reviews all

other hiring after selection is made. The Board has statutory responsibility for reporting progress and achievement of the school's stated goals.

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

- Three (3) non-parents representing the N.H. business, finance or legal community
- Two (2) non-parents representing the N.H. education community
- Two (2) founders and/or parents (Parent Steering Committee Representatives)
- One (1) School Director (non-voting).

The Board of Trustees can establish ex-officio board members and/or advisors who will be non-voting. All Board meetings are open to the public unless personnel issues or grievances are being discussed.

Officers

The initial Board of Trustees will develop the schedule of terms for board members and will establish terms and policies for electing Board officers. Initial officers shall include: Chair, Vice Chair, Secretary and Treasurer. Officers of the Board shall be elected by majority vote of those present at the annual organizational meeting to be held in August of each year and to serve until the next annual organizational meeting.

Governance

The Board of Trustees of *MicroSociety Academy Charter School* supports a governance philosophy whereby the board has primarily an advisory role, focusing on community networking, fundraising and grant writing. We strive to have each Board member bring value to the school through active participation and to sustain cooperation and harmony between staff and the Board. Lastly, we recognize that the success of our school lies in part in our ability to govern with commitment and skill.

The Board of Trustees will have oversight and authority to render decisions on the following:

- Approve policies proposed by School Director, teachers, or parent

steering committee.

- Approve and monitor the budget and the school's fiscal practices, including the receipt of grants and donations.
- Oversee the implementation of school's charter and insure its success.
- Hire and oversee performance of School Director. Promote, retain or dismiss MACS staff members based upon School Director's recommendation.
- Create and implement with staff input a vision, annual goals, and strategic plan; oversee and evaluate annual progress toward meeting the vision, and revise the strategic plan accordingly
- Appoint Board advisory members and committees as needed. Establish professional salary and compensation program.
- Approve and monitor management of school liabilities, insurance, health, safety and risk related matters.
- Approve all major non-emergency operational contracts/expenses over \$10,000 and all capital expenses over \$50,000, including facility and benefits program.
- Receive and review quarterly financial reports and the yearly financial audit.
- Establish an expansion plan, if needed, to address student and community needs.

The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any state or federal law and which is not in conflict with the purpose and vision for which this charter school was established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the school any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The term of Board of trustees members will be staggered 3-year terms, with the exception of Parent Steering Committee representatives who will serve one-year renewable terms. Otherwise, first-year trustees will be appointed for one, two, or three year terms to establish initial staggered terms and governance stability. The Board of Trustees may appoint a candidate to fill a Board vacancy, but that trustee will only be allowed to serve until the original date expires. Board members may serve consecutive terms if so voted by a Board majority.

The Board of Trustees, once operating, will select and appoint future trustees, define future board terms based upon above-stated practice and vote policies for board governance and filling vacancies. For purposes of conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of trustees physically present or participating through video or voice conferencing systems. Records and meeting minutes will be kept in accordance with statutory guidelines.

The Board of Trustees will begin governance no later than four months after the charter is awarded by the NH Board of Education. The Board's first task will be to create a selection process for the School Director. The School Director will be a non-voting member of the Board. Yearly, the Board of Trustees will hold an annual vision and goals session open to the entire MACS community and the public. This will be an opportunity for the Board and Director to receive input about the direction of the school. This will also be an opportunity for the Board to communicate with parents and community members about annual goals, budget, and direction.

Committees

The Board of Trustees will have at least 5 standing committees: Curriculum/Instruction, Finance (Fundraising/Grant Writing), Marketing/Partnerships, Admissions/Human Resources, and Vision/Evaluation. The Board may also authorize one or more of its members to serve on another board committee or to act as an official Board representative to other associations, school districts, or offices for any matter pertaining to the business or policy of the school. No opinion, decision, or commitment on behalf of the Board however, can be made by a Board representative or subcommittee without Board authorization.

Parent Steering Committee

A Parenting Steering Committee will be created within the first few weeks of school. The Committee will consist of a volunteer parents of MACS students. Two representatives from the Committee will serve on the Board of Trustees. Parent Board representatives will serve a renewable one year term and represent the Committee in all Board decisions. The Committee serves as the communication vehicle between parents, the School Director, and Board of Trustees.

The Committee will also be responsible for but not limited to:

- Celebrations in the classrooms
- Working with teachers to identify classroom needs not included in the budget

- Fundraising and donation requests

Start-up Committee

During the school's first year of planning, a design and development team shall work on all facets of start-up and readiness. This team will be comprised of the founders and Board of Advisors, including innovative educators. Their duties will include:

- Select Board of Trustee members
- Submit application for 501c3 status
- Develop job descriptions and hiring calendar
- Obtain health, fire, and building code approval for site
- Secure liability insurance
- Develop applications and marketing materials
- Publicize staff, administration, and faculty positions
- Purchase supplies, materials, and furniture for classroom and building
- Secure appropriate site for school

Board of Advisors

The founders and Start-up Committee will be augmented by a non-voting Board of Advisors, which represents academia, business community, the arts, research, students, faculty, legislators, and experienced personnel from other charter schools. This committee will add experienced individuals who can advise the founders in putting the charter in place. The Board of Advisors will meet with the founders group on an "as-needed basis" until the Board of Trustees establishes jurisdiction.

(c) Methods by Which Trustees and their Terms are Determined

The initial trustees will be selected primarily from the founders and Board of Advisors who have already participated in the development of this charter. The start-up committee will determine the first Board meeting and planning group members will attend to ensure a smooth transition.

(d) General Description of Potential Location

The Start-up committee will seek a New Hampshire commercial real estate broker, who is willing to act as a tenant representative on behalf of *MicroSociety Academy Charter School* to secure the best lease terms possible. We anticipate acquiring a

building that will meet minimum state requirements (1000 sq. ft. per classroom). The building is envisioned to be large enough to initially house up to 6 classrooms of 120 K-5 students during the first year (up to 8000 total sq. ft. classroom space) with allowance for growth up to 9 classrooms 180 K-8 students over the successive three years (up to 12,000 total sq. ft. classroom space), and at least two large multipurpose rooms/spaces (i.e. suitable for Lunchroom, Gym/ Allied Arts, school commons/MicroSociety Marketplace) along with outdoor playground and athletic space.

Once the charter is approved, the trustees will pursue, negotiate, and arrange facility options. The location sought will be within the Greater-Nashua and Merrimack, NH corridor, where driving from any location will be possible by major roadways.

(e) Maximum Number, Age Levels, and Other Information About Pupils Served

During its opening year, the *MicroSociety Academy Charter School* will serve up to 120 students from Grades K through Grade 5. Kindergarten students will attend for the full school day with other primary age children. For the purpose of required reporting, mandatory testing or assisting transfer students, grade level assignment will be based on the achievement level of each student.

Assuming full pupil enrollment and funding the Start-up committee will place up to (20) twenty students maximum in each class. New incoming students and one entire grade level will be added each year as open seats allow until the school is fully enrolled at 180 students and reaches Grade 8. As interest increases, and as determined by the Board, an expansion plan may be created to provide parents with options for additional students.

Due to demand of over 100 applicants per school year since opening in the fall of 2015, on November 8, 2018 the Board of Education authorized an increase in student enrollment starting in the 2020-2021 school year from 216 students to 432 students over a 5-year period. The approved phase-in is as follows:

School Year	Grade Level	Number of students
2018-2019	K-8	216
2019-2020	K-8	236
2020-2021	K-8	360
2021-2022	K-8	384

2022-2023	K-8	408
2023-2024	K-8	432

As a state-sponsored charter school, MACS will be an open enrollment public school of choice for students throughout New Hampshire from every community and socioeconomic stratum. The school will comply with current statutory provisions that govern acceptances, 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. Up to fifteen (15) spaces will be reserved in the first year of operation for children of founders to acknowledge their contribution to the startup, per Ed 318.05. Siblings of enrolled students, who also demonstrate the characteristics most likely to benefit from MACS’s innovative approach, will be given preference in admission. On a space-available basis, MACS will accept students funded in alternative ways for available slots, including tuition students from out of state.

Pupils to be Served

Parents and K-8 students who choose the *MicroSociety Academy Charter School* will:

- Seek a curriculum that is individualized to address the student’s strengths and weaknesses while actively engaging them in learning centers and project-based activities that will enable them to learn and apply skills as they create and operate the agencies and ventures of their own *MicroSociety*.
- Desire a differentiated program design that puts emphasis on a student’s personal learning style and needs.
- Wish to be in a diverse, multicultural “community” school setting emphasizing personal responsibility, respect, self-awareness, social awareness and responsible decision making skills.
- Desire a setting where differences are celebrated and accepted.

(f) Curriculum that Meets or Exceeds State Standards in Subject Areas Offered

As previously stated, the vision and mission of the *MicroSociety Academy Charter School* (MACS) of Southern New Hampshire is to actively engage K-8 students in a diverse, challenging learning environment that will prepare them for college, the workforce, and citizenship in a 21st Century global society. Within this environment students will be taught developmentally appropriate, research based, innovative,

technology-infused learning strategies that they will apply daily during the course of creating and operating the agencies and ventures of their own school-based “*MicroSociety*”--a microcosm of the real world. Students will be encouraged to take responsibility for their learning and excel at their own pace, as they work to attain proficiency in competency-based learning, as well as social, cognitive, and life skills.

The founders’ vision is to create a vibrant learning environment where all stakeholders--students, parents, staff, and board members feel ownership and where each child will become an educated, competent, confident, and caring independent thinker who will be able to reach their full potential and strive to make their community and the world a better place to live, work and play.

Within this context, the *MicroSociety Academy Charter School* will provide the educational foundation each student will need to build skills and unlock their hidden potential.

The founders strongly believe the key factors that will deliver the mission and realize our vision are primarily MACS’s unique Curriculum and Instruction:

- A rigorous academic competency-based core curriculum aligned with the NH Curriculum Content Standards where students meet or exceed the state's core competencies and standards;
- Fostering entrepreneurial endeavors integrated within the curriculum and the *MicroSociety*;
- An instructional delivery system that integrates differentiated instruction, project based learning, learning centers, teachers as learning facilitators, student empowerment, teaming, and service learning supplemented with classroom based technology;
- Providing learning opportunities that are embedded in meeting the needs of “real life” situations;

MicroSociety Curriculum and Instructional Features

While the *MicroSociety Academy Charter School*’s educational program is built upon the alignment of competency-based assessment to the NH Core Curriculum Standards with the Common Core Standards, there will be a focus and delivery of instruction through a variety of research-based methods and the incorporation of *MicroSociety*, an innovative strategy where students are challenged to apply concepts learned to solve real world problems in their own school-based society.

As previously stated, the goal of a *MicroSociety* school is to teach students high academic standards while providing them with opportunities to practice and apply their skills by creating and operating the ventures/agencies of their own small society. The

Founders know that when used in tandem with other researched based methods taught during “Academy” classes and infused with digital technology, *MicroSociety* students develop a concrete understanding of: what they are learning, why they need to learn it, and how it is used in the real world, while they also explore various opportunities to “try on” potential careers before they become full citizens of the larger society.

MicroSociety is a unique way of teaching students about how the world works by reconstructing the world inside a school and targeted to reinforce classroom learning. It is well known in education circles that students with low expectations of success encounter events and situations that limit their future expectations. *MicroSociety* provides structured experiential learning activities incorporating the traditional subjects of mathematics, science, language arts, social studies and technology to guide young students in discovery and to introduce options that inspire success. It provides students with opportunities to learn, work and manage their microcosm of the real world. Various business ventures and government agencies provide the context for students developing a clear understanding of real world curriculum connections they learn throughout the school day. The long term outcome is the development of entrepreneurial skills that will lead to improved student learning, an earlier awareness of real world career options, and potential future employment prospects and real motivation for our youth.

More specifically, the student day at our *MicroSociety Academy Charter School* will consist of instructional time in “Academy” classes, learning competencies via research-based instructional strategies augmented by at least one minimum daily period where students will apply what they have learned in a society of their own design. Students, often in multi-aged groups with some peer mentoring, will be working, governing, and participating in real-time building their society. Each student will have a role in running their world. They will work applying their “Academy” skills as they actively engage in establishing their various ventures and agencies. Young entrepreneurs will operate businesses producing goods and services, citizens will provide community service, elect officials, and governing bodies will establish laws. PeaceKeepers will help keep the peace, judges will arbitrate disputes in court or through mediation, and reporters will track down, write, and publish stories. All citizens will earn wages in MACS’s “micro” currency, invest in product ideas, deposit and borrow money from “Micro” bank(s), balance their accounts and checkbooks, act as consumers, and pay taxes, tuition, and rent.

