

Next

Chartered High School Application

*Proposed in Derry, New Hampshire
Grades 9-12*

Overview

As we learn more about the art and science of the teaching profession and the development of the human condition as it applies to learners and learning, it is increasingly apparent that in order to provide students with meaningful access to their world we must seek and adopt a flexible approach to schooling. Our current school model is not meeting the needs of all learners. Most public schools today, as a result of their sheer size and ever-increasing breadth of mission, remain institutions that work better for adults than for children. This is not to slight the individuals working within the public education system but rather to highlight that as a system, as a unified organization, we have yet to impart an effectual education for all students. As students progress or simply move through the K-12 model, they are subject to a “lottery system” of education, dependent upon the quality of individual staff that at best they can select and at worst to which they are arbitrarily assigned. The public education system, as currently designed, cannot serve all students well. It is too big and is responsible for doing too much. And big ships cannot, by their nature, turn on a dime. Nor can they possibly meet the unique and changing needs of all their customers. Instead, they offer a single experience to all customers and the customer is responsible for fitting within that experience. The end result for school systems is that some students are not well served. They may get lost, fall through the cracks, sit passively, or become victims of rigidity. Charter schools offer a different model within the system and therefore can produce different outcomes for students who do not benefit from a traditional system. Charter schools can build a new, smaller, and more responsive ship.

Compared to other states, a limited number of charter schools operate within New Hampshire. Moreover, even fewer serve students in the southern region of New Hampshire. Dating back to the early-to-mid 1600’s, New England has been considered to be the cradle of publicly financed education. Since, public education has undergone significant changes to its makeup and mission. Initially conceived as a system to support the acquisition of reading skills in order

to access religious texts, schools evolved to become state-sponsored institutions with an end goal to produce an educated citizenry to benefit the republic. This sentiment was reinforced after schools reorganized themselves in the post-World War II era of modernized industrialization and in response to scientific advances of foreign countries, specifically the now-defunct Soviet Union. Generally, high schools today evoke stark similarities to their predecessors dating sixty-plus years – they are organized by the chronological age of students, promote a hierarchical governance system, compartmentalize subject disciplines, denote advancement by time served, and are characterized by the inflexibility of rules, procedures, and policies as they pertain to all students. We are confronted with the question – “Is this model of education working for all students?” Based upon data sources and anecdotal observations, our answer must be in the negative. We therefore have an obligation to seek an alternative.

Derry is uniquely prepared to offer students a choice with regard to their education in the format of establishing a charter high school. A K-8 system, the Derry Cooperative School District (DCSD) contractually tuitions students to Pinkerton Academy, the largest independent academy in the United States, serving 3,100 students from three (3)¹ local communities. Despite its resources, adaptations, excellence in programming, and earnest mission, Pinkerton recognizes that some students are not successful within its learning community and they are therefore open to exploring building a partnership to increase the educational options and outcomes for some students.² Separately, the School Board of the DCSD identified as a goal within its strategic plan to ensure that all students are successful in that they earn a high school diploma.³ In addition to this standard, the current contract with Pinkerton allows for 10% of Derry students to attend other secondary educational institutions where their needs will more effectively be served.⁴ Considering the mutual interest demonstrated by both educational bodies, coalesced with the fact that the DCSD maintains a vacant facility and the New Hampshire Department of Education has resources to assist in charter start-up, the timing is both pragmatic and fortuitous to create another pathway for high school students that complements the existing traditional educational system.

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

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

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

¹ anticipated 4th community to be Auburn, NH i n 2013

² see letter of support from Mary Anderson, Headmaster of Pinkerton Academy, anticipated

³ see DCSD strategic plan

⁴ see contractual agreement between the DCSD and Pinkerton Academy

option for some of its children currently dropping out of Pinkerton Academy or those who complete the graduation requirements in a manner that does not transition into a post-secondary learning experience. This should not be about placing blame, but instead should be focused on providing all students with a real sense of the democratization of education. The statistics are staggering: President Obama cited that 1.2 million students drop out of high school each year,⁵ the National Center of Educational Statistics report entitled “Public School Graduates and Dropouts from the Common Core Data” cited the drop out rate is 25%,⁶ and the National Right to Read Foundation found that “the number of functionally illiterate adults is increasing by approximately two and one quarter million persons each year.”⁷ There are not numbers to indicate with certainty how many high school students feel dis-experienced within their schools, but the preponderance of evidence suggests the numbers must be greater than those used to document the numbers of high school dropouts. The community of Derry is not immune.

Students become disenfranchised, disconnected and disengaged from school for as many reasons as there are students. However, the National Dropout Prevention Center/Network⁸ operating out of Clemson University identified twenty-five (25) risk factors that are categorized within two (2) domains – individual and family. It is the intent of the Charter School to mitigate these factors by incorporating a highly flexible learning environment with a viable commitment to meeting its mission. The very nature of decreased size and an increased focus on an acute mission will serve enrolled students well.

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

1. Competency – At every opportunity, students will be assessed on what they know and can do. Student achievement will not include components of effort, behavior, attendance, preparation, or time-oriented deadlines.⁹ Instead, student achievement will be measured in degrees of proficiency toward mastery of competencies over time. As a result, each course at *Next* will outline clear, non-negotiable learning outcomes, or competencies, that drive instruction. Competencies will be transparent, rigorous, and met in such a way as to demand a depth of understanding.

2. Learning is a Social Act – *Next* will emphasize and promote the idea that authentic learning is best realized within a social dynamic. To this end, individual classrooms and the larger school itself will be community-based, in that both students and staff will have distinct contributions to make with regard to collective learning. This model is reflective of the collaborative nature demanded of participants within the 21st century and will also help to cultivate specific dispositions. Learning does not occur in a vacuum and therefore students will share experiences within teams, groups, and compacts in pursuit of competency mastery.

