



New Hampshire State Board of Education
Department of Education
25 Hall Street | Concord, NH 03301

Event Center

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Thursday, May 9, 2024

AGENDA

- I. **CALL TO ORDER ~ 10:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **RULEMAKING/LEGISLATIVE UPDATES (part I) ~ JULIE SHEA, NHED, Administrative Rules Coordinator**
 - A. **Conditional Approval ~ Computer Science Teacher (Ed 507.54)**
- IV. **PUBLIC COMMENT:** Public comment may be provided in-person at the physical location published in the meeting notice. Public comment is limited to 3 minutes per person. Clarifying questions may be asked, otherwise the Board does not provide feedback during the public comment period. Written public comment may also be sent to Angela.Adams@doe.nh.gov. To be included in the publicly posted materials for a meeting, written public comment must arrive no later than 4:00 p.m. the day after the meeting. All public comment is provided to members of the Board and posted monthly on the State Board of Education website within 5 days of the meeting of the State Board of Education.
- V. **SCHOOL ADMINISTRATIVE UNIT(S) SPOTLIGHT**
- VI. **PRESENTATIONS/REPORTS/UPDATES**
 - A. **EDies Schools of Excellence Committee Update ~ ANGEL LITTLEFIELD, Co-Chair, COLLETTE FLANDERS, Co-Chair, and RON KEW, Board Member**
- VII. **HEARINGS:** Please note that the hearings will be conducted in nonpublic session per RSA 91-A:3, II(c) matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.
 - A. **Teacher/NHED – SB-FY-24-10-004 (Nonpublic Session)**
 - B. **Teacher/NHED – SB-FY-24-10-007 (Nonpublic Session)**
 - C. **Student/Epsom School Board ~ SB-FY-24-11-015 (Nonpublic Session)**

VIII. **PUBLIC HEARINGS** ~ It is encouraged when providing in-person oral testimony to also provide a written copy of that testimony to more accurately be reflected in the official record.

12:00 PM ~ Legislative Rulemaking

A. **School Nurse Requirements**  (Ed 504.08-Ed 504.10)

IX. **COUNCIL FOR TEACHER EDUCATION (CTE)** ~ LAURA STONEKING, NHED, Administrator, Bureau of Educator Support and Higher Education

A. **Saint Anselm College** ~ re-approval and proposed new level

B. **Franklin Pierce University** ~ 1-year general update of Professional Educator Preparation Programs (PEPP) progress

X. **BUREAU OF EDUCATIONAL OPPORTUNITIES**

A. **Office of Learn Everywhere Programs** ~ TIM CARNEY, NHED, Administrator, Educational Pathways

1. **Aedify, Inc.** ~ new application

B. **Office of Nonpublic Schools** ~ TIM CARNEY, NHED, Administrator, Educational Pathways

1. **Commissioner's Nonpublic School Renewal Designation Report**

C. **Office of Charter Schools** ~ TAL BAYER, Administrator

1. **LEAF Charter School** ~ update

XI. **RULEMAKING/LEGISLATIVE UPDATES (part II)** ~ JULIE SHEA, NHED, Administrative Rules Coordinator

A. **Initial Proposal ~ Requirements for Employment (Minor Assignments)** (Ed 503.01)

B. **Initial Proposal ~ Visual Arts Teacher** (Ed 507.09) **(REMOVE from TABLE)**

C. **Final Proposal ~ Emergency Authorization (repeal)** (Ed 504.04)

D. **Final Proposal ~ Bureau of Credentialing Fees** Ed (505.09)

E. **Final Proposal ~ School Construction & Building Aid** (Ed 321)

F. **Adopt ~ Bureau of Credentialing Forms** (Ed 505.08)

G. **Adopt ~ Criminal History Records Check** (Ed 504.12)

H. **Adopt ~ Computer Science Educator** (Ed 507.54)

XII. **COMMISSIONER'S UPDATE** ~ CHRISTINE BRENNAN, Deputy Commissioner

A. **Consultation with the State Board of Education per RSA 21-N:3, II**

XIII. **OPEN BOARD DISCUSSIONS**

XIV. **CONSENT AGENDA**

A. **Meeting Minutes of March 14, 2024** **(REMOVE from TABLE)**

B. **Meeting Minutes of April 3, 2024**

C. **Meeting Minutes of April 11, 2024**

D. **Summary of Withdrawn Cases** ~ informational only, no presentation and no action needed.

XV. TABLED ITEMS

- A. Initial Proposal ~ Visual Arts Teacher (Ed 507.09)**
- B. Meeting Minutes of March 14, 2024**

XVI. NONPUBLIC SESSION

XVII. ADJOURNMENT ~ **3:00 PM**



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street, Suite 304
Concord, NH 03301
TEL. (603) 271-3495

EXECUTIVE SUMMARY

Conditional Approval Response, Ed 507.54 Computer Science Educator Interim Rules Expire: June 12, 2024

Submitted to the State Board of Education, May 9, 2024

A. ACTION NEEDED

A vote is needed by the board of education to approve the conditional approval response Ed 507.54, relative to licensure requirements for computer science educators.