In addition to the classroom setting, students will learn, create and work in a marketplace with stalls and shops, a courtroom with a judge’s bench and witness stand, a legislative chamber where laws are made, and executive departments where workers and citizens conduct the business of government – all student sized, but very REAL to them. The student-created currency will have real value and it will be earned

through real-world jobs connected to the common core curriculum. It will not be a simulation or a token economy like some short-term programs that are presently utilized in a few New Hampshire schools. *MicroSociety Academy's-MicroSociety* will be a dynamic, complex, progressive, sophisticated, and “changing” learning environment. The end result will be MACS will provide students with a rich concrete environment to more fully understand THEIR real world.

Curriculum Learning Strands

The *MicroSociety Academy Charter School* will organize student learning activities by curriculum learning strands, drawing on the intellectual traditions of the professions and their specialties. They will be: **T**echnology, **E**conomy, **A**cademy, **C**itizenship and Government, **H**umanities and Arts, and **H.E.A.R.T.** Each strand encompasses core subjects (e.g. Math, ELA), and all aspects found within an actual society, making connections between the real world and basics.

“**T**” is the Technology strand encompassing all student activities which utilize and integrate science, engineering, computers and other technology into instruction that addresses (STEM) Science Technology, Engineering and Math standards.

“**E**” is the Economy strand, comparable to math. It encompasses all student business ventures and financial institutions integrating standards-based math and basic economic principles.

“**A**” is the Academy strand, comparable to language arts. It encompasses all research-based instructional strategies and student training initiatives, inside and outside the classroom.

“**C**” is the Citizenship and Government strand, comparable to social studies. It encompasses all aspects of student government, activism and citizenship responsibilities.

“**H**” is the Humanities and Arts strand, comparable to art, music, PE. It encompasses all performing and non-performing arts and cultural organizations.

“**H**” is the HEART strand, comparable to the social skills. It is the social conscience of the *MicroSociety* program and encompasses all the reflective and service aspects of society: Humanities, Ethics, Aesthetics, Reflection, Respect, Reason, Responsibility.

Academy/English Language Arts

Students will participate in engaging, interdisciplinary activities to promote strong achievement and enjoyment in reading, writing, speaking and listening. Progress toward mastery will be monitored by incorporating the Common Core State Standards in English/ Language Arts into each child’s Individualized Learning Plan. (See more

information on ILP's in Assessment section.)

Reading is a complex process that encompasses both learning how to read and deriving meaning from text. Our emergent readers will develop phonemic awareness and apply their learned skills individually and in small and large group settings. Using phonics in concert with whole language reading instruction will provide a balanced literacy program for our emergent readers. We will also put special attention on developing comprehension strategies. We want our readers to interact with the text by making and validating predictions, making text to self, text to text, and text to world connections, and by questioning; to seek further meaning or for self-monitoring. A variety of reading genre and resource material will be available in both print and eBook formats for instruction in the classrooms and school media center-

At MACS students will learn about expository, narrative, persuasive, and creative types of writing during "Academy" classes. As they are writing about topics that are of high interest to them, an emphasis will be put on grammar and other conventions of writing (spelling, punctuation, paragraph structure, etc...). We want students to feel competent expressing their ideas and feelings using their written language (i.e poetry, script writing, song writing, reviews of books, videos & music, etc.) Writing will not stop with pencil and paper. Students will use computers, tablets, and various technologies to express their ideas through class writing assignments, publishing ventures (i.e. newspapers, books, magazines), blogging and emailing national or international pen pals. They will also have opportunities to present their work to audiences in and outside the classroom. (*See Appendix G for other examples of common core standards and MicroSociety curriculum alignment.)

Economy/Mathematics

Students will participate in engaging, interdisciplinary activities (i.e. STEM) to promote strong achievement and enjoyment in using mathematical tools to solve problems and to communicate symbolically. Progress toward mastery will be monitored by incorporating the Common Core State Standards in mathematics into each child's Individualized Learning Plan.

Mathematics will focus on mastering basic skills as well as using abstract, in depth thinking and problem-solving. Students will learn numeracy, algebraic skills, geometry and probability and statistics using inquiry and creative thinking skills of flexibility and fluency. They will also master mental math, and be able to communicate their reasoning orally, symbolically and in writing. Instruction will focus on the application of mathematic and economic principles to the *MicroSociety* Economy (i.e. banks and business ventures), and real world, age appropriate situations. (*See Appendix G for other examples.)

Citizenship and Government/Social Studies

MicroSociety Academy Charter School students will study history, geography, civics, and government in an integrated, holistic approach. By studying historical data and literature, students will learn how historical figures and events influenced and shaped the world as we know it today. They will understand how the past can predict the future and begin to grasp the importance of how the decisions made today will impact the future. Students will also study other countries/cultures to accept and understand differences as well as being able to identify similarities from one culture to the next. Having a sense of our place in the world is crucial to appreciating all we can learn from it. Our studies will be practical yet enriching. We will use a variety of approaches to make these concepts as real to our students as possible including “I-Search” research projects, historical re-enactments, field trips to historical sites (i.e. America’s Stonehenge, Freedom Trail, Plimoth Plantation, etc.), creating their own constitution and setting up their government, operating a MicroSociety travel agency, participating in a student United Nations, and extra-curricular junior (Gr. 7-8) mock trial competitions. (*See Appendix G for other examples.)

Science/Technology

Our science curriculum will include Earth/Space Science, Life Science, and Physical Science. Using inquiry and research-based learning, students will discover connections between science, the other disciplines (i.e.STEM), and their daily lives. Instruction will include science process skills (i.e. observing, inferring, measuring, communication, etc.), which will allow them to think critically and be responsible, compassionate contributors to the world around them. Students will have a multitude of opportunities to experience the wonder of science by participating in hands-on, multi-sensory activities including, but not limited to experiments, field studies, and field trips. Students will receive a well-rounded, in depth understanding of the topics they study and will also be expected to present their findings orally and in writing in science-related ventures, student field trips (i.e Museum of Science, Planetarium, McAulliffe-Shepard Discovery Center, Plant Nursery, or Aquarium), science fair, and extra-curricular “Destination Imagination”. (*See Appendix G for other examples.)

Technology

Students will acquire functional technology skills in:

- Word processing
- Creating and using databases to manage data,
- Electronic information retrieval and use,
- Ethical use of technology

- Electronic presentation methods
- Creating and using movies, videos, and other photo media

Students will develop basic technology skills, respect for and knowledge of hardware, and use technology as a tool to assist learning.

Students will be introduced to technology in developmentally appropriate ways, using computers, tablets, eBook readers, Smart boards, and other technology for research, assignments, and presentations, recognizing that children learn best through direct experience with the world around them. Multimedia software, internet use, and technological equipment will be integrated into projects throughout the day.

Students' use of technology applications (i.e. CAD design, SnapCircuits, Lego machines, robotics) will play a key role in seamlessly integrating Science, Technology, Engineering and Math initiatives into "Academy" lessons and *MicroSociety* ventures. This will enable students to develop an overall understanding of the importance of STEM in choosing their future career options.

World Language

MACS students will be provided with the opportunity to explore world language during their elementary and middle school years. Knowing other languages and understanding other cultures are important skill sets for students as they prepare to live and work in a global society. Our goal is to offer a choice of language exploratory courses that might include French, Spanish, or Mandarin Chinese.

MACS administrators will survey parents and students regarding their area of interest as part of the process in determining which language course(s) to offer. Students will receive exposure to oral, written, and visual communication skills while also learning about the historical and current cultures of the people who speak that language in conjunction with Social Studies. The staff will determine how instruction will be best accomplished and how language applications (i.e. Babble or Rosetta Stone) will be used for best advantage.

Humanities and Arts/Art, Music, and PE/Health

MACS students will be encouraged to express their individuality and creativity through the Humanities--art and music. Students will experience an engaging arts program designed to expose them to a variety of art forms including fine arts, craftwork, applied art, general music, and performing arts. To reinforce these lessons, students will then apply their knowledge and refine their skills as they incorporate various art forms into the presentation of numerous theme-related

academic research projects and their *MicroSociety* agencies and ventures throughout the school year.

MACS administrators will survey parents and students regarding their interest level in the arts and work to identify local resources through our community partners for families interested in pursuing specific programs such as instrument lessons, painting lessons, etc. and when possible arrange for classes to be held on-site after school hours.

Students will learn and develop the necessary skills for promoting life-long personal fitness and health. Physical education will be integrated into classroom activities, offered throughout the week during recess, as a *MicroSociety* venture, and taught at least once a week in a structured class that will encourage life-long healthy physical activities and integrate group building activities. The physical education program will encourage the development of flexibility, coordination, strength, gross motor skills, cardiovascular fitness, and team building.

HEART/Social and Emotional Learning

To become productive citizens students need to learn to develop social and emotional life skills. Students will learn and practice specific skills to develop social competency in areas such as self awareness, self-management, social awareness, relationship skills, and responsible decision-making. Skills will be reinforced and integrated through social-emotional group building activities across the curriculum, physical education, *MicroSociety* ventures/agencies, and community service programs. Standards will be established in this area to facilitate inclusion on each student's Individualized Learning Plan and potentially in the enhanced design of the school's Response to Intervention tool.

• Class Structure

Flexible groupings will be used to facilitate differentiated instruction and to help promote community and collaboration amongst our students throughout the day. MACS's classrooms will provide a nurturing and supportive environment where students will learn to encourage each other and learn from one another. Featuring a full-day Kindergarten, class size will be capped at 20 students in order to provide individualized attention and to ensure staff is accessible to students needing guidance with their social/emotional interactions or academic needs while working in groups.

MicroSociety agencies and ventures will also have flexible groups of multi-age students when and where appropriate. As students become actively engaged in conducting the business of their *MicroSociety* agency or venture, older students will

be encouraged to take on the role of peer tutors and supervisors for the younger students with the teachers acting as learning facilitators or coaches.

- **Instruction**

Students' unique needs will be met throughout the day by using a rigorous, responsive curriculum in which students will be given the opportunity to study topics with great depth and breadth. Teachers will incorporate interdisciplinary units, learning centers, projects, or assignments as ways to ensure student work is sufficiently integrated and academic needs are being met across subject areas. Students will be provided with numerous opportunities to work in groups for project-based learning and real-world experiences in "Academy" classes and as they conduct their *MicroSociety* agencies and ventures. Instructors, acting as learning facilitators or coaches, will make every effort to adjust assignments to meet the varied learning styles of individual students. Teachers will regularly make use of technology as a means to monitor student progress via Individual Learning Plans and to help students research, evaluate, and share information.

(g) Academic and Other Learning Goals and Objectives

Instructional strategies will include individualized or small group lessons to achieve student learning goals in reading, writing, mathematics, science, social studies, spelling, etc. As previously stated, generally all subject-area content will be taught through an integrated, interdisciplinary approach, using research based strategies and student interest to guide instruction. Individual student and school-wide weaknesses will be identified through data analysis and targeted for instruction.

In addition to subject area knowledge, critical skills such as problem-solving, decision-making, communication, and organization will be taught by providing challenging, experiential projects and *MicroSociety* activities for students to question, practice, exhibit, reflect on, and assess their own and each others' knowledge and skills.

All *MicroSociety* agencies and ventures will align to common core standards and these standards will be posted in each classroom. No student agency and venture will be approved that does not further academic or social behavioral outcomes. MACS staff will be trained on the integration of standards with this instructional design.

Whenever possible, staff instruction will be augmented by local community partner mentors visiting the school and by students visiting our local community partners within the Greater-Nashua business, financial, legal and government professions. (Appropriate C.O.R.I. background checks will be conducted on participants before

working directly with students.) Recruitment of partners such as Enterprise Bank, SmartEDU, and Dr. Akhil Sastry (a *MicroSociety* school alum) are underway and ongoing. MACS's goal will be to provide students with positive interactions with diverse role models who will enhance students' understanding that what they are learning is relevant to a given real world profession and why they might need to learn specific skills in order to get a job in the future. Students will also see how they can apply what they have learned to their own *MicroSociety* agencies and ventures. As MACS's relationships develop with local community mentors and partners, the founders intend to arrange a one-day exploratory internship for accelerated Grade 7 and 8 students in the community.

***MicroSociety* Academy Charter School's Academic Goals:**

- A comparison of annual objectives written into Individualized Learning Plans will demonstrate at least a year's growth in English/ language arts, Mathematics, and Science, as well as progress in social competence.
- Students will demonstrate progress on critical skills as measured by portfolios, classroom exhibitions, and job evaluations.
- 95% of parents or guardians will be involved in student conferences, volunteer opportunities and/or school fundraising activities.

(h) Achievement Tests to be Used to Measure Pupil Academic and Other Goal Achievements

MACS's assessment plan will focus on three goals:

- To help students reach their full potential
- To inform teachers about student progress in order to evaluate the success or failure of instructional strategies
- To inform and include parents as partners in the educational process.

The School Director in partnership with teachers, parents and students will develop the means to assess school progress and student performance. Student achievement will be measured by a variety of assessment strategies, including formative and summative assessments, anecdotal records, portfolio assessments, and norm-referenced and criterion-referenced tests.