⁵ see New York Times article, 2010

⁶ see Stillwell, 2010

⁷ see NRRF @ www.nrrf.org/essay_Illiteracy.html

⁸ see report Dropout Risk Factors and Exemplary Program: A Technical Report, 2007

⁹ see the work of Rick Stiggins, Douglas Reeves, Ken O’Connor, and Thomas Guskey

3. Process and Inquiry – Traditional approaches to learning emphasize answers. *Next* will emphasize questions. The work of our students will be driven by important, real-world problems and questions. An emphasis will be placed on the value of knowledge as a tool to make improvements to the student’s world. We will not pursue facts, skills, and knowledge taught in isolation, with no clear connections to the real world. Instead, students will engage in inquiry-based processes that seek to connect student interest to the demonstration of proficiency towards competencies.

4. Flexibility – *Next* values the unique needs and offerings embodied within each student and staff member. Therefore, *Next* refuses to adopt a “one size fits all” approach to learning. If learning is to be successful, then it must be, first and foremost, connected to the interest of the learner. Although the charter school will necessitate the use of standardized policies, procedures, and practices, it will always default to exceptions to the norm and arrive at these exceptions through dialogue, reflection, and analysis with all involved parties.

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

1. We believe that schools can be the primary environmental factor that provides individuals access to our democratic ideals. They can be more powerful in the ability to shape a student’s future than any other competing socio-economic factor. If we subscribe to this belief, then it is the responsibility of this charter to create a school environment that is viable for all students.

2. We believe that human behavior is not explained simply. Instead, we believe that human behavior is a result of impulses and decisions to achieve one or more end: survival, belonging, power, freedom, mastery, and fun.¹⁰ If we subscribe to this belief, then we must build a community of learners that knows and applies these principles of human behavior.

3. We believe that we live in an unprecedented age in which the world is becoming increasingly flat.¹¹ More than ever before, access to technology is emerging as a fundamental right and should no longer be relegated to a privilege. If we subscribe to this belief, then we must provide current and purposeful technological media for student and staff use.

4. We believe that individual students arrive at school with a varying degree of culturally relevant experiences. Not all of them are equal. Their prior experiences have a direct impact on how they access current learning experiences.¹² If we subscribe to this belief, then we must create opportunities for students to participate in outside of the school setting and connect these experiences to competencies.

¹⁰ see William Glasser, Choice Theory in the Classroom and Daniel Pink, Drive

¹¹ see Thomas Friedman, The World Is Flat

¹² see Wertsch, J.V (1997) "Vygotsky and the formation of the mind" Cambridge.

5. We believe that grades are incomplete and ambiguous measures of student achievement in that they are not specific, timely, or meaningful. If we subscribe to this belief, then we must construct a system for reporting and measuring student achievement that is based in language that describes levels of competency and structure learning opportunities in a heterogeneous manner.

6. We believe that all participants within an organization must have input to affect the operations and outcomes of that organization. This inclusionary model increases the capacity of the organization and most successfully encourages human collaboration and therefore is most responsible for building human connections. If we subscribe to this belief, then decision-making at all levels is a collective effort.

7. We believe that staff who have direct interactions with students are the most important people in our organization outside the students themselves. If we subscribe to this belief, then we must provide the time, resources, and professional development necessary so that they remain the primary positive factor that influences student achievement.

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

1. Curiosity: we will ask questions and seek solutions or responses.
2. Empathy: we will seek to understand before we criticize.
3. Inquiry: we will gather information and make determinations.
4. Perseverance: we will not expect things and thinking to be easy.
5. Awe: we will recognize and celebrate the fantastic.
6. Precision: we will be exact in our summative work.
7. Humor: we will use it and know when not to use it.
8. Advocacy: we will ask for what is right and just.
9. Reflection: we will think about our thinking.
10. Passion: we will be driven by what we believe.

What does the students' world look like?

Next acknowledges and embraces the fact that we are educating some students for jobs that do not yet exist. Indeed, we recognize that today's ten (10) most in demand jobs may not have existed a decade ago.¹³ This has serious implications for our work.

We live in a time of uncertainty and promise due to the rapid rate of technological change.

¹³ see Dr. G.P. Peterson's address *It's A Changing World: Will Higher Education be Prepared?* given to the Georgia Society of Professional Engineers at the Georgia Institute of Technology on October 7, 2009, in which he cites former Secretary of Education, Richard Riley

Technology is no longer simply a tool that is disconnected from everything else we do or regulated to a toy. Instead, it is embedded in everything we do. Information, opinions, knowledge, arguments, analysis, beliefs, and theories are available at a finger click connected to the Internet from our desk, chair, car, coffee shop, plane, and classroom - all in textual, visual, and auditory formats. Within this interconnected environment, our students have significant experience sharing their contributions with a larger community. Coined the “upload generation,” these students have an expectation to create and donate content via the Internet. The audience is of paramount importance. The mission of schools, therefore, has fundamentally changed. Our focus must target the [search] instead of the answer. We must provide, at every opportunity, the ability for students to “publish” their work. There is more generalized information today than yesterday and there will be more tomorrow. It is being created and made more accessible to us every day, at an exponential rate. We must therefore facilitate graduates who can “sift through” information, synthesize and evaluate it, and finally develop unique and novel contributions using it. The industrial age is no longer. We are in the midst of the knowledge age - a time period in which *information* is not the end goal. Instead, we must facilitate student use of this information, across disciplines, so their *knowledge* is created, vetted, and finally applied in an open forum of collective intelligence.

To participate meaningfully in this world, students need tools. *Next* is committed to providing 1:1 technology for students in order to support the mission of the charter and to engage students in ethical technology use. Moreover, *Next* will explore establishing a procedure for students to purchase their technology devices upon expectation of graduation to utilize in the transition to a post-secondary learning experience.