B. RATIONALE FOR ACTION

The conditional approval request was approved on the consent agenda at the April 19th JLCAR meeting.

C. EFFECTS OF THIS ACTION

If the board approves the conditional approval response, it will be submitted to OLS to be reviewed and accepted. The board may adopt the rules later in the meeting once the response has been accepted.

D. POSSIBLE MOTION

I motion to approve the conditional approval response for Ed 507.54, relative to licensure requirements for computer science educators.

STATE OF NEW HAMPSHIRE



OFFICE OF LEGISLATIVE SERVICES

STATE HOUSE
107 NORTH MAIN STREET, ROOM 109
CONCORD, NEW HAMPSHIRE 03301-4951

April 19, 2024

Board of Education
c/o Department of Education
25 Hall Street
Concord, NH 03301

Re: Conditional Approval of Final Proposal 2023-264

Dear Board Members:

At its meeting on December 21, 2023, the Joint Legislative Committee on Administrative Rules (Committee) voted, pursuant to RSA 541-A:13, V(a), to conditionally approve Final Proposal 2023-264 of the Board of Education (Board) containing rule Ed 507.54 relative to computer science educator. The Committee's approval was conditioned on amending Final Proposal 2023-254 as specified in the Board's amended conditional approval request which was filed on April 4, 2024.

Pursuant to RSA 541-A:13, V(a), you are required to submit a written explanation detailing how the rules have been amended in accordance with the conditional approval within 7 days of the date of the next regularly scheduled meeting of the Board, which is May 9, 2024. In this instance, the 7th day following the next regularly scheduled meeting of the Board falls on Thursday, May 16, 2024. The explanation shall include a letter and a text of the entire final proposed rule, annotated to show the amendments.

The explanation shall be reviewed by the Office of Legislative Services to determine whether the rules have been amended in accordance with the conditional approval and RSA 541-A:13, V(a). If it is determined that the rules have not been amended in accordance with the conditional approval and RSA 541-A:13, V(a), the conditional approval will be deemed a Committee vote to make a preliminary objection as of the date of the conditional approval, and you must respond to the preliminary objection as specified in RSA 541-A:13, V(c).

Please be advised that you may not adopt the rules until the Office of Legislative Services sends written confirmation that your amendments are in accordance with the conditional approval and RSA 541-A:13, V(a).

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If you have any questions concerning the provisions in RSA 541-A relative to conditional approvals, objections, responses, or adoptions, please contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Kim", with a long horizontal flourish extending to the right. The signature is written on a light-colored, textured background.

Kim Reeve
Committee Attorney

cc: Julie Shea, Administrative Rules Coordinator, DOE

Readopt with amendment Ed 507.54, effective 12-15-23 (Document #13822, Interim), to read as follows:

Ed 507.54 Computer Science Educator.

(a) A candidate seeking a credential as a computer science educator for grades K-12 shall meet the following education requirements:

(1) Either:

- a. Have at least a bachelor's degree; or
- b. Hold a current *eligible* industry-recognized credential as defined in RSA 200-O:2, II; and

(2) Meet the requirements of (c) below.

(b) Candidates seeking a credential shall use one of the alternatives in Ed 505.05 - Ed 505.07 after having met the requirements of (c) below.

(c) A candidate seeking a credential as a computer science educator for grades K-12 shall have the following skills, competencies, and knowledge through a combination of learning activities such as, but not limited to, academic and supervised clinical experience in the following areas:

(1) In the area of impacts of computing, the candidate shall have the ability to:

a. Use computing to:

1. Express creativity;
2. Solve problems;
3. Communicate;
4. Collaborate; and
5. Innovate in a variety of fields and careers;

b. Assess obstacles to equal access to computing as well as the impacts of these obstacles;

c. Assess impacts of computing innovations and practices with respect to:

1. Beneficial and harmful effects;
2. Ethical practices; and
3. Privacy, security, and legal issues; and

d. Keep current with knowledge on emerging technologies and their potential impacts;

(2) In the area of algorithms and computational thinking, the candidate shall have the ability to:

a. Analyze algorithmic processes and develop algorithms using:

1. Pattern recognition;
2. Problem decomposition; and

3. Abstraction;
 - b. Convert between binary, decimal, and hexadecimal number systems;
 - c. Use different fonts to represent, develop and analyze algorithms including, but not limited to natural language, flowcharts, and pseudocode;
 - d. Use heuristic solutions to address computing limitations including, but not limited to, time, space, and solvability;
 - e. Use standard algorithms including, but not limited to, searching and sorting algorithms and analyze implementations of those algorithms for correctness, efficiency, and clarity; and
 - f. Use simple recursive algorithms including, but not limited to, fractals, Zeno's paradox, and Towers of Hanoi;
- (3) In the area of programming, the candidate shall have the ability to:
 - a. Write and modify computer programs in block-based and at least one text-based programming language;
 - b. Analyze computer programs in terms of:
 1. Correctness;
 2. Usability;
 3. Readability;
 4. Extensibility;
 5. Modifiability; and
 6. Reusability;
 - c. Program using the following elements:
 1. Basic control structures;
 2. Standard operators;
 3. Variables and data types;
 4. Functions; and
 5. Data structures;
 - d. Write event-driven programs that respond to external events including, but not limited to, sensors, messages, and clicks;
 - e. Use libraries and APIs;
 - f. Use and evaluate multiple development and execution environments;
 - g. Facilitate collaboration in the development of software;

- h. Program user interactions with graphical and other user interface components;
 - i. Demonstrate knowledge of various software development models;
 - j. Model practices in software development, including:
 - 1. User requirements analysis;
 - 2. Program design;
 - 3. Implementation and documentation;
 - 4. Testing and debugging; and
 - 5. Evolution driven by feedback;
 - k. Develop object-oriented programs; and
 - l. Model the process of program compilation and interpretation;
- (4) In the area of data and analysis, the candidate shall have the ability to:
- a. Model concepts of processing data, including:
 - 1. Encoding;
 - 2. Compression; and
 - 3. Encryption;
 - b. Create and use models and simulations;
 - c. Work with data using computational tools, including to:
 - 1. Collect, aggregate, and generate;
 - 2. Store, manage, and manipulate; and
 - 3. Process, analyze, and visualize; and
- (5) In the area of computing systems and networks, the candidate shall have the ability to:
- a. Evaluate and compare computing systems using various criteria;
 - b. Evaluate and compare local, network, and cloud computing and storage;
 - c. Model computer networks in terms of:
 - 1. Protocol stack components; and
 - 2. Network protocols, such as:
 - (i) Transmission control protocol/internet protocol (TCP/IP);
 - (ii) Domain name servers (DNS); and

(iii) Hypertext transfer protocol secure (HTTPS); and

d. Demonstrate fundamental concepts of cybersecurity including, but not limited to, confidentiality, integrity, availability, non-repudiation, and authentication.

Appendix I

Rule	Statute
Ed 507.54	RSA 186:11, X (a); RSA 200-O:2, II; RSA 200-O:4, I

Readopt Ed 504.08 – Ed 504.10, effective 12-15-23 (Document #13823, Interim), to read as follows:

Ed 504.08 School Nurse I.

(a) An applicant for school nurse I shall be currently licensed in New Hampshire as a registered nurse as defined by RSA 326-B:2, X at the associate's degree level and have 3 years of clinical nursing experience in pediatric nursing or other related nursing areas, including, but not limited to public health, community health, family mental health, emergency, and primary care nursing.

(b) The applicant shall complete and submit the following items pursuant to Ed 505.08(a):

(1) The form(s) pursuant to Ed 505.08(b) and the attestation pursuant to Ed 505.08(j);

(2) An official transcript from a registered nursing program approved by the board of nursing;

(3) A copy of a valid state-issued license as a registered nurse;

(4) An employment verification letter from current or previous employers which demonstrates 3 years of work experience as required in (a) above; and

(5) Verification of enrollment in a board of nursing approved program to confirm compliance with RSA 200:29, IV.

(c) A school nurse I shall complete continuing education as outlined in Ed 513.07.

(d) A school nurse I shall comply with the code of conduct outlined in Ed 511.

(e) A school nurse I credential shall be valid for no more than 2 cycles of 3 years each with verification of compliance with (b)(5) above.

Ed 504.09 School Nurse II.

(a) A school nurse II hired before August 25, 2019, may renew a school nurse II credential if they continue to be employed within the same school district and comply with (c) and (d) below.

(b) If a school nurse II leaves the school district in which they are currently employed, they shall either:

(1) Apply for a school nurse I credential under Ed 504.08; or

(2) Apply for a school nurse III credential under Ed 504.10.

(c) A school nurse II shall complete continuing education as outlined in Ed 513.07 and follow the renewal procedures outlined in Ed 509.

(d) A school nurse II shall comply with the code of conduct outlined in Ed 511.

Ed 504.10 School Nurse III.

(a) An applicant for school nurse