The New England Common Assessment Program (NECAP) and its successor instrument the Smarter Balanced Assessment (SBA) will be the primary summative assessment to assess progress in meeting Common Core State Standards. This assessment used in concert with the individual learning plan (ILP) will help guide

instruction and determine student learning goals in all subject areas. The staff will access and analyze individual student data via the NH Department of Education i4see data base and incorporate relevant results in a student's ILP and into classroom instruction.

If warranted, MACS staff may also decide to avail themselves of the option of administering another summative assessment (e.g. Stanford 10 or CAT-5) to Grades 3-8 students at the beginning and/or end of the school year if they feel another measure is warranted to determine students' progress and the school's instructional program.

At the beginning of the school year, students will be given benchmark assessments for reading and mathematics, using the Common Core State Standards. Each child will have a portfolio to be reviewed at least twice a year with parents/guardians. Other assessments may include, but are not limited to observations, anecdotal records, portfolio assessments, tests/quizzes, rubrics, checklists, and student self-assessments. (See ILP section below for more info.)

This plan will ensure that administrators, teachers, students, and parents have the data they need to know how students are doing and how to help students progress. Students will learn to reflect on their effort and achievement to establish new academic and social goals. Teachers, parents, and students will work together as a team to celebrate success and establish academic, personal, and social targets. (See Appendix H more specific example of assessment calendar.)

Formative assessments used by staff may include:

- Teacher observations, checklists, classroom activities, or rubrics which reflect foundational aspects of the Common Core State Standards.
- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment (or equivalent) may be used to assess the acquisition of early literacy and fluency skills from kindergarten through sixth grade. Results will be used to evaluate individual student development, as well as provide grade-level feedback toward validated instructional objectives.
- The Curriculum Based Management (CBM) (or equivalent) may offer an easy and reliable tool for measuring student progress in math and other subjects in a way that allows early intervention and assessment of intervention effectiveness. Students will be motivated by CBM's easy-to-understand graphic charts showing their progress. Parents have a clear, uncomplicated report that brings them into full partnership with teachers in helping their children reach their academic goals.

When incorporated into classroom practice, formative assessments will provide

needed information to adjust teaching and learning while they are still happening. Formative assessment serves as practice for the student and a check for understanding during the learning process. The formative assessment process guides teachers in making decisions about future instruction. The thoroughness of the assessment process is especially crucial to K-2 students as teachers closely monitor their students' progress toward ultimately being assessed by summative assessment (i.e. NECAP and/or SBA successor) of the common core state standards starting in grade 3.

• **Response to Intervention (RTI)**

MACS will use a Response to Intervention (RTI) framework adapted to the needs of our students. The traditional tiered system designed to support students' areas of academic challenge will be enhanced to address those who need a faster paced, more complex, and in-depth curriculum and/or to support the development of social competence. Implementing this model of a Response to Intervention will allow us to address students who are not progressing at or above-grade levels commensurate with their abilities, as well as students whose social maturation requires additional support. Progress will be measured through the use of observational analysis, rubrics, formative and summative assessments, and self-evaluation to document mastery. Once mastery has been documented, students will be given opportunities to continue learning with enriched and advanced materials related to their area of strength. Students will be active participants in monitoring their progress.

(i) Graduation Requirements

N/A as intended for High Schools applications.

(j) Staffing Overview

Period of Planning and Development

The time period from authorization until 4-6 months before the school opens to students is considered the Period of Planning and Organizational Development. Planning will commence once authorization is granted. Planners have considered this period consuming approximately one year, based on assumption of authorization by calendar year 2014. During this time of planning and organizational development the project staff will include Start-Up Committee and Advisory Board members, as needed, consulting specialists, personnel from other organizations, and volunteers.

Tasks related to school development include:

- Planning and coordination

- Materials development and marketing
- Curriculum development and course design
- Board initiations and government training
- Set-up of administrative systems
- Strategic planning
- Financial operations, revenue initiatives
- Facility initiatives
- Dissemination of material to schools, parents, and colleges; outreach to selected corporations, gifted resources; research and visitation.

Period of School Readiness to open

Once building site and classrooms are secured, the Start-Up Committee will put in place a school Board of Trustees. The Board will begin the staff searches and selection process.

Staffing

MACS is committed to recruiting staff with a wide range of skills and qualities, teaching and administrative experience, cultural and ethnic backgrounds. Other desired qualities and qualifications include: a commitment to the mission and vision of the school, an ability to work effectively on a team with colleagues, students, families, and community members; experience with a variety of instructional approaches, including project-based learning; experience in business, banking and/or government field; interest or expertise working with a diverse student population; and a commitment to their own professional growth.

The following is an estimated staffing plan for *MicroSociety Academy Charter School* in its first year of operations:

1 School Director

1 Administrative Assistant

1 Business Manager

6 teachers (including 1 MicroSociety Lead Teacher)

4 assistant teachers

1 special ed/English language learner liaison

42 hours/week extracurricular instructors (art, music, PE, Language) paid hourly

It is anticipated that as MACS grows to include grades 6, 7 and 8 students over the succeeding three years following its' opening, the staff will grow correspondingly to include one additional teacher each year and at least one additional assistant teacher until the school reaches grade 8.

School Director

This individual will be responsible for supporting and leading an educational environment that will:

Allow faculty and students to maximize achievements consistent with *MicroSociety Academy Charter School* philosophy

Establish a school culture built on respect, responsibility, support, and common goals of excellence

Act as a public relations liaison, including working with local school districts

Assist faculty with all aspects of school as needed

Assume overall responsibility for supervision of staff and students

Hire additional administrative staff as needed with increased student population

Follow all MACS, State and Federal administrative requirements and standards

Supervise and collaboratively evaluate the work of staff, and submit recommendations to the Board for promoting, retaining or dismissing members of the MACS staff

Oversee schedules created in collaboration with all staff members

Seek and provide adequate testing and evaluation program for students

Research grant programs, writing funding applications and overseeing student run entrepreneurial sources of revenue

Initiate and participate in consultation with teachers, parents, students and the community regarding the welfare of any student or other issues relative to MACS.

Promote safety and good health practices by adherence to public codes/ regulations and MACS standards.

• Adhere and uphold any state and national regulations regarding education.

Director Qualifications:

Meets all NH regulations for eligibility and teacher certification, preferred

Master's Degree from an accredited university, preferred

Minimum of 5 years teaching and/or school administration experience, preferred

Experience with administrative duties

Background in elementary and middle school education, especially with project-based education and/or business world, preferred

Demonstrated ability to individualize and make use of techniques to address the needs of high capacity learners

Such other qualifications as the Board may find appropriate.

Administrative Assistant

Assists administration in all aspects of running MACS, including but not limited to reception, mailings, data entry, record keeping, and public relations/ communications. This position to become full-time as enrollment increases. Candidates for this position will have:

An Associates Degree from an accredited college or university given preference.

Minimum of 3-5 years work experience in a business or an education office setting as a clerk, office manager or administrative assistant preferred # Good writing, word processing, data entry, record keeping skills, and

understanding of office procedures • Good interpersonal skills working with adults and children

Such other qualifications as the Board may find appropriate. MicroSociety

Business Manager

Under the supervision and control of School Director and Treasurer of MACS Foundation and Board of Trustees, the business manager will maintain all financial records, develop a school budget, monitor contracted service providers, receive and disperse all funds in concert with accepted school business and auditing practices. This position may become full-time as enrollment increases. Candidates for this position will have:

1. An Associates Degree in Business, Accounting or related field from an accredited college or university given preference.
2. Minimum of 3-5 years experience working in banking, business or education business office setting preferred.
3. Experience developing a budget, monitoring contracts, utilizing financial record keeping, data entry and spreadsheets
4. Good interpersonal skills working with adults and children.
5. Such other qualifications as the Board may find appropriate.

Teachers

In staffing *MicroSociety Academy Charter School*, the Board of Trustees will comply with RSA 194-B: 14. Section IV requires the teaching staff of a charter school to consist of a minimum of fifty percent of faculty with New Hampshire certification, or having at least three years teaching experience.

MACS anticipates a teaching staff of one full time teacher and at a minimum a half-time assistant teacher for each classroom, with some assistant services provided by volunteers or teachers in training. In addition teachers will:

- Be highly qualified or certified in New Hampshire (or demonstrate progress toward achieving certification)
- Be experienced at differentiating instruction, especially for students with various abilities
- Be experienced in the business, banking, government or legal field.
- Commit to the success of MACS's students, and to MACS's mission, and collaborate with faculty as a member of a dynamic instructional team

- Teach to the very best of their ability
- Keep administration updated regularly of their needs and wants in order to maximize student achievement
- Model lifelong learning
- Create and follow a personal staff development plan that follows the Standards of the National Staff Development Council
- Build a professional learning community via learning models
- Work as a team with the entire faculty to maximize integration of knowledge across disciplines.

An experienced teacher who shows particular promise in the areas of leadership, organization, and understanding of the comprehensiveness of the MicroSociety curriculum may be selected by the School Director and designated as MicroSociety Lead Teacher. Subject to Board of Trustees budget approval the MicroSociety Lead Teacher will be eligible to receive an additional salary stipend (to be negotiated) beyond their teaching salary for taking on the additional responsibilities of assisting the School Director with leading teachers and helping coordinate MicroSociety Curriculum initiatives, ventures and agencies.

Assistant Teachers:

Assistant Teachers will:

- Possess a minimum of an Associates Degree in early childhood education, or related subject field from an accredited college or university.
- Demonstrate interest in becoming a teacher or pursuing an advanced degree. • Be experienced at instructing or working with students of various abilities.
- Have at least 3 years of work experience in the business, banking, government or legal area.
- Have good interpersonal skills to work with adults and children
 - Commit to the success of MACS's students and mission, and willingness to collaborate with faculty as a member of a dynamic instructional team
- Assist the teacher to the very best of their ability

- Have good writing, word processing, and data entry skills.
- Have other qualifications the Board may find appropriate.

Projected Teacher Needs

School Year	Students	Ratio FT Teachers
2015-2016	120	20:6
2016-2017	140	20:7
2017-2018	160	20:8
2018-2019	180	20:9
2019-2020	180	20:9

Special Education Liaison

MACS recognizes that some students have special educational needs and may require specialized educational programming that goes beyond what is ordinarily provided by regular classroom programs. Therefore, a special education liaison will be hired.

The Special Education Liaison will coordinate all state and federal requirements as necessary for MACS to fulfill the responsibilities which fall to a New Hampshire charter school, in accordance with RSA 194-B:11. This position will become full-time as enrollment increases. To this end, this individual will:

- Ensure that documented special education students reach their maximum potential
- Realize that all students are special and may need individualized help in certain areas

- Commit to the success of MACS's students, and to MACS's mission, and collaborate with faculty as a member of a dynamic instructional team
- Establish relationships with district Special Education Departments and work with the students' school districts to coordinate services for students with special needs, 504s or IEPs. This individual will also work with local agencies and consultants (see Section U) to identify these children in our school's area.

Extracurricular Staff

Extracurricular instructors (art, music, PE, Language) who are willing to work on a contracted hourly basis will be hired to teach art, music, physical education and world language.

Extracurricular instructor candidates will:

- Possess a minimum of a Bachelors Degree from an accredited college or university within their respective curricula field given preference or a accredited college degree with equivalent work experience (i.e. performance, studio, exhibiting, coaching) in their respective field.
- Be New Hampshire certified or be progressing toward certification
- Have previous experience teaching or working with K-8 students at some level
- Teach to the very best of their ability

Volunteer Staffing

MACS will continue to seek out local community partners in business, finance, legal and technology fields within the Greater-Nashua community and New Hampshire to provide teachers and students with mentors within various professions who would be able to augment student learning in respective *MicroSociety* agencies and ventures. Recruitment of partners such as Enterprise Bank, SmartEDU, and Dr. Akhil Sastry (a *MicroSociety* alum) are underway and ongoing. Mentors will be invited into school in order to work with both students and teachers, provide community-based field trips to their places of employment and potential short-term internships for advanced grade 7 and 8 students.

MACS will recruit volunteers from its parent cohort and college campuses. Agencies that service low-income families and other local family services, interested in collaborating with MACS, will also be contacted.

MACS plans to partner with Thong Pham Duy and SMARTEDU, among other things, to explore establishing MACS's Individualized Learning Plan Management System. This technology will be used to enhance teaching, learning and research within our collaborative community. This ILP Management System will also be used as a portal for communication between parents and educators.

MACS has also been approached by several educators such as administrators, counselors, and educational experts who have offered to volunteer to consult with us from our initial stages through full-scale operation.

(k) Personnel Compensation Plan

Salary

The School Director and Teachers of *MicroSociety Academy Charter School* will be paid a salary. The salaries of these full time personnel shall be paid bi-weekly (contingent on MACS Board approval).