(b) Governance and organizational structure and plan

The germinating idea of establishing a charter high school in the Derry community is not new. It has long been a topic of casual conversations within the community, Board, and schools as committed individuals expressed and discussed a sincere interest in providing all students with a sense of educational efficacy. To this end, the initial body, identified here as *Next* Founding Board,¹⁴ has publicly stated its intention to pursue how the charter concept can complement the existing educational opportunities available to students and to see the charter application process through to completion.¹⁵

In accordance with RSA 194-B:5, *Next* Founding Board will establish a Board of Trustees in order to govern with supervisory duties and authoritative policies. The Board of Trustees will be responsible for actively supporting the mission of the school through building community partnerships, reaching mutually contracting relationships with other governing bodies, and securing appropriate resources so that student achievement is realized as stated within the charter.

¹⁴ see Appendix A

¹⁵ see Appendix C

Board of Trustees

The Board of Trustees may be comprised of five (5) to thirteen (13) members. The anticipated representation of the board may include:

- (2) members of the Derry Cooperative School Board
- (1) member will be the Superintendent of Schools of a District served by the Charter School¹⁶
- (2) members will be parents of enrolled students or not fewer than 25% of the Board's total membership
- (1) member will be a professional educator
- (2) members may be from the business community
- (1) member may be a University of NH educator
- (1) member may be a professional artisan
- (1) member may be a Pinkerton Academy educator
- (1) member may be a non-profit professional
- (1) member may be a technological professional

In addition, the Board may determine to include two (2) enrolled and/or alumni students as non-voting members. When deemed appropriate by the Board of Trustees, other non-voting members may be added to the body when they can serve the interest to further the mission of the charter. A quorum will consist of the majority of the Board, who are voting members, participating in real-time communication in person, voice, or video. As the governing body of a public school, the Board of Trustees shall record minutes in accordance with the New Hampshire Right to Know Statute.¹⁷

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

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

The plan for governance will rest, unequivocally, with an acute focus on the achievement of each individual student. As such, the Board's plan for governance will reflect the principles set forth by the National School Board Association's Key Work of School Boards.¹⁸

Lastly, the Board may contract for services, both personnel and non-personnel, when appropriate to meet its obligation outlined for students within the charter.

¹⁶ the Superintendent will constitute a non-voting Board member

¹⁷ see RSA 91-A

¹⁸ see <http://www.nsba.org/>

The Board will, for the purposes of operating *Next*, designate individuals to assume the role of co-director. These positions will be responsible for the day-to-day operations of the school and will report directly to the Board.

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

Next Founding Board will appoint the initial Board of Trustees. The Founding Board will consider, as the primary criteria for selection, those individuals who ardently support the mission of the charter, including its tenets and belief statements. There will be an emphasis placed upon individuals who are determined to bring flexibility to the public education system for the benefit of students and who can represent a wide demographic. *Next* Founding Board will seek individuals who can provide expertise, wisdom, resources, and passion that will result in improved student learning. Board members will be appointed after recommendation, discussion, and approval by the majority of the Board.

Next Founding Board members and emerging Trustee Board members will serve three (3) year terms, with the exception of parent members and DCSD School Board members who will serve one (1) year terms. Initial Board member terms, however, may be less than three (3) years in order to stagger completion and recruitment dates. Board members may be renewed in accordance with developed Board by-laws. In the event a Board member needs to be replaced or steps down per the developed by-laws, the newly elected member's term will fulfil the term of the vacant Board member.

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

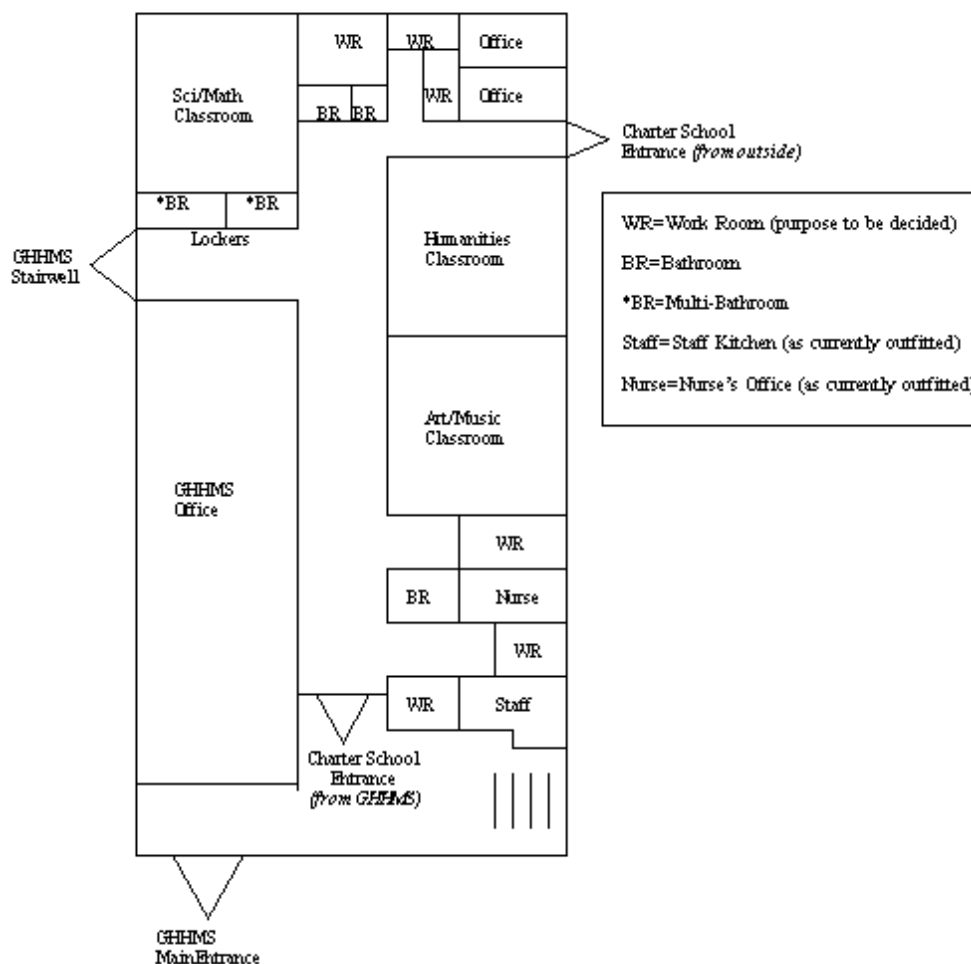
The proposed space for *Next* is located in a section of the Gilbert H. Hood Middle School building.¹⁹ This space, most recently used by the Derry Early Education Program, has been recently renovated but currently lays dormant. There are three large classrooms, an office (divided into two rooms), several smaller workrooms of varying sizes, a nurse facility, several single and multi-person bathrooms, and a staff kitchen. The space has three entry points, one of which is a direct entry from outside, complete with a separate parking area.