Assistant Teachers, paid experts, and non-professional personnel, whether full time or part-time, will be paid on an hourly rate as employees or as independent contractors based on negotiated rates. See budget for salary expectations.

Vacation

MicroSociety Academy Charter School will publish an annual calendar of holidays and vacations during which the School will officially be closed. Full-time teachers will also receive a maximum of two (2) days of paid personal leave per year. Personal leave days must be used during the school year in which they are accrued.

Sick Leave

Sick leave is available to employees to provide for full salary and benefits for absences due to personal illness or injury that prevent employee from working.

Full-time staff shall accrue sick leave at the rate of 5 days per school year. If specified in the employee's contract, part-time staff, or staff working part of the school year shall accrue sick leave on a prorated basis to reflect the proportion of time or working months that the employee's schedule represents in relation to a full time schedule. Employees may accrue up to a total maximum accrual of 20 days of sick leave. All employees shall inform the School Director of an anticipated absence as soon as possible, and such leave (other than for unexpected circumstances) must be

pre-approved by the School Director. The School Director may require an employee to verify the claimed reason for any absence.

Retirement

MicroSociety Academy Charter School intends to participate in the New Hampshire State Retirement Program for public teachers according to state requirements for our Full-time salaried teachers.

Other Benefits

The Board of Trustees will determine a benefit and leave policy during the period of planning and development. With available funding, the school hopes to offer options that include health, disability, and retirement in order to attract highly qualified teachers for the school. The leave policy will reflect the federal and state rules and policies and be determined by the Board of Trustees.

(I) Pupil Transportation

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

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

MACS will bear any additional cost to transport Charter School students residing in the district, if the Charter School is so billed.

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

We foresee students applying to MicroSociety Academy Charter School MicroSociety Academy MACS from many different school districts. MACS’s personnel will assist parents and students who cannot access available district transportation with establishing a parent/guardian car-pool network to facilitate student transportation. For students in a secondary district special education

programs, MACS will assist with transportation arrangements (e.g., identifying shared routes, coordinating convenient “bus stops”).

(m) Statement of Assurances Related to Non-Discrimination According to Relevant State and Federal Laws

The MicroSociety Academy Charter School will comply with all relevant State and Federal laws. MACS will not discriminate in the administration of its admissions and educational programs, activities or employment on the basis of race, color, religion, national origin, age, sex, disability, veteran status, sexual orientation or marital status. This statement is a reflection of the schools philosophy and position in embracing and celebrating all diversity.

MACS intends to work closely with local and state agencies to seek out children from low-income and limited English proficient families as part of recruitment efforts.

(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

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

MACS will operate in compliance with all state and federal laws to provide appropriate educational programming for our students with special needs. Our school will work closely with a student’s local education agency to ensure a smooth transition and will review all documentation pertaining to the student’s educational needs. In the event that a student comes with a 504 Accommodation Plan or an Individualized Education Plan, appropriate staff will meet with the LEA’s special education team when the student enters our school and on an annual basis to

review and adjust educational goals. Communication will be encouraged, and MACS teachers will be available to speak with representatives from their student's LEA.

MACS will employ an LEA liaison to ensure that students documented with special needs will achieve their maximum potential and to oversee proper handling of special education matters.

The school responsibilities are:

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

needs, from the charter school's perspective, and to continue the dialogue about concerns until they are reviewed.

In order to assist and advise MACS staff we will recruit and identify professionals such as:

- Gregory Bean, M. Ed, a certified speech pathologist and MACS founding parent
- James Malone, M. Ed. a counselor specializing in behavioral/emotional and physically challenged students and NH certified middle school teacher.
- Silvia Aldrich Walsh, M. Ed., a middle school special needs teacher and MACS founding parent
- Brenda Lee, M.Ed. Educational Liaison and SPED consultant who provides curriculum based assessments, and serves as an Educational Liaison conveying information regarding psychological testing and/or therapy to schools systems attempting to develop IEP or Section 504 plans to address students' learning, behavioral, or emotional challenges.*
- Jennifer Stylianos, a certified pediatric occupational therapist, as well as an assisted technology specialist to consult with our staff on matters regarding OT, disabilities and program development.*
- *Pending

(o) Eligibility and Admission Procedure

MACS's founders are committed to creating a diverse community of learners and believe ALL children have the potential to learn and benefit from a *MicroSociety* charter education. The application process is geared toward allowing the school to understand student needs and abilities in order to ensure their experience at MACS is a positive one, should the student enroll. Equally important the application process is also designed to enable families to make an informed choice about a student's potential for success in the MACS environment.

MACS's differentiated, active learning approach will likely benefit students who have indicated to parents at home and/or school work signs of their academic potential:

- Strong abstract reasoning skills
- Continuous curiosity and drive to learn
- Creative and independent thinking
- Commitment, intensity, and persistence
- Flexibility to work in both structured and less structured environment MACS offers a

unique opportunity for students to become involved in their own education. There is an expectation for students to make a commitment to excellence and strive to be genuinely involved with all the opportunities the school provides.

Parent, as well as student involvement, begins at the time of application because ultimately the success of the school will depend enormously on the commitment of parents and guardians to volunteer and support the schools operation.

Admission methods shall not be designed, intended or used to discriminate or violate individual rights in any manner prohibited by law and will comply with current statutes.

Eligibility Provisions:

- MACS will be open to all elementary and eventually all middle school aged students in New Hampshire.
- A student may enter kindergarten if the student will be at least five years old before September 30 of that year. A student may enter Grade 1 if the student will be at least six years old before September 30 of that year.
- In order to acknowledge the sweat equity of the founding parents to MACS start up, a maximum fifteen (15) spaces will be reserved in the first year of operation for the children of founders, per ED 318.05,.
- Students enrolled at MACS are automatically re-enrolled for the following school year, provided they are in good standing at the school. A letter of intent will be required from families prior to the end of each school year. This will classify the number of possible spaces for the following school year.
- As a family oriented school, we encourage siblings to attend school together. Siblings of enrolled students will be given preference in admission and not be subject to a lottery should there be one.
- In the event that more eligible students apply than the number of spaces available in any grade or program, the board will conduct a blind lottery according to policy established by the state of New Hampshire.
- Eligible students who are not chosen in the lottery will be placed on a wait list in the order their names are drawn, according to grade or program. Should a selected student not attend or an opening otherwise occur, placement will be offered based on waiting list order. If a student offered admission from the wait list declines admission, the board will continue to contact students/parents in the order listed.

- The Board will reserve the right to give preference in enrollment to children of school faculty as part of their employee benefits package.
- The school may accept and enroll out-of-state students on a space-available basis (tuition will apply).

Admissions Procedure:

1. The school will provide its' program information, application procedures and forms to NH public school personnel and interested parents. The MACS website will have complete application procedures and forms available online. www.macsnh.org
2. The school will have one or more admission decision deadlines. Dates and guidelines for admissions decision-making and the blind lottery will be available to applicants via MACS website and Facebook page www.facebook.com/nhmicroschool, as well as newspaper, radio and cable television.
3. Interested parents will submit a completed school application package that includes a personal statement of interest in MACS and completed student questionnaire.
4. Applicant parents will provide all available records of achievement (i.e. testing results, portfolios, official records/report cards, extra-curricular interests, etc.)
5. Once the application is complete, the applying student and parent or guardian will be invited for a visit to MACS. Before the school opens, students will have opportunities to see the location and attend an information session.
6. The student and parent will meet with the Admissions Committee or designated staff to review the program and share expectation and interests. As time permits, the student may be given a preliminary informal assessment by staff. Results of the meeting will be provided to school administration and staff.
7. Should the Admissions Committee decide further evaluation (i.e 504 or special needs) would be beneficial; the committee may contact the sending school district to request such evaluations be provided.
8. The student and parent will review the responsibilities, rules, and commitments necessary to attend and sign a statement of acceptance of the mission, expectations, policies and programs of the school. This confirms the student's intent to be an applicant for the school. If a student is enrolled in a school district's 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.

(p) Philosophy of Student Governance and Discipline, and Age- Appropriate Due Process Procedures to be used for Disciplinary Matters Including Suspension and Expulsion

MACS’s philosophy of student governance includes having clear expectations of all members of the school community. Students will be expected to become “citizens” of their community and demonstrate behaviors and skills which promote a positive school environment.

As elementary and middle school students, emphasis will be placed in the classroom on developing lifelong skills such as:

- Responsibility for one’s actions
- Developing caring friendships which are inclusive of others
- Conflict management
- Self control
- Acceptance of differences in others
- Identifying and communicating one’s needs
- Self esteem

The school is committed to a respectful and safe environment for all. Specific governance and discipline procedures will be written in a handbook that students and parents will receive. The policies will outline the school’s procedures for student governance and discipline and will include clear and fair guidelines; a support system to help students understand and change their behavior, if needed; and consequences if students cannot or will not participate in school according to school policies and guidelines.

MACS will comply with statutes that prohibit bullying and harassment, fighting, drugs, alcohol, smoking, and any other dangerous behavior. A student may be suspended or expelled in accordance with statute and policy.

MACS will provide fair and age appropriate due process in administering student discipline and will comply with current suspension and expulsion provisions in RSA 193:13 (Suspension and Expulsion of Pupils): A pupil may withdraw from a charter school based on criteria determined by the Board of Trustees consistent with the advice of the principal and teachers in conformance with RSA 193:13. No public school shall be obligated to enroll an expelled pupil.

Commitment to Conflict Mediation and Dispute Resolution

Internal disputes include all disputes among and between students, staff, parents, volunteers, or advisors. MACS advocates maintaining open lines of communication within the “school community” i.e. the parents, students, volunteers, staff, administration, and the Board of Trustees with the intention of resolving all disputes in a timely fashion and in accordance with school policies which shall be outlined in the MACS Handbook. All members of the school community are required to agree to work within these policies.

The dispute resolution process shall begin with the School Director. The Director shall meet with all parties involved in the dispute and will keep on file a written copy of any agreement reached. In the event that the dispute cannot be resolved by the Director in a timely manner, the dispute shall be referred to the Board for resolution. If agreement is reached, this will be noted and recorded in the minutes of the Board and a copy sent by U.S. mail to each party. In the event that agreement is not reached, the decision of the Board by simple majority vote shall be final. All parties shall be notified in writing of the resolution by U.S. mail.

(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

Submitters of MACS have formed a non-profit foundation which will apply for a federal start-up grant. MACS Foundation will follow public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets. MACS will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for public schools. An annual financial report will be provided with audit by an independent, certified public accountant.

MACS’s Foundation and Board of Trustees will appoint a Treasurer (contingent on approval) who will provide the oversight necessary to monitor the school’s financial status. The Board of Trustees shall also adopt policies for the financial management of the school, including policies on Conflict of Interest for Board members and faculty.

A general account has been set up with Enterprise Bank for the administration of funds. In addition, a discretionary account will be set up. The Board of Trustees will establish a maximum cap for discretionary expenditures.

Additional accounts will be set up for endowment funds and restricted grant awards. The Treasurer and two other Board members designated by the Board will have check-writing authority. Two signatures will be required for withdrawal of funds from any of the above accounts.

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

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

MACS shall comply with all requirements specified in the law pertaining to reporting requirements (RSA 194- B: 10, I-V). This list includes annual report, annual financial audit and report, program audit, and participation during the annual school budget process.

Pursuant to Ed 318.07, MACS will produce an annual report which will include the following elements:

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

(r) Annual Budget, Including all Sources of Funding

MACS will use the state's average elementary and middle school tuition costs as a basis for shaping its own budget, attempting to comply with the 80% of average per pupil funding guideline of RSA 194-B. The Founders are anticipating that MACS kindergarten students will be attending school on a full-day basis. Since state adequacy aid funding per pupil for kindergarten students will be only half the amount provided for Grades 1-8 students, the Planning Team expects the MACS Start-Up Committee, Parent Steering Committee, School Director and Board of Trustees will prioritize making up for the adequacy funding difference if/ when they locate efficiencies in MACS anticipated budget and when implementing MACS fund raising and grant writing campaign.

MACS will apply for a federal charter school grant through *MicroSociety Academy Charter School* Foundation, a non-profit corporation formed to support the charter school in order to supplement state per pupil funding. MACS has acquired a sample of the grant application and has obtained the information needed to submit this formal document should we be approved. An application for 501c 3 nonprofit status is in the process of being submitted.

Founding members of MACS recognize that the financial sustainability of a charter school requires a long-term fiscal plan, especially after the expiration of the federal grant. We are currently investigating multiple revenue sources such as before and after school child care services, summer camps, enrichment programs, grants, and an annual fund drive seeking private and business donations. A portion of all money raised will be used to establish an endowment fund to support long-term fiscal sustainability.

Please see Appendix A for projected budgeted amounts which are provided as estimates only to indicate how the school anticipates evolving from the Start-up in September, 2014 through full enrollment.

(s) School Calendar Arrangement and the Number and Duration of Days Pupils are to be Served Pursuant to RSA 194-B. 8, III

The *MicroSociety Academy Charter School* will be in session at least the number of days required by state law; currently, 180 days. School operating hours for K-8 are Monday-Friday approximately 8:00 AM-2:45 PM, NOT including before and after school care. It is the founders' intention to provide our students and parents with a longer school day than the above-stated operating hours, subject to transportation negotiations with host district and MACS's available grant funding.

Annually, the Board of Trustees will approve a school calendar that conforms to host

district calendar and rules and laws of the state as to the number and duration of days required by law, including any existing provisions for exceptions that may be pursued. Five (5) snow days will be incorporated into the school calendar to account for days the charter school may close for inclement weather. Snow day determination will be made by the School Director based upon the weather forecast and safety of roads. Availability of hosting district bus service will be taken into account.

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

(t) Provision for Providing Continuing Evidence of Adequate Insurance Coverage

MACS, pursuant to RSA 194-B:1, III, will be 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.

MACS will pursue, procure, and provide evidence of a comprehensive liability insurance program that provides protection needed for a public school charter, including workman's compensation, board errors and omissions, and faculty coverage. The insurance program will be in place as the first Board of Trustees begins its duties.

(u) Identity of Consultants to be Used for Various Services, if Known

During this period of planning and development, MACS will require numerous tasks addressed by specialists in fields of charter schools, assessment, school administration, insurance, finance, public relations, curriculum, instruction, special education, business, technology, science, engineering, and strategic planning.

At this time the consultants who have agreed to participate in the first year of planning and development may include:

- Silvia Aldrich Walsh, Middle School Special Needs Teacher, MicroSociety Alumna

Silvia is a founding parent and a Nashua resident who works as Middle School Special Needs teacher in Andover (MA) Public Schools. She and her husband, Brian Walsh, both attended a MicroSociety themed school and look forward to having *MicroSociety* as an alternative public school option for their children. Silvia will be available to provide assistance in assuring the Special Needs students receive appropriate instruction.

- Kevin Avard, Former New Hampshire State Representative, Business Owner, Cable Television Program Host

Kevin is a private contractor and former State Representative from Nashua and host of Nashua Access Cable Television programs. He first came to know about MACS when the founders appeared on his "Gate City Chronicles" program. He

responded positively to the concept and is willing to act in partnership with MACS to assist with student *MicroSociety* TV and media productions and their understanding of local and state government when the school opens.

- Gregory Bean, M.S., Speech-Language Pathologist, Founding Parent

Greg is a founding parent and married to MicroSociety Alumna Cheryl McNamara Bean. He is a Nashua resident and father to three boys who attend pre-school in Nashua. He is employed as a Speech-Language Pathologist at Greater Lowell Technical High School in Tyngsborough (MA) and a local skilled nursing facility. Greg became a founding parent after seeing how committed Cheryl was to the idea of helping her fellow NH MicroSociety alums and neighbors bring a MicroSociety Charter School to the Greater-Nashua area. Greg and his wife have actively participated in all the planning meetings and have helped shape the mission and vision of MACS. Greg's experience both as a parent and a Speech Pathologist will be invaluable on the Start-up Committee and MACS Foundation.

- David W. Cronin, M. Ed., Co-Founder, Volunteer Curriculum & Development Consultant & K-8 Teacher and Administrator (retired)

Dave is a MACS founder and Pelham, NH resident who brings 38 years of Lowell (MA) Public Schools experience working with Grades K-8, diverse students and staff. For 24 years Dave, a founding teacher, worked at the McDonough City Magnet School, the nation's first K-8 *MicroSociety* school, in the capacities of Economy (Mathematics) teacher, *MicroSociety* Economy Specialist, lead Mathematics teacher, and Acting Principal. Dave is also an experienced trainer/consultant for MSI (MICROSOCIETY, Inc.) having trained teachers and administrators in over 20 schools across the country in all aspects of the program and conducting follow up consultation after program implementation. David has led many workshops on various aspects of *MicroSociety* at conferences and schools throughout the country. For the past two years he has volunteered as a curriculum and development consultant and MACS founder to help his former students realize their dream of creating a *MicroSociety* School for their children.

- Mary Ellen Fitzpatrick, Enterprise Bank and Non Profit Collaborative

Mary Ellen is one of the founders and leaders of Enterprise Bank's Non-Profit Collaborative, supporting nonprofits in the Merrimack Valley, North Central Massachusetts (MA) and Southern New Hampshire (NH). The collaborative will work on MACS's behalf to develop information, programs and resources to benefit non-profit organizations. It is also anticipated that through our partnership local Enterprise Bank employee volunteers will be able to provide MACS with financial advice as members of the Board of Advisors and Board of Trustees, as well as provide staff and students with mentoring as they undertake the establishment of MicroSociety student banking institution(s).

- Richard Gagnon, Nashua Access Cable Television

Dick works as producer of programming for Nashua Access Cable Television. He first learned about MACS when founders appeared on the “Gate City Chronicles” program, he produces. He responded positively to the concept and is willing to act in partnership with MACS to assist with student *MicroSociety* TV and media productions when the school opens.

- Paul Katler, M. Ed., K-8 Educational Technology Specialist (retired)

Paul is a skilled, experienced Educational Technology Specialist with over twenty years of experience introducing students and teachers in the Lowell Public Schools to emerging technologies. Paul has a Master of Education in Curriculum and Instruction, with a focus on Technology and Learning Environments from the University of Massachusetts - Lowell and a Bachelor of Science in Education with a focus on Early Childhood Ed. and Art from Boston State College. He served as the Instructional Technology Specialist at the Clement G. McDonough City Magnet School, and various other Lowell schools from 1991 - 2011. In his position as Technology Specialist, Paul was responsible for development of educational computer labs, the network structure, and technology curriculum services, including teaching and professional development for teachers. He is certified by the state of Massachusetts in Instructional Technology for all grades. Paul’s vast experience maximizing technology capabilities in a K-8 school setting with a limited budget will be helpful in providing MACS with guidance in this area.

- Carolyn King Richmond, M.Ed. & J.D., MICROSOCIETY, Inc.

Carolynn is President and CEO of MICROSOCIETY, Inc. She is a Harvard trained educator with a law degree from Villanova. As co-founder of MICROSOCIETY, Inc. she has been a long time supporter of the Clement G. McDonough City Magnet School since 1981 when it opened, and now supports the MACS project.

- Rob Kutzik, M.Ed. MICROSOCIETY, Inc.

Rob is an experienced trainer/consultant/presenter for MSI. He brings experiences as an After School Instructor, Teacher, Volunteer Recruiter, Exploring Director for BSA, MSI Program co-developer, MSI Northeast Regional Director, and Senior Vice President of MICROSOCIETY, Inc. Rob brings many years of *MicroSociety* experience in starting schools and making the program successful.

- State Senator Bette Lasky, Nashua, NH Senate

Bette is a State Senator representing the 13th district in Nashua, NH. She is serving her second term as a State Senator. She has agreed to provide MACS with advice regarding state and local government developments and be a mentor for staff and students when the school opens.

- Eileen Liponis, Executive Director of NH Public Charter School Association

Eileen was development director at Seacoast Charter School and now serves as the executive director of the New Hampshire Charter School Association.

- Brian Malone, Financial Representative, Northwestern Mutual Financial Network

Brian received his B.S. in business administration from Hartford University (Hartford, CT). After taking advance courses in finance Brian rose to positions of Financial Representative and District Office Accounts Manager for Northwestern Mutual Financial Network with individual and corporate clients in New England and New York. In his spare time Brian has been very active as a volunteer youth/ high school football and basketball coach, and occasional host/reporter for NESN's "Dirty Water" TV program. He has also coordinated various successful fundraisers that have benefited many Greater-Boston charitable organizations, including "The Home for Little Wanderers". Brian's experience with making sound financial investments and establishing employee health and retirement accounts will be helpful to the Start-Up Committee and Board as they make decisions to establish employee benefits and investment accounts and ultimately establishing an endowment.

- James Malone, M Ed. Counselor of Behavioral & Physical Challenged Students & NH Middle School Teacher.

James received his B.A. from St. Anselm College in Goffstown, NH and M. Ed. in Counseling from University of New Hampshire. He presently serves as a clinical therapist at Riverfront Counseling Center in Fitchburg, MA and is a certified NH middle school math teacher who has worked in Manchester, NH School District. Besides teaching middle school Math, James has also taught middle school Family Consumer Science "Values and Choices" curriculum and has worked directly with emotionally/behaviorally disturbed special needs middle school students. In his practice, James specializes in counseling behaviorally and physically challenged students utilizing horse and animal therapy.

- Thomas F. Malone, M. Ed., CAGS, K-8 School Principal and Teacher(retired), MACS Founder, Volunteer Development & Curriculum Consultant

As a MACS co-founder, Tom brings 34 years of experience working with diverse Grades K-8 students and staff in Lowell (MA) Public Schools. As a founding teacher, Tom served 24 of those years at the McDonough City Magnet School, the nation's first K-8 *MicroSociety* school, working as a Reading & Government/ Citizenship teacher, *MicroSociety* Curriculum/Program Facilitator, LPS District Equity Facilitator, and 11 years as CMS Principal. Tom is an experienced trainer/ consultant/presenter for MSI (MICROSOCIETY, Inc.) and has worked as an adjunct professor at Fitchburg (MA) State Univ., Nova Southeastern University (FL) and guest lecturer at UMass/Lowell. He has led online courses showing teachers from across the country how state standards can be incorporated into *MicroSociety*, presented at national and state

conferences, and worked with teachers and administrators at schools in New York, Arizona, Massachusetts and New Hampshire. For the past two years Tom has volunteered as a development and curriculum consultant and MACS founder to help his former students realize their dream of creating a *MicroSociety* School for their children in NH.

- Cheryl McNamara Bean, Founding Parent, MicroSociety Alumna

Cheryl believes the experiences and work-life lessons she took with her from the MicroSociety at the McDonough City Magnet School (Lowell, MA) have made an important difference in her life. Cheryl also graduated from Greater Lowell Technical High School where she studied child care. She is married to husband Greg Bean. They now have three boys who are currently attending Nashua pre school programs. Cheryl resides in Nashua NH with her family. Cheryl's great love for children extends beyond her family as evidenced by having worked in daycare as a Lead Infant/Toddler teacher for 14 years and a professional nanny since for various Massachusetts and New Hampshire families over the years. Cheryl became a founding parent after recognizing that there was interest among her fellow NH MicroSociety alums/parents and neighbors in bringing MicroSociety to the Greater-Nashua area. She and her husband have actively participated in all the planning meetings and shaping the mission and vision of MACS and look forward to having *MicroSociety* as an alternative public school option for their children. Cheryl's experience as a MicroSociety student and with children will be invaluable on the Start-up Committee and MACS Foundation.

- Barry Pearson, Enterprise Bank and Non-Profit Collaborative

Barry is one of the leaders of Enterprise Bank's Non-Profit Collaborative, supporting nonprofits in the Merrimack Valley, North Central Massachusetts (MA) and Southern New Hampshire (NH). Their collaborative will work on MACS's behalf to develop information, programs and resources that will benefit our non profit organization. It is also anticipated that through our partnership local Enterprise Bank employee volunteers will be able to provide MACS with financial advice as members of the Board of Advisors and Board of Trustees, as well as provide staff and students with mentoring as they undertake the establishment of MicroSociety student banking institution(s).

- Thong Pham Duy, M. Ed., SmartEDU

SmartEDU is a small family-owned educational software and web-based solutions business servicing New Hampshire and Massachusetts founded by Thong Pham Duy, M. ED, Director of Instructional Technology at Arlington (MA) High School. The Pham Duy family are very familiar with MicroSociety since all their children attended the McDonough City Magnet School (Lowell, MA) and are now very successful in their education and career pursuits, as a result. Thong and SmartEDU are prepared to help set up a MACS's network and create our online reporting and communications database, including the Individual Learning Plans. This database will later be expanded

to serve students online with homework and portfolio management and also assist administration with tracking, parental communication, and inter-office management.

- Theresa Roach, Retired Middle School Teacher, Co-founder, & *MicroSociety* Middle School Curriculum Consultant

Theresa brings 18 years of experience working with diverse middle school students and staff in Lowell (MA) Public Schools. Theresa served 15 of those years at the McDonough City Magnet School, the nation's first K-8 *MicroSociety* school, working as a middle school Government/Citizenship teacher. She is also one of the pioneering parents who sent her two children to the City Magnet School's *MicroSociety* program. Theresa is an experienced trainer/presenter who has presented at national and state conferences, and worked with teachers and administrators at schools in New York, Arizona, and Massachusetts. For the past year Theresa has volunteered as a development and curriculum consultant and MACS founder to help her former students, who are now Nashua parents, realize their dream of creating a modern *MicroSociety* Charter School for their children in NH.