Because the space is integrated within the Gilbert H. Hood campus, it contains much of the necessary technological infrastructure, including wireless and wired Internet, cable, and phones in each room. The entry/exit points from the space also provide the ability for students to access other parts of the Gilbert H. Hood facility (ie. dining hall, gymnasium, main office) without using corridors shared with middle school students.

Below is a basic layout of the proposed space:

¹⁹ see January 3, 2012 DCSD School Board vote

Charter School Layout



The aforementioned facility, including its functions, will be provided at a nominal fee, by the Derry Cooperative School District. *Next* will budget for maintenance of the facility.

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

Next is designed to flexibly meet the needs of each individual student as he/she progresses through the academic program based on the mastery of competencies. Although it is possible for some students to be actively engaged in the competency work of multiple grade levels, we assume that many students will earn a high school diploma over the course of four (4) years. Because social learning is an essential component of our learning community, we believe students will most successfully transition into our school as grade nine or ten students. This early enrollment will allow students to develop the necessary interpersonal connections with their peers and the staff. As a result, our enrollment projections take an approach which targets early integration.

Below is a graphic of our enrollment projection over the course of the first five (5) operational

years. This projection assumes that enrolled students will remain enrolled and progress as a cohort group based upon competency mastery. *Next* explicitly sets the following total school enrollment by year as a maximum cap in order to promote and protect the mission herein stated. We recognize that in order to deliver the goals of the mission to students that we must demonstrate restraint in terms of enrollment. Although we will accept applications from students from other communities, Derry residents will be given first available enrollment in accordance with RSA 194-B:2, IV. We anticipate setting a total enrollment cap of 90 students by the 2017-2018 school year.

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
Grade 9	15	15	15	15	15
Grade 10	15	15	15	30	30
Grade 11	0	15	15	15	30
Grade 12	0	0	15	15	15
Total	30	45	60	75	90

Who are our students?

At its core, the student body is anticipated to include a widely diverse population of students to reflect the totality of the local community. This sentiment also places a distinct emphasis on the fact that the value of the community is enhanced by a collection of different individuals who participate within its system. It also reinforces the belief that a homogeneous group of students does not further the benefits of socialized learning whereas a heterogeneous group of students interacting with one another, content, and skills extend the learning of individuals within the group. We can learn more from those who differ from us than from those who are the same.

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

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

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

1. Input and Interest: students need to gain a voice.
2. Association: students need to be part of a community.

3. Relevancy: students need to see their lives beyond high school.

Above all else, all students who attend *Next* require a flexible learning environment as it applies to competencies, rules, and procedures. One size will not fit all.

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

(f) Curriculum

This is intended as an initial overview of the proposed curriculum for students. We assert that curriculum should be abundantly clear and transparent but also considered with the capacity to be fluid in that it is responsive to changes in student needs, current research, and the demands of our changing world. Teachers, and those staff who interact directly with students, should have the power to impart their expertise on the development and refinement of curricular expectations.

The goal of *Next* will be to provide an inter-connected curriculum that challenges the use of acquired content and skills to produce unique, novel, and innovative solutions or responses to real-world problems or questions. Embedded within this goal is the expectation that students will acquire all content and skills required by traditional public education counterparts as prescribed by the State of New Hampshire and the high expectations that drive this acquisition.

Next will use the Common Core Standards, adopted by the State of New Hampshire in July of 2010, as the framework from which to build a comprehensive curriculum that will prepare students for their immediate post-secondary learning experience that will either target a career or college readiness.²⁰

In order to measure the extent to which the curriculum is mastered by students, the curriculum will be defined by performance indicators per competency. Competencies will establish what behaviors and/or products students will need to produce in order demonstrate a standard level of proficiency. The end goal is to cultivate mastery. We anticipate that much of our content will be developed by staff so that we ensure the most current, accessible, and cost-effective means to engage students with curriculum.

Initially, *Next* intends to build and communicate competencies in the following curricular areas:

²⁰ see www.corestandards.org

1. Humanities²¹
2. Mathematics
3. Science
4. Fine Arts
5. Wellness
6. Communication
7. Technology
8. Writing

Students at *Next* may progress within the curriculum in both a traditional and non-traditional approach. Because all learners learn differently and at different rates of speed, students will not be penalized for approaching mastery of competencies in a non-linear manner. Instead, *Next* will build a system of accountability and support to foster students' demonstration of competencies that is driven by student interest. What is important is that all students achieve mastery, not how they proceed along the path toward it.

Due to the small and limited nature of the school at its initial conception, in terms of student enrollment, staffing, and resources, and because it affirms what is best for students, *Next* will actively seek out partnerships with Pinkerton Academy, VLACS, local business, and other community organizations in order to offer our students access to the learning constructs within each setting to act as complements to competency demonstration with regard to curriculum. These partnerships will serve to increase the curricular options for students while also maintaining the rigor of our competencies.

Specific to this aim, *Next* will actively pursue the development of Extended Learning Opportunities (ELOs) to engage students in competency mastery. ELOs will be project-based learning endeavours that demand student input into the development of the learning construct, participation in a real-world context guided by a professional mentor, and most importantly, will produce learning products to meet competencies in a manner that is authentic. Students will engage in research, reflection, product development, and presentation in an interconnected manner. At the conclusion of the ELO, students will “step out of the learning” to present their thinking about the experience to a public audience. This design will draw upon student interest, maintain a rigorous standard of achievement, development meaningful dispositions, utilize the strengths of the community, and posit students at the center of the learning experience.

²¹ to include English, History, Economics, Geography, and Civics

Next plans to open in the fall of 2013. Upon approval of the charter application and the start-up grant, the founding board plans to dedicate a substantial amount of time to the drafting and development of competencies in each curricular area (described above). This work will be done in concert with educational consultants and *Next* staff members.

(g) Academic and other learning goals and objectives

Next recognizes that in addition to setting and measuring academic learning goals throughout a student's enrolled tenure, we have a responsibility to ensure that the work of our students transfers to the next learning endeavour for each graduate. As such, *Next* sets and will collect data to measure the following goal statements:

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

- Behavior (i)* Partner with Pinkerton Academy, the DCSD, and other surrounding Districts.
- Behavior (ii)* Actively recruit and enroll students.
- Behavior (iii)* Provide each student with an Advisor and membership within a small learning groups.
- Behavior (iv)* Engage each student in the social act of learning.

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

- Behavior (i)* Establish a clear and transparent set of competencies and graduation requirements.
- Behavior (ii)* Allow students to pursue mastery of competencies in areas of individual interest.
- Behavior (iii)* Coach students to know and apply the dispositions.
- Behavior (iv)* Establish, monitor, and evaluate individual learning plans.

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

- Behavior (i)* Identify what our students have done outside of school to date.
- Behavior (ii)* Organize off-campus visits to experience culturally relevant sites and events.
- Behavior (iii)* Connect off-campus visits to student pursuit of competency mastery.

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

- Behavior (i)* Establish partnerships for student participation with other organizations.
- Behavior (ii)* Conduct flexible and extended hours of school operation and student access.
- Behavior (iii)* Problem-solve using immediate and more comprehensive exhibitions.
- Behavior (iv)* Construct student capstone experience to be delivered to an authentic audience.

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

- Behavior (i)* Visit universities, community colleges, trade, public, and private organizations.
- Behavior (ii)* Coach students as to the application process regarding options of interest.
- Behavior (iii)* Make available specific grant applications as they pertain to student interest.
- Behavior (iv)* Establish a scholarship fund to support student efforts to pursue post-secondary learning.

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

The purpose of summative assessment, as prescribed in this strand, is to provide an accountability measure to determine the extent to which student learning is realized after the learning episode is complete. We recognize the need for periodic summative evaluation for both reporting and analysis purposes, but the founding tenets and beliefs of *Next* will enable us to shorten, keep, or extend the timelines we implement based upon individual student need. Formative assessments, and the direct feedback to students that accompany them, will drive these collective decisions.

Measuring student achievement is an essential component to the mission put forth in the charter. It must be aligned to a viable curriculum and be collected over a period of time in multiple formats. *Next*, therefore, will establish four (4) domains in which to collect evidence of student achievement - Personal, Curriculum, Community, and Standardized - and one (1) domain to collect evidence of Post-Secondary goals.

Personal

All enrolled students will develop, with the coaching and support of their Advisor, an Individual Learning Plan (ILP). The ILP will be a fluid and malleable document that traces the collaborative effort of the student, Advisor, and school as a means to set and achieve short and long term student goals, particularly as they pertain to competency mastery. Components of the ILP will be structured using S.M.A.R.T. goal methodology as well as evidence and reflection to speak to the current state of said goals. At intermittent stages throughout the year, students will be flexibly grouped into course work teams that most closely aligns with their ILP and is most closely connected to the pursuit of competency mastery. Instead of academic courses marching from start to finish with time as the constant and learning as the variable, *Next* will reorganize student learning groups throughout the year in a manner that denotes learning as the constant and time as the variable. This process will encourage a constant state of assessment with the student and their Advisor to target the current state of competency mastery and the “next” steps needed to demonstrate further competency mastery.

Curriculum

All students will access the same curriculum and will be asked to demonstrate mastery toward the same competencies, but they nonetheless will take different paths to get there. Despite the latter difference, it is essential that they are measured against a standard set of criteria that is explained in performance language as it relates to each competency. The language determined to most accurately reflect the competency and performance indicators will result from staff deliberations to identify the Depth of Knowledge²² indicative of each standard. This will drive the assessment process at the classroom level.

²² see Norman L. Webb, Wisconsin Center for Education Research

Community

All students will engage in public, performance-based assessment within three (3) tiers throughout their tenure. The first will be the shortest time duration of the three and maintain the most controlled audience. Student groups will be presented with a real-world problem or question, gather, evaluate, and synthesize information before developing and presenting a solution or response to the student body within the same instructional day. Student performances will demand the exercise of and practice within multiple competencies.

The second performance-based assessment will be directly tied to summative assessment of multiple competencies, with an emphasis on inter-connected course work. This assessment will draw upon a limited number of content-related competencies (1-5) and delivery-related competencies (6-8). Students will present the summation of their work to the student body and attending community members.

The third will serve as the capstone assessment for all students that is directly aligned to competency mastery. It will be borne and driven by student interest while demonstrating multiple competencies. Working in topical teams, individual students will be paired with real-world professional mentors and in-house coaches to pursue knowledge in a field that pertains to a problem or question, engage in extended thinking over a period of time, and present their novel and unique solution(s) or response(s) to an authentic audience that operates currently in the topical field. The work on this capstone project, likely completed by students during their final year of study, will be preceded by an oral defense from the student to the staff in which there is open dialogue to assess the attainment of competency mastery. In the end, students will produce an idea or artifact that contributes to the benefit of a specific community.