- Akhil Sastry, MD, SportsMedicine Atlantic Orthopaedics, *MicroSociety* Alumnus

Dr. Sastry is a former McDonough City Magnet School student and NH parent who now lives and has an orthopedic medicine practice in Portsmouth, NH. Akhil has experienced firsthand the value of attending a *MicroSociety* school and is happy to support the creation of MACS as an alternative public school option for his and other NH children. He has agreed to provide MACS with any needed medical advice and be a mentor for staff and students when school opens.

- Matthew Southerton, Director, Co-Founder New Hampshire Center for Innovative Schools

Matt is an experienced business professional and Charter School advocate with an extensive background in budget and finance, network administration, web development, and database management. Matt has designed specifications and technology plans for multiple start-up schools. Matt is available to advise on charter and budget development, charter application requirements, grant writing, governance and management, purchasing and licensing of technology, and other technical aspects of charter school development.

- Marc Sylvester, Founding Parent, Metrocast Communications of NH, LLC

Marc strongly believes the experiences and work-life lessons he took with him as an *MicroSociety* alumnus of the McDonough City Magnet School (Lowell, MA) have helped pave the way for where he is today. After attending CMS, Marc graduated from Lowell High and entered the Marine Corps. In 1998, he married his wife Theresa (Roberge) and had two girls who are currently 11 & 8. Marc resides in Nashua NH with his family and both of his children presently attend Nashua schools. He currently holds the position as Director of Voice Operations for MetroCast Communications of NH, LLC.

Marc became a founding parent after seeing there was interest among some NH MicroSociety alums/parents and his neighbors in bringing MicroSociety to the Greater-Nashua area. He has participated in planning meetings that envision bringing the children of Southern NH a unique school where everyday life-skills are incorporated into their education and better prepare them for the future. Marc's business and technical experience, as well as his experience as a MicroSociety student will be invaluable on the Start-up Committee, MACS Foundation Board and as a mentor.

(v) Philosophy of Parent Involvement and Related Plans and Procedures

Parental involvement is a core philosophical commitment of the school. The school will have a well-defined parent involvement initiative through the Parent Steering Committee. The Parent Steering Committee will have two representatives on the Board of Trustees and their meetings will be regularly attended by the School Director. Parents can bring their concerns to the annual all school meeting and have input into hiring through participation of hiring committees. MACS believes that parents are an integral part of the school community and bring valuable input, energy and skills to the school's success.

A Parenting 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. The Committee will also be responsible for, but not limited to:

- Celebrations in the classrooms.
- Working with teachers to identify classroom needs not included in the budget.
- Bringing forth parent concerns to the School Director and Board of Trustees
- Serving on hiring committees.
- Giving annual feedback on teacher effectiveness to School Director.
- Fundraising and donation requests.

Since communication is key to home-school relations, multiple methods for information disbursement will be used. In addition to traditional methods such as written notes and documentation, a web site will contain information to foster home-school relations. E-mail will also be used.

Since parents/guardians are a child's first teachers, the attitude they have toward education and the commitment shown toward learning are crucial to the child's success in school. Our goal is for 100% parent involvement in meaningful ways.

Parents/guardians will be asked during admissions and orientation to commit to the following:

1. Assure their child attends school every day (assuming the student is in good health to attend).
2. Ensure their child has a place and time to complete homework.
3. Participate in at least one scheduled parent/teacher meeting each year. Parents also have the right to schedule a meeting whenever a concern arises.
4. Attend school information and open house events.
5. Attend school performances and student exhibitions .
6. Bring to the attention of the director any issues that they become aware of relative to conflicts among students or concerns about teachers.
7. Provide formal feedback to the school via a parent survey. In addition, parents/guardians will be asked to volunteer in many ways as their time allows. Such opportunities will include but are not limited to: Fund raising, Clerical assistance, School maintenance and/or beautification projects, Classroom assistance & field trip chaperoning.

(w) A Plan to Develop and Disseminate Information to Assist Parents and Pupils with Decision-Making About their Choice of School

To ensure all residents have an equal opportunity to apply to MACS, an extensive public marketing effort will be initiated through the MACS Charter Foundation. As students from lower income or minority families may suffer disproportionately due to a lack of access to technology or to an advanced curriculum, particular attention will be paid to reaching those students through their schools, communities, and services to ensure their families are aware of MACS as a choice available to them.

Direct relationships with the State of New Hampshire, educational facilities, doctors and specialists will be established by our Start-Up Committee and Board in an effort to identify children most likely to benefit from MACS's program. Our approach to school districts will be open and positive with the intention of creating partnerships from day one.

The Start-Up Committee will identify a marketing communications professional to help us launch our marketing initiatives. During the initial months of planning, information will be disseminated through bulletins, advisories, social media and posting on informational websites, as well as printed fliers and mailers. Materials for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and foundations.

Upon approval of the charter, the Board of the MACS Charter Foundation will develop informational brochures describing the school, its mission, its approach to education, and the expectations and opportunities the program hopes to provide. Informational brochures will be distributed to businesses, parents, residents, and school faculty via

newspaper, magazines, TV and radio, education advocates, mail, email and social media broadcasts. Traditional family information sessions may be augmented with family-friendly activities (i.e. picnics, ice cream socials, free family movies) as a method to get families to come hear about our new school.

(x) A Global Hold Harmless Clause

In accordance with RSA 194-B: 3, II(x), MACS, its successors, and assigns, covenants and agrees at all times to indemnify and hold harmless any other school district which sends its students to the charter school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (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 attorneys’ 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. The charter school shall have no obligation to hold harmless the indemnified parties for any claims, damages, losses, or expenses resulting from indemnified parties’ own acts or omissions.

(y) Severability Provisions and Statement of Assurance

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

(z) Provision for Dissolution of the Charter School Including Disposition of its Assets

In the event that the Board of Trustees decides that the present program plan articulated in this application needs to be amended to significantly change the Charter School’s mission, the Board, after seeking input from the school community, will develop and decide upon an amended plan. The Board will adopt such a plan after a 2/3 vote of the Trustees. The amended plan will be submitted to the Department of Education staff for their input, prior to submission to NH Board of Education for approval.

The Board of Trustees, in the event of dissolution or revocation, would develop a prompt but strategic plan that addresses debt obligation, contracts, and assets. All property that MACS has leased, borrowed, or contracted for use shall be returned or handled according to contractual prearrangement. Disposal of other property, furniture, supplies, equipment, vehicles, and the like will be handled as follows:

1. The board will first consider any debt obligation and will research the disposal of property, etc., that best enables the Trustees to meet its debts.

2. Once debt obligations are met, any remaining property and assets of the school will be distributed depending on how it was obtained. Items obtained through federal or state charter school funding will be offered to other charter schools or to otherwise identified parties in funding agreements. 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 liquidated and distributed on a participation basis). Unwanted items will be consigned in the most beneficial manner with the proceeds reverting to the New Hampshire's charter school support fund.

3. All property personally or individually owned by the employees of the charter school shall be exempt from distribution of property as prescribed herein and shall remain the property of the individual teachers and staff. Such property includes, but is not limited to, albums, teacher-provided curricular manuals, personal mementos and other material or apparatus that have been personally financed, acquired, or developed by teachers and staff.

4. All outstanding debts/encumbrances for which the charter school is legally liable will be properly settled with the creditor of record. Under no circumstances shall a sending school district be liable for any obligations of the dissolved charter school. MACS shall coordinate any planned or voluntary bankruptcy filing with the area school boards where MACS students reside to facilitate reintegration of its students. A minimum notice of 120 days for voluntary dissolution of the school will be given to school districts with MACS students.

(aa) In the Case of the Conversion of a Public School to a Charter Conversion School, Provision for Alternative Arrangements for Pupils who Choose Not to Attend and Teachers who Choose Not to Teach at the Charter School Not applicable.

(bb) A Plan for the Education of the School's Pupils After the Charter School May Cease Operation

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

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

receiving school to assure a smooth and timely transition.

(cc) In Addition to an Application, Each Charter School Applicant, in Consultation with the Local School Board, Shall Prepare a Proposed Contract

It would be the Start-up Committee's intention once a building location has been found to contact the local host district to fully discuss areas of common interest including, among other things, developing a contract for student transportation.

(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

MicroSociety Academy Charter School will follow the NH Accountability Process Plan, in compliance with the requirements of RSA 194-B, MACS will submit annual accountability reports that will cover each of the areas required by the New Hampshire Charter School Accountability Process. These will include reports of progress that covers governance, financial operations, student enrollment, and progress toward meeting goals, parental involvement and outreach. MACS will use data and narrative statements that provide evidence to answer each of the following questions especially as outlined in section (g) Academic and Other Learning Goals and Objectives.

1. Is the school making progress toward achieving its mission?
2. Is the school responsibly using public funds?
3. Is the school promoting student attainment of expected knowledge and skills?
4. Is the school sustainable?

An annual report will be prepared and submitted to the State Board of Education for their review in August following each academic year (outlined in Appendix D). The accountability plan shall be developed and ready to implement prior to the date of opening. Reports will be submitted according to the NH Accountability Process Timeline.

Timeline for Accountability Checkpoints: Years 1 Through 4 •

December 1 of Opening year 2:

Accountability plan (per RSA 194-B) review & feedback on Measurement of goals Staff qualifications (form A12A Part B) compliance check Enrollment (Form A12A Part A) Health, fire and safety inspection reports compliance check Evidence of insurance coverage compliance check

• Fall Reports: October 1, October 15

- **Monthly:** Board minutes reviewed to assure effective governance practices Progress toward school goals compared with targets in accountability plan
- **Quarterly:** Nov. 15, Jan. 30, Apr. 15, June 30: Financial report

check to see if everything complies with standards.

Annually: August 1: Year-end summary of school performance review and verification is needed to assess performance

End of Year Reports: August 1: Attendance, graduation, etc. (Form A3 and others, as appropriate)

Annually: September 30: Independent financial audit request for action if any material defects exist

APPENDICES

(Appendix A) Budget

POTENTIAL GRANT INITIATIVES:

- Great American Foundation

Great American Foundation is a non-profit foundation which raises money with various fundraisers in the Boston area and donates funds to worthy non-profits in New England.

- BAE Systems

BAE Systems is one of the largest employers in Southern New Hampshire. While encouraging their employees to become actively involved in the community they also provide an opportunity for non-profits and schools to apply for funds that will support learning initiatives in Science, Technology, Engineering and Math (STEM) and American History curricula areas.

- George Kaiser Family Foundation

George Kaiser Family Foundation (GKFF) is a charitable organization based in Tulsa, Oklahoma, Type I 509(a)3 supporting organization of the Tulsa Community Foundation, dedicated to breaking the cycle of poverty through investments in early childhood education, community health, social services and civic enhancement.

- New Hampshire DISSEMINATION PROGRAM SUMMARY

The dissemination grant program fosters the sharing of charter school best practices, encourages the development of new high-quality charter schools, offers technical assistance to developers, provides mentorships for new groups, and distributes policy guides and governance examples to all interested parties.

- John Templeton Foundation

This Foundation is committed to identifying and nurturing young people who demonstrate exceptional talent in mathematics and science. In the U.S., it supports accelerated learning for students capable of working well beyond their grade level, and has funded a number of important national studies of the issue. Internationally, the Foundation sponsors academic training and competitions for students who show extraordinary potential but whose talents might not otherwise be developed, especially because of their economic circumstances or insufficient educational support.

- Community Impact and Express Grants

The mission of the New Hampshire Charitable Foundation is to improve the quality of life in New Hampshire and some adjoining communities in Vermont and Maine.

Community Impact and Express grants offer a competitive grant process twice each year to organizations working across a wide variety of areas including arts and culture, education, the environment, health and human services, and other public affairs.

- Arts in Education

LEAs acting on behalf of a school or schools where 50 percent of the children are from low-income families may apply in partnership with at least one of the following: an institution of higher education (IHE); a state education agency (SEA) or regional education service agency; or a public or private agency, institution, or organization including a museum, arts education association, library, theater, or community- or faith-based organization.

- Race to the Top

Awards in Race to the Top will go to States that are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform. Race to the Top winners will help trail-blaze effective reforms and provide examples for States and local school districts throughout the country to follow as they too are hard at work on reforms that can transform our schools for decades to come.

- Dominion K-12 Educational Partnership

Educational grants from Dominion and the Dominion Foundation provide elementary and secondary educators with the tools they need to revitalize math and science programs through the study of energy and the environment. In the area of K-12 education, Dominion accepts grant applications, up to \$10,000, to encourage the development of new programs to strengthen math and science education through the study of energy or the environment.

- HP Technology for Teaching Grant Initiative

This Initiative is designed to support the innovative use of mobile technology in K-16 education, and to help identify K-12 public schools and two- and four-year colleges and universities that HP might support with future grants.

- Bean Foundation Grant

The Bean Foundation awards grants in the fields of arts and humanities, education, environment, health, human services, and public/society benefit. Grants are only available for nonprofit organizations that serve Manchester and Amherst.