Standardized

Per 194-B:8,V, *Next* will participate in an annual assessment program to evaluate the progress of each individual student provided at the expense of the state. As of April 2012, the New England Common Assessment is administered to grade 11 students in the areas of Reading, Mathematics, Science, and Writing. *Next* recognizes the movement at the state level to explore another annual assessment program grounded in the Smarter Balanced Assessment Consortium as we begin to align curriculum to the Common Core State Standards.

Next is eager to explore how the findings and report of the task force established within Section 193-E:3-c, Development of the Performance-Based Accountability System, will impact the flexibility of an annual assessment program and the subsequent impact it will have on school communities.

Post-Secondary

Next recognizes that student achievement is only meaningful if it is transferred beyond high school for all students. If we are a step in the learning process, we therefore must gauge where

our students go and what they do when they leave in order to determine our effectiveness. As such, we expect to assess the degree to which we meet the actions embedded within the belief statements (a) and the degree to which we achieve the behaviors embedded within the goal statements (g).

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

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

“By the 2008-2009 school year, the local school board shall require that a high school credit can be earned by demonstrating mastery of required competencies for the course, as approved by certified school personnel.”

<i>Required Subject</i>	<i>Credit</i>
Arts education	½ credit
Information and communications technologies	½ credit
English	4 credits
Mathematics	3 credits
Physical science	1 credit
Biological sciences	1 credit
U.S. and NH history	1 credit
U.S. and NH government/civics	½ credit
Economics	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit

Open electives	6 credits
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(j) Staffing overview, including qualifications sought for professionals and paraprofessionals

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

In the initial operational years, it will be necessary for staff members to possess knowledge in multiple areas. For this reason, we will seek to employ individuals with varied skills and experiences. The information below details the anticipated assignment of staff.

2013-2014

Teacher: Math/Science (FTE)

Teacher: Art/Music/Wellness (FTE)

Paraprofessional: Program Support (1 FTE)

Paraprofessional: Program Support (1 FTE)

Administrative Assistant

*Co-Directors will provide instruction in Humanities²³

2014-2015

Teacher: Math (FTE)

Teacher: Science (FTE)

Teacher: Art/Music/Wellness (FTE)

Paraprofessional: Program Support (FTE)

Paraprofessional: Program Support (FTE)

Administrative Assistant

*Co-Directors will provide instruction in Humanities

²³ to include English, History, Economics, Geography, and Civics

2015-2016

Teacher: Math (FTE)

Teacher: Science (FTE)

Teacher: Art/Music/Wellness (FTE)

Paraprofessional: Program Support (FTE)

Paraprofessional: Program Support (FTE)

Administrative Assistant

*Co-Directors will provide instruction in Humanities

2016-2017

Teacher: Math (FTE)

Teacher: Science (FTE)

Teacher: Art/Music/Wellness (FTE)

Teacher: English (FTE)

Paraprofessional: Program Support (FTE)

Paraprofessional: Program Support (FTE)

Paraprofessional: Program Support (FTE)

Administrative Assistant

*Co-Directors will provide instruction in Humanities

2017-2018

Teacher: Math (FTE)

Teacher: Science (FTE)

Teacher: Art/Music/Wellness (FTE)

Teacher: English (FTE)

Teacher: Humanities (FTE)

Paraprofessional: Program Support (FTE)

Paraprofessional: Program Support (FTE)

Paraprofessional: Program Support (FTE)

Administrative Assistant

*Co-Directors will provide instruction in Humanities

In addition to the resident staff, *Next* will contract with additional individuals to provide expertise and student support. These individuals will fill a myriad of roles within the organization, including but not limited to instructional, coaching, and mentoring.

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

Next will attract the highest quality candidates by providing a competitive compensation package, similar to the packages offered by the Derry Cooperative School District and Pinkerton Academy. Compensation plans, inclusive of leave and benefits, will be drafted by the Board of Trustees upon approval of the charter application. Currently, the founding board has allocated the following amounts in its budget projections (2013-2014):

Professional Staff

Average Teacher Salary	\$47,000
Health Insurance Premium paid by <i>Next</i>	90%
Health Insurance Buyout	\$9,000
Dental Insurance Premium paid by <i>Next</i>	100%
Tuition Reimbursement (per teacher)	\$4,000

Secretary

Salary	\$20,800
Health Insurance Premium paid by <i>Next</i>	90%
Health Insurance Buyout	\$9,000
Dental Insurance Premium paid by <i>Next</i>	100%

(l) Pupil transportation...

Transportation of pupils who reside within the Derry Cooperative School District (DCSD) will be in accordance with RSA 194-B:2 (V) that stipulates the same terms and conditions for transportation purposes as provided in RSA 189:6 and RSA 189:8 while added costs to the host district are borne by the chartered public school. Transportation of pupils who reside outside the DCSD will remain the responsibility of the sending family.²⁴ Notwithstanding, *Next* will examine its demographic growth over time in order to explore the feasibility of providing transportation to students outside of the DCSD if it can be accomplished without compromising the mission of the fiscal agent. Moreover, *Next* will work with families to help coordinate a car-pooling system that is mutually beneficial to students and their families.

Next respects the choice of students and their families to attend this secondary educational organization. As such, the same students and families are also implicitly deciding not to fully

²⁴ see RSA 194-B: 2, (IX)

engage with procedures and timetables of their former school. Therefore, we recommend that transportation of Derry pupils does not require them to be bussed to the local high school and then bussed to the charter school, as this may not serve the best interest of its students. To this end, the *Next* has judiciously budgeted monies to secure a transportation contract with a bus company to support student attendance for those students who live in close proximity of the charter school.

When additional transportation is needed to fulfill instructional purposes and in students' pursuits of competencies, the cost shall be borne by *Next*.

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

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

The Board of Trustees will develop and adopt a policy that outlines administrative procedures to address concerns relating to discrimination.

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

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

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

Coordination

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

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

Enrollment

Next wishes to make it explicitly clear that although the mission of the charter does not identify

special education identification as a primary tenet for service, it is not to suggest that individual students who receive special education services could not benefit from the mission, vision, and structure of the charter if indeed their needs match the established mission. Therefore, special education students, in coordination with the decision-making process established by the LEA, are encouraged to apply for admission. We see a significant benefit from the student's perspective for the LEA to invite their liaison from *Next* to attend such decision-making meetings whenever placement may be discussed in a team setting.

RSA 194-B:11, (V) outlines the ability of the LEA and *Next* to act in cooperation and collaboration to meet the needs of students.

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

(o) Admission procedures

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

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

Students residing within the DCSD will be provided admission preference. Admission to the school will be open to any resident within the State of New Hampshire, not to exceed the enrollment limit set by *Next*.²⁵ A lottery system directed by *Next*, as stipulated in RSA 194-B:9 I(c)(2), will be employed to determine admission when the number of applicants exceeds the enrollment cap. If the number of student applicants from inside and outside the school district exceeds the maximum possible percentage of students authorized to attend *Next*, the DCSD will hold a lottery to identify the order of student enrollment.²⁶

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

Next intends to open enrollment on January 1st of 2013 and to establish April 1st of 2013 as a

²⁵ see RSA 194-B:9, (I) (a)

²⁶ see RSA 194-B:2, (IV)

closing date for the purpose of enacting a lottery, if needed. After the lottery or April 1, 2013, whichever is required, student enrollment will be coordinated by the sequence in which formal applications are submitted.

The Board of Trustees will develop and adopt policies for open enrollment to reflect the following procedure:

I. Application

Prospective students and families will complete an application designed to communicate the central tenets, beliefs, and goals reflective of the charter's mission and to solicit specific demographic information from the student and family, including their reason(s) for application. Said application will consist of all necessary forms for transfer as required by the state. Assistance in completing the application will be provided by *Next*.

II. Conversation

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

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

III. Review

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

1. *Does the student understand and subscribe to the mission, central tenets, belief statements, and dispositions of Next?*
2. *Does the student commit to the Vision for Student Commitments?*
3. *Is there compelling evidence, based on the student's history, that he/she will be*

unsuccessful at Next?

4. *Is there compelling evidence, based on the student's history, that he/she will require supports and structures that are in excess of those that Next will provide?*
5. *Is there compelling evidence that the student will produce a material or substantial disruption to the educational community and/or social fabric of Next?*

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

IV. Notification

The committee will provide notice to all prospective students and families in a timely manner as established by the Board as to the status of their application. A mutual start date will then be determined.

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

Next believes that “discipline” is akin to training, a continual act of being, rather than a conclusion, or end. Therefore, it must not be something that we do to students but rather something that we can do with them. It must not be arbitrary, capricious, or oppressive. Instead, the process of student discipline should result in self-directed changes of behavior and not rely merely on compliance. *Next* will defer to a “clean slate” for students in most discipline related instances after engaging in the procedural process outlined below.

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

Next will explore the idea of establishing a student group to process some circumstances relating to student governance and discipline.

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

1. Ownership Students will be asked to articulate their decision.
2. Purpose Students will discuss what the decision attempted to achieve.
3. Connection Students will cite how their decision conflicts with the mission.

4. Alternatives Students will discuss other options to attain their purpose.
5. Commitment Students will commit to “right the wrong.”

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

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

Next and the Derry Cooperative School District will adopt a contract that allows the DCSD to act as the fiscal agent and administrator of all financial accounts. For said services, *Next* will pay a fee to be determined and consistent with fees currently charged for similar services. All accounting practices and reporting will occur in accordance with accounting best practices and the state and federal law. An annual audit will be conducted by an independent auditor who is a CPA.

(r) Annual budget, including all sources of funding

In accordance with RSA 194-B:11, *Next* will receive state adequacy funding at a per pupil rate established by the Department of Education. At the writing of the document, that rate is set at \$5,450 per student. *Next* will depend upon state adequacy funding and will explore establishing a partnership agreement with the DCSD to create a sustainable and viable autonomous school organization that achieves the mission and goals contained herein. *Next* is committed to developing a budget that ensures that the per pupil cost to the Derry Cooperative School District will be cost-neutral. As planning and development continues, the Board of Trustees will set a budget that places great value on the resources provided by the sending communities and the state. Careful attention will be paid to ensure funds are expended in a judicious manner that is completely transparent and aligned to the established mission of the school. The budget is based upon realistic cost increases per annum and balanced against a revenue that is static per pupil over the five (5) year operational period to demonstrate a sense of monetary discipline.²⁷

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

For the purposes to integrate fully with the existing educational community of Derry, *Next* will develop a school calendar that mirrors the calendars of the Derry Cooperative School District and Pinkerton Academy. In accordance with RSA 189:1, the school will be in session for a minimum of 180 school days.

In accordance with Ed 306.27(d), *Next* will not use any variable of an attendance calculation to determine student acquisition of credits. As described above, students will earn credit according to the demonstration of mastery of course competencies. This is not to say that

²⁷ see Appendix B

school attendance is unimportant, however, seat time will not be used as a component for determining academic achievement. As such, student experiences will include participation within organizations outside the confines of the school building, including but not limited to universities, business, trade, other high schools, virtual forums, and relevant cultural experiences. In order to provide the flexibility necessary to students, *Next* will develop a weekly schedule that allows for up to one day per week to be designated for student inquiry, community-building, research and design, apprenticeship, and experiential learning. Student attendance on these days will be individually determined.

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

Next, 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 in a form and in amounts acceptable to the DCSD or host district.

Continuing evidence of adequate insurance coverage will be housed on site and reviewed annually by the Board of Trustees.

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

Next recognizes the need for input from various outside sources. During planning and operational stages, the Board will actively pursue individuals and organizations to assist in the following (not limited to) areas:

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

Student mastery of competencies will be the primary goal of *Next*. Although much of the curriculum will be generated by *Next* staff, we recognize and wish to capitalize on the already existing work of multiple organizations and individuals working to this end within the public education sphere; namely, to develop competencies and aligned curriculum that is meaningful and relevant to students. Clearly, good work is already underway in New Hampshire and *Next* will access this accomplished and ongoing thinking for the benefit of students.