- 3Comm K-12 Education Giving

3M invests in teachers and opportunities that introduce new methods of learning into classrooms. Its Foundation recognizes education as one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustained economic growth. The Foundation recognizes how important it is for young people, especially those who face greater challenges in life, to attend and graduate from college.

- BMT Foundation

Grants for education are made in the areas of: program support aimed at preparing underserved students for college; colleges and universities for scholarships; and endowed funds to colleges and universities for scholarships to needy students.

- Ashland Corporate Contributions

Ashland has a proactive, outcome-driven giving strategy. It seeks, selects, supports and/or partners with organizations whose goals reflect their commitment to enhancing the quality of life in our communities. Areas of funding interest include education, communities and civic affairs, disaster relief, environment, health and human services.

- AT & T Foundation

The AT&T Foundation makes grants to tax-exempt, nonprofit organizations as defined under Section 501(c)(3) of the U.S. Internal Revenue Code. Areas of funding interest include K-12 and higher education, and educational nonprofit.

- The Sprint Foundation

This Foundation is committed to supporting K-12 education, particularly those initiatives that focus on character education. The Sprint Character Education Grant Program promotes leadership, youth volunteerism, character education, and school pride.

- Toshiba Grant Foundation

Improving student achievement in science and math is the foundation's only grant-making interest.

- ASM International Foundation
- Benton Foundation
- The Chalkboard
- Community of Science (COS)
- Corning Foundation
- Doug Flutie Jr. Foundation
- Ezra Jack Keats Mini-grants
- George Lucas Educational Foundation Resource List
- GrantsNet

- IBM Foundation
- National Foundation for the Improvement of Education (NFIE) •
- National Science Foundation
- Partners in Education
- The Pentair Foundation

(Appendix B) Sample MicroSociety Academy Charter School Schedule

(Appendix C) Bios of MACS Foundation Committee Members

The application for *MicroSociety Academy Charter School* is being submitted by a group of 12 parents – a copy of the original signature page follows. The MACS Planning

Team is presently a group of 7 individuals – not all of whom are parents; who have worked diligently to make MACS a reality. This group is in the process of filing with the state of New Hampshire for non-profit status. The MACS Foundation members are

- Chair: Marc Sylvester, Founding Parent, Metrocast Communications of NH, LLC and TBA

Marc strongly believes the experiences and work-life lessons he took with him as an *MicroSociety* alumnus of the McDonough City Magnet School (Lowell, MA) have helped pave the way for where he is today. After attending CMS, Marc graduated from Lowell High and entered the Marine Corps. In 1998, he married his wife Theresa (Roberge) and had two girls who are currently 11 & 8. Marc resides in Nashua NH with his family and both of his children presently attend Nashua schools. He currently holds the position as Director of Voice Operations for MetroCast Communications of NH, LLC. Marc became a founding parent after seeing there was interest among some NH *MicroSociety* alums/parents and his neighbors in bringing *MicroSociety* to the Greater-Nashua area. He has participated in planning meetings that envision bringing the children of Southern NH a unique school where everyday life-skills are incorporated into their education and better prepare them for the future. Marc's business and technical experience, as well as his experience as a *MicroSociety* student will be invaluable on the Start-up Committee, MACS Foundation Board and as a mentor for students.

- Vice Chair: Thomas F. Malone, M. Ed., CAGS, K-8 School Principal and Teacher(retired), MACS Founder, Volunteer Development and Curriculum Consultant

As a MACS founder, Tom brings 34 years of experience working with diverse Grades K-8 students and staff in Lowell (MA) Public Schools. As a founding teacher, Tom served 24 of those years at the McDonough City Magnet School, the nation's first K-8 *MicroSociety* school, working as a Reading & Government/ Citizenship teacher, *MicroSociety* Curriculum/Program Facilitator, LPS District Equity Facilitator, and 11 years as CMS Principal. Tom is an experienced trainer/ consultant/presenter for MSI (MICROSOCIETY, Inc.) and has worked as an adjunct professor at Fitchburg (MA) State Univ., Nova Southeastern University (FL) and guest lecturer at UMass/Lowell. He has led online courses showing teachers from across the country how state standards can be incorporated into *MicroSociety*, presented at national and state conferences, and worked with teachers and administrators at schools in New York, Arizona, Massachusetts and New Hampshire. For the past two years Tom has volunteered as a development and curriculum consultant and MACS founder to help his former students realize their dream of creating a *MicroSociety* School for their children in NH.

- Treasurer: David W. Cronin, M. Ed., Co-Founder, Volunteer Curriculum and Development Consultant & K-8 Teacher and Administrator (retired)

Dave is a MACS founder and Pelham, NH resident who brings 38 years of Lowell (MA) Public Schools experience working with Grades K-8, diverse students and staff. For 24 years Dave, a founding teacher, worked at the McDonough City Magnet School, the nation's first K-8 *MicroSociety* school, in the capacities of Economy (Mathematics) teacher, *MicroSociety* Economy Specialist, lead Mathematics teacher, and Acting Principal. Dave is also an experienced trainer/consultant for MSI (MICROSOCIETY, Inc.) having trained teachers and administrators in over 20 schools across the country in all aspects of the program and conducting follow up consultation after program implementation. David has led many workshops on various aspects of *MicroSociety* at conferences and schools throughout the country. For the past two years he has volunteered as a curriculum and development consultant and MACS founder to help his former students realize their dream of creating a *MicroSociety* School for their children in New Hampshire.

- Secretary: Cheryl McNamara Bean, Founding Parent, *MicroSociety* Alumna

Cheryl believes the experiences and work-life lessons she took with her from the *MicroSociety* at the McDonough City Magnet School (Lowell, MA) have made an important difference in her life. After attending CMS, Cheryl graduated from Greater Lowell Technical High School where she studied early child care. She is married to husband Greg Bean. They now have three boys who are currently attending Nashua preschool programs. Cheryl resides in Nashua NH with her family. Cheryl's great love for children extends beyond her family as evidenced by having worked in daycare as a Lead Infant/Toddler teacher for 14 years and a professional nanny for various Massachusetts and New Hampshire families over the years. Cheryl became a founding parent after recognizing that there was interest among her fellow NH *MicroSociety* alums/parents and neighbors in bringing *MicroSociety* to the Greater-Nashua area. She and her husband have actively participated in all the planning meetings and shaping the mission and vision of MACS and look forward to having *MicroSociety* as an alternative public school option for their children. Cheryl's experience as a *MicroSociety* student and with children will be invaluable on the Start-up Committee and MACS Foundation.

- Curriculum/Instruction Committee: Theresa Roach, Retired Middle School Teacher, Co-founder, & *MicroSociety* Middle School Curriculum Consultant and TBA

Theresa brings 14 years of experience working with diverse middle school students and staff in Lowell (MA) Public Schools. Theresa served 11 of those years at the McDonough City Magnet School, the nation's first K-8 *MicroSociety* school, working as a Government/Citizenship teacher. She is also one of the pioneering parents who sent her two children to the City Magnet School's *MicroSociety* program. Theresa is an experienced trainer/presenter who has presented at national and state conferences, and worked with teachers and administrators at schools in New York, Arizona, and Massachusetts. For the past year Theresa has volunteered as a development and

curriculum consultant and MACS founder to help her former students who are now parents realize their dream of creating a modern *MicroSociety* Charter School for their children in NH.

- Marketing/Partnerships Committee: Gregory Bean, M.S., Speech-Language Pathologist, Founding Parent, Thomas Malone (see above) and TBA

Greg is a founding parent and married to MicroSociety Alumna Cheryl McNamara Bean. He is a Nashua resident and father to three boys who attend pre-school in Nashua. He is employed as a Speech-Language Pathologist at Greater Lowell Technical High School in Tyngsborough (MA) and a local skilled nursing facility. Greg became a founding parent after seeing how committed Cheryl was to the idea of helping her fellow NH MicroSociety alums and neighbors bring a MicroSociety Charter School to the Greater-Nashua area. Greg and his wife have actively participated in all the planning meetings and have helped shape the mission and vision of MACS. Greg's experience both as a parent and a Speech Pathologist will be invaluable on the Start-up Committee and MACS Foundation.

- Admissions/Human Resources Committee: Theresa Roberge Sylvester, Founding Parent, Nashua Public Schools and Cheryl McNamara Bean (see above) & TBA

Theresa (Roberge) Sylvester is a founding parent married to Marc Sylvester, a MicroSociety alumnus of the McDonough City Magnet School (Lowell, MA), and a graduate of Lowell High School. They have two girls who are currently 11 & 8 and reside in Nashua NH. Both children presently attend Nashua schools. Theresa currently works for Nashua Public Schools as a Parent-Teacher liaison and student monitor. Theresa became a founding parent after seeing how committed her husband Marc was to the mission of helping fellow parents and neighbors bring a new MicroSociety Charter School to the Greater-Nashua area. Theresa looks forward to having *MicroSociety* as an alternative public school option for their children. Her experience as a parent and working and volunteering in schools will be invaluable on the Start-up Committee and MACS Foundation.

- Finance (Fundraising/Grant Writing) Committee: Dave Cronin (see above) and TBA

- Vision and Evaluation Committee: Thomas Malone (see above) and TBA

(Appendix C Cont.): Names and Addresses of Parents and Founders

***(Appendix D) Outline of MicroSociety Academy Charter School
Accountability Plan***

A. MACS Mission Statement

B. School Program

1. Grade and age levels served
2. Brief summary of curriculum design and instructional approach, including provisions that are made for students with disabilities and students who have limited or non-English proficiency
3. Brief description of key mission-related programs
4. Teacher/student ratio

5. School year and hours of operation

6. Brief description of the student application and enrollment process, including the deadline for submitting applications for enrollment in the coming year

C. School Staff

1. Name of head of school (Principal, Headmaster, Dean...)

2. Name of business manager

3. Number of teachers

4. Summary of qualifications (e.g. yrs of experience, training, degrees/degree in field, licenses, certification/certification in field) and assignments of school staff

5. Staff attrition rate

D. Student Characteristics

1. Number of students enrolled, by grade level

2. Student attrition rate during the year reported

3. Demographics (by race, ethnicity, gender)

4. Percentage of limited and non-English proficient students

5. Percentage of students with special education IEPs

6. Percentage of students qualifying for free or reduced price school lunch program

7. Average daily membership

8. Average daily attendance

E. Governance

1. Board of Trustees members (names and affiliations), officers, and committee assignments

2. Advisory committees (member names and affiliations) 3. Meeting schedules for upcoming year

F. Finance

1. A financial statement of revenues and expenditures for the year just ended

2. A balance sheet listing the charter school's assets, liabilities, and fund balances or equities

3. A copy of the school's approved budget for the current school year 4. The average cost per student (total non-capital expenditures divided by the FTE enrollment)

5. A list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year reported

School Performance

This section will report on what has been learned about the school's performance against the goals contained in its accountability plan. The section also will describe actions that are being taken to use accountability information to improve school programs, practices, and performance. Finally, the section will describe how the information is being reported to parents and the public.

A. Evidence of Performance and Progress (from the school's accountability plan)
Information on school performance should be organized according to the three central questions that will guide the Board's decisions about charter renewal or revocation.

1. Is the educational program getting results?

a. Educational Goals

- A statement of the educational goals, performance indicators, and annual and long-term performance targets contained in the school's accountability plan.
- A description of the student assessment tools and processes. b.

Student Academic Performance

- A summary of student performance on multiple assessments, including district wide assessments.
- For students with disabilities, evidence of attainment of the objectives contained in their Individual Educational Plan.
- A summary of grade advancement and graduation rates, if applicable.
- A summary of college admission test scores and college admission rates, if applicable.

c. Student Non-Academic Performance

- A summary of performance on non-academic student performance goals included in the school's accountability plan.

2. Is the school a viable organization?

Organizational Goals

- A statement of the organizational management goals, performance indicators, and annual and long-term performance targets contained in the school's accountability plan.
- A description of the measurement tools and processes.

a. Organizational Performance

- A summary of the school's performance against each of its organizational management goals

b. Parent and Community Satisfaction and Support

3. Is the school in compliance with the rules under which it operates?

Compliance with the Charter

- Information describing how the school has observed the provisions of law and met the conditions of the charter

B. Unique Accomplishments

This section of the report offers schools the opportunity to describe a few of their big successes, even those that may have been unexpected or unintended. Schools are encouraged to report their unique accomplishments in vignette form.

C. Lessons Learned and Actions Taken Based on Accountability Information

1. Some important lessons learned from the school's accountability processes
2. Problems identified and program changes undertaken as a result of information generated through the accountability plan
3. Program modifications under consideration based on information generated through the accountability plan
4. Anticipated problems

D. Reporting Accountability Information to Students, Teachers, Parents, and the Public

1. A description of dissemination activities, including reports, publications, meetings, or other initiatives completed, underway, or planned
2. Materials used by the school to communicate accountability results to its constituents may be included in an appendix to this report.