Specifically, *Next* will explore online content and digital media that may meet the needs of our organization by offering student learning experiences that otherwise could not be targeted due to the small nature of the school. With regard to competency development, *Next* will explore contractual relationships with the Q.E.D Foundation, a nonprofit in New Hampshire, and Rose Colby, a local educational consultant engaged at the state level.

At the time of the drafting of this application, *Next* has met with Mary Anderson, Headmaster of Pinkerton Academy, in addition to the Dean of Faculty, Dean of Curriculum, Dean of Students, and the Executive Director of Public Relations and External Affairs in order to begin to establish a partnership in the interest of both organizations as it relates to student learning. This meeting yielded a scheduled presentation by *Next* to the Pinkerton Board of Trustees and subsequent discussion to solicit a formal letter of support on April 19, 2012. This an essential relationship to pursue as it promises to provide professional collaboration and resources that will undoubtedly support the mission of *Next*.

Specifically, *Next* intends to coordinate with Pinkerton Academy in order to:

- increase the number of students earning a high school diploma.
- increase the number of students who initiate a post-secondary learning experience.
- develop authentic and meaningful competencies.
- expand the educational choices for students and families.
- expand the educational opportunities for students.
- benefit from organizational experiences related to a high school.

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

It is the belief of *Next* that parents and other family members play an extremely important role in the educational success of students. As a result, we will facilitate the establishment of a parent organization within the school. This organization will be open to all parents and meet regularly with the administration and staff. As described above, at least two members of *Next* board of trustees will be parents of current students.

An underlying principle at the core of *Next* is the belief in building relationships and connections with students so that the mission is realized. Central to this end is the need to also build relationships and connections with students' families, as this will undoubtedly help to create a culture at *Next* that is meaningful, transparent, and based upon open lines of communication. Parents (and all other custodial relations) will be actively sought to participate in the learning process of each student.

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

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

A distinct advantage for *Next* is the fact that two (2) of its founding members are established former teachers and current administrators within the DCSD, totaling twenty-three (23) years of

connection to both middle schools in Derry. On behalf of *Next*, there exists a strong thread of knowledge of the DCSD, its students, families, and staff. To this end, *Next* will use this unique relationship to collaborate with the DCSD and Pinkerton Academy in order to complement the existing educational system in Derry for the benefit of individual students.

It is apparent that frequent and effective communication with the DCSD and Pinkerton Academy, specifically with the schools' administration, will assist in identifying students who may benefit from the philosophy and organizational structure of *Next*. Of particular use will be the DCSD's liaison to Pinkerton Academy, who works with Derry students who are in need of building a connection to their current school. It should be noted that *Next* intends to act as a partner with the DCSD and Pinkerton Academy, as both organizations have pledged their support in the interest of students. There exists a clear, mutually beneficial relationship between the three (3) autonomous organizations.

(x) A global hold-harmless clause

Next, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the Derry Cooperative School District, any school district that sends its students to the charter school and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and 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 attorney's fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests, and invitees, or pupils.

(y) Severability provisions and statement of assurance...

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

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

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

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

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

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

This provision is not applicable because *Next* is not created as the result of a conversion of a public school. Although *Next* is occupying space that was formerly used by a public school program (most recently the *Derry Early Education Program*), the space is vacant and will be rented from the Derry Cooperative School District for a nominal fee.

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

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

Parents and guardians will be asked to submit a letter of intent for the student's file and sign any necessary release of information documents to assist in processing student transitions. *Next* will notify the school to which each student will enroll. It will be clear that members of *Next* will be available for consultation with receiving schools if necessary. The student's records, including the Individual Learning Plan, will be forwarded to the receiving school.

Developing an appropriate transition for all students will guide any and all decisions related to students in the event of the dissolution of *Next*.

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

This provision is not applicable to *Next*.²⁸

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

Schools ought to be measured by results.²⁹ Therefore, *Next* will develop and implement a specific accountability plan that seeks to report quantitative data and qualitative information

²⁸ see RSA 194-B:3-a, V(a)(1)

²⁹ see Mike Schmoker, Results Now

in order to measure success in relation to stated goals. The Board of Trustees will seek to develop a timeline for the Co-Directors to report data and information in a manner that assesses the progress of each goal statement in order to measure effectiveness and provide the for the opportunity to revise practice if warranted. If student learning is the broadest and most important goal set by this charter, then the charter itself maintains a distinct obligation to self-declare and request independent assessments to determine the state of affairs of its programming as defined by the following goal statements:

1. We will increase the enrollment of our student body to a sustainable level while not compromising the mission established within the charter.
 - a. Reach cap enrollment in each successive year of operation.
 - b. Operate charter organization with existing fiscal resources.
 - c. Establish, maintain, and grow an endowment fund.
2. We will ensure that all enrolled students earn a New Hampshire high school diploma.
 - a. Develop, structure, and track student mastery of competencies.
 - b. Develop, structure, and track student mastery of dispositions.
 - c. Maintain an Advisor-Advisee relationship.
 - d. Set goal of 100% of enrollment exiting charter with a NH diploma..
3. We will extend the culturally relevant experiences of our students.
 - a. Connect competencies to student real-world experiences.
 - b. Assess student performance when engaged in off-campus experiences.
4. We will connect the school-world to the real-world from the students' perspective.
 - a. Create ELOs (Extended Learning Opportunities) to place student learning in the community.
 - b. Assess student competency mastery as performed in public exhibitions.
 - c. Assess student capstone experience.
5. We will increase the number of students who are accepted to post-secondary learning.
 - a. Set goal of 100% of enrollment initiating a post-secondary learning experience.
 - b. Develop, implement, and track student experiences after graduation.