E. Improving the School's Accountability Plan

1. Problems encountered in implementing and managing the school's Charter School Accountability Plan.
2. Recommended changes in the Accountability Plan based on your experience. **Audit**

Report

1. An audit report prepared by an independent certified public accountant in accordance with Government auditing standards for financial audits issued by the Comptroller General of the United States.

(Appendix E) Outreach Providers

Agencies *MicroSociety Academy Charter School* will use to identify low-income, culturally

disadvantaged and other children who would benefit from our school:

Paraprofessionals, physicians and psychologists:

- Swing for the Stars 2 Pillsbury Street, Suite 404 Concord, NH 03301 Phone: (603)-228-STAR(7827) Fax: (603)-228-7828
- DTS Inc. Therapy Rehab 370 Daniel Webster Hwy Merrimack, NH 03054 • The Counseling Center of Nashua One Main St. Nashua, NH 03064 Phone: 603-883-0005 Fax: 603-883-0007

State Agencies:

- New Hampshire Department of Education Kenneth Relihan, Consultant Office of Gifted Education 101 Pleasant Street Concord, NH 03301 (603) 271-6151
- NH Association for Gifted Education Teresa Morris, President PO Box 10432 Bedford, NH 03110 nhaged@gmail.com <http://www.nhage.org/>
- Granite United Way 2 Concord Street, Floor 2 Manchester, NH 03101 603.625.6939 | 603.627.6057 (f)
- Child and Family Services of NH 9 Hampton Road Exeter, NH 03833 Ph: (603) 518-4002 Fax: (603) 772-3787 Joann Cobb, Program Director Email: cobbj@cfsnh.org
- Community Partners Forum Court 113 Crosby Road, Suite #1 Dover, NH 03820-4375 Brian Collins, Executive Director Ph: (603) 516-9300 Fax: (603) 743-3244 Website: www.communitypartnersnh.org
- Community Strategies for NH (CSNH) 1490 Elm Street, Unit 1 Manchester, NH 03101-1334 Ph: (603) 621-7072 Fax: (603) 621-7076 Deb Hopkins Email: dhopkins@crjustice.org
- Easter Seals New Hampshire, Inc. 555 Auburn Street Manchester, NH 03103 Ph: (603) 623-8863 Fax: (603) 625-1148 Larry Gammon, CEO Email: lgammon@eastersealsnh.org Susan Silsby, Vice President, 603-775-0195
- Gateways Community Services 144 Canal Street Nashua, NH 03064 Phone: (603) 882-6333 Fax: (603) 889-5460 Sandra Pelletier, President/CEO Beth Raymond, Vice President of Family & Individual Svcs Website: www.gatewayscs.org Email: info@gatewayscs.org
- Monadnock Developmental Services-ISO 121 Railroad Street Keene, NH 03431 Ph: (603) 352-1304 Fax: (603) 352-1637 Chris Coates, MDS-ISO Director Email: chrisc@mds-nh.org
- New Hampshire Connections: A Project of PIC Parent Information Center 151A Manchester Street Concord, NH 03302 603-224-7005
 - New Hampshire Family Voices 129 Pleasant St. Concord, NH 03301 Toll Free In State: (800) 852-3345 X 4525 or (603) 271-4525 Email: nhfv@yahoo.com
- Opportunity Networks 116 A Perimeter Road Nashua, NH 03063 Ph: (603) 889-0796 Fax: (603) 546-0128 Rocky Morelli, Executive Director Email:

rmorelli@opportunitynetworks.org

- RISE Early Intervention and Prevention Services 147 Washington Street Keene, NH 03431 Ph: (603) 357-1395 Fax: (603) 357-1397 Toni Ellsworth Exec. Director Email: tellsworth@riseforbabyandfam
- The Parent Information Center PO Box 2405 Concord, NH 03302 (603) 224-7005

(Appendix F) Supporters

Professional Support

The following supporters have committed to providing MACS with professional advice and support as consultants and/or on the Board of Advisors.

Section U: Identity of Consultants.

- Sylvia Aldrich-Walsh, Middle School Special Needs Teacher, Founding parent and MicroSociety Alumna
- Kevin Avard, Former New Hampshire State Representative, Business Owner, Cable Television Program Host
- Gregory Bean, Speech Therapist & Special Needs Teacher
- David Cronin, MicroSociety, Inc., Volunteer Curriculum & Development Consultant and K-8 Educator (Retired)
- Mary Ellen Fitzpatrick, Enterprise Bank and Enterprise Bank Non Profit Collaborative
- Paul Katler, K-8 Instructional Technology Teacher (Retired)
- Carolynn King Richmond, MicroSociety, Inc.
- Rob Kutzik, MicroSociety, Inc.
- Senator Bette Lasky, NH State Senator
- Eileen Liponis, Executive Director of NH Public Charter School Association
- Brian Malone, Financial Representative, Northwestern Mutual Financial Network
- James Malone, M Ed. Counselor emotionally and physically challenged students & NH Middle School Teacher
- Thomas F. Malone, K-8 School Principal and K-8 Teacher (Retired), Volunteer Development & Curriculum Consultant
- Barry Pearson, Enterprise Bank and Enterprise Bank Non-Profit Collaborative
- Thong Pham Duy, M. Ed., SmartEDU Software
- Theresa Roach, Middle School Teacher (Retired), Volunteer Curriculum Consultant
- Dr. Akhil Sastry, MD, Orthopedic Medicine, MicroSociety Alumnus, Portsmouth, NH.
- Matthew Southerton, Director, Co-Founder New Hampshire Center for Innovative Schools
- Marc Sylvester, Founding parent, MicroSociety Alumnus, Metrocast Communications of NH, LLC

MACS's Community Partners:

- NH St. Rep. (former) Kevin Avard
- Enterprise Bank
- Enterprise Bank Non-Profit Collaborative
- Greater-Nashua Chamber of Commerce
- Nashua Access Cable Television
- Nashua Public Library
- Nathan Blais Painting Co.
- SmartEDU Software
- SportsMedicine Atlantic Orthopaedics
- State Senator Bette Lasky

NH MicroSociety Alumni Supporters:

- Silvia Aldrich Walsh, Nashua, NH
- Cheryl McNamara Bean, Nashua, NH
- Tahlea Boland, Nashua, NH
- Edward Brand, Penacook, NH
- Amy Spence Dienta, Nashua, NH
- Kellie Garvey, Hudson, NH
- Leighann Gelineau, Nashua, NH
- Patricia Hale, Nashua, NH
- Stephanie Lavallee Maglio, Merrimack, NH
- Erin McLaughlin, Nashua, NH
- William Murray, Derry, NH
- April Robey Golden, Derry, NH
- Akhil Sastry, MD, Portsmouth, NH
- Mary Suttie Sorensen, Pelham, NH
- Marc Sylvester, Nashua, NH
- Brian Walsh, Nashua, NH

Letters of Support (see attached)**Appendix G:****Examples of how Common Core standards will be reinforced through
MicroSociety Applications**

Language Arts—Writing:

Text Types and Purpose, Production and Distribution of Writing, Research to Build and Present Knowledge, and range of Writing :

- Students will write a school constitution
- Students will write resumes and job applications
- Students will write minutes of meetings
- Students will write factual articles for newspapers and magazines
- Students will write poetry and short stories for student managed publications
- Students will write business letter to community partners
- Students will write bills for legislation
- Students will write directions for making products
- Students will write business letter to community partners
- Students will write bills for legislation
- Students will write directions for making product

Language Arts—Reading:

Key Ideas and Details, Craft and Structure Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity:

- Students will read and use technical manuals, forms, directions, and other related materials within ventures and agencies
- Students will use extensive vocabulary related to citizenship/government and economics, as well as terms related to their particular agency/venture
- Students will read stories to other students and ask higher level thinking questions
- Students will read and discuss works of fiction, nonfiction, poetry and prose at the Readers Café' venture
- Students will read newspaper, magazines, and anthologies of student writing published by students

Mathematics:

Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry

Social Studies:

Students will understand the structure, functions and purposes of government and how the principles and values of American Democracy

are reflected in American constitutional Government:

- Students will make change using addition and subtraction skills
- Students will balance financial records for agency/ venture as well as personal budget
- Students will estimate money left while shopping
- Students will measure accurately while making products
- Students will calculate tax due or owed
- Students will collect and analyze economic data from their agency/venture
- Students will conduct market surveys to determine if a product will sell
- Students will create graphs and charts to display data collected
- Student candidates will run for public office
- Students will become citizens
- Student citizens will vote
- Students will run for elected office
- Students will examine different form of government
- Students will create laws that deal with issues that arise in their society
- Students will participate in court processes in operation
- Constitution Conventions will convene to write the governing document
- Legislatures will write laws
- Courts will uphold laws

APPENDIX I:

A Typical MACS Student Day and Lesson Plans incorporating MicroSociety

A typical day for a MicroSociety Academy Charter School student will in many ways resemble a typical day in a standard public school classroom, but in other ways it will look and sound very different. As previously mentioned in the curriculum and instruction section, MACS teachers' lessons will be focused on teaching the core curriculum through a variety of research-based best practices. Much of this will occur during the "Academy" portion of the school day which will encompass the greater part of a student's day. The difference will be that these practices will be augmented by teachers incorporating a student's relevant MicroSociety experiences into each lesson. The concepts in the lessons will be further reinforced later in the day with the student's active involvement in creating and operating the agencies and ventures of their own society. During the course of "Academy" lessons and MicroSociety ventures teachers will be able to take a seemingly abstract core curricula concept and, wherever possible, link it to a student's concrete understanding of their MicroSociety and the real world.

During the greater portion of the day, primary grades students, for example, may be taught and assessed utilizing developmental best practices in an "Academy" classroom. The differentiated instruction and learning centers around the classroom might incorporate typical manipulatives (i.e. blocks, legos, popsicle sticks) and the individualized and independent level reading material typical of a rich children's literature classroom library, as in any developmental classroom. The difference will be that the lessons will also contain Economy strand manipulatives and readings that will relate directly to a student's MicroSociety

experience solving their real world bank or marketplace math problems using the school currency, measuring crafts material for a product, completing simple profit/loss statements, and/or reading, responding and predicting outcomes to a story about a child operating some kind of business. Later in the day during a scheduled MicroSociety period the teacher might take the class to the marketplace to cash their pay checks, sell their products, make purchases and/or perform their weekly bank transactions. In these instances the teacher's efforts to reinforce various core curricula concepts will be augmented with the assistance of older students acting as MicroSociety employees and managers. Upon their return to the classroom, the students might be asked to record in their daily journal their reflections upon what they learned that day including their MicroSociety venture experience.

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In a middle school English/Language Arts "Academy" class a student might be instructed by a teacher using Collins Writing program practices and encouraged to write a piece on a given topic during a sustained writing period. A student might decide to write a piece recalling facts and/or expressing their opinion regarding a current event, student bullying, or a MicroSociety court case that they observed as a lawyer, juror or reporter. With teacher encouragement the student might later during a MicroSociety publishing venture utilize this writing assignment as the basis for writing their "hard news" story, editorial or letter to the editor on their tablet for eventual publication in a student newspaper or another online or hard copy MicroSociety publication. If the teacher chooses, the publication might be made required reading for his/her middle school Academy ELA class students and used as a basis for a followup lesson.

One of the exciting differences for teachers working in a MicroSociety school is that although it is clear the core curriculum will be used as basis for instruction, there is still a good measure of creativity left for teachers to put their own relevant and unique MicroSociety spin on their lesson plans. That which follows is a sample of lessons available to MACS in MicroSociety, Inc. professional development materials that our teachers can use as examples of incorporating MicroSociety concepts into their own lessons at MACS for primary grades 1 (Lesson 20-Counting Change) and 3 (Lesson 23-Advertising) and middle school grade 5 (Lesson 7 Business Meetings) "Academy" classes and/or MicroSociety ventures during the course of a typical day and/or over the course of several Days.

APPENDIX H:

Sample Benchmark Assessment Calendar

Sep. 13 - 30

- **BOY Assessment** window is open
- all scores must be recorded on the Drive spreadsheet by Oct. 1 (data talks to happen at October 8 staff workshop)

Nov. 8 - 12

- **Progress Monitoring** Assessments (only for students who did not meet BOY benchmarks)
- all scores must be recorded on the Drive spreadsheet by Nov. 12 so as to have data for Parent Conference week of Nov. 15-19

Jan. 10 - 28

- **MOY Assessment** window is open
- all scores must be recorded on the Drive spreadsheet by Jan. 28

Mar. 21 - 25

- **Progress Monitoring** Assessments (only for students who did not meet MOY benchmarks)
- all scores must be recorded on the Drive spreadsheet by March 25

May 16 - June 3

- **EOY Assessment** window is open
- all scores must be recorded on the Drive spreadsheet by June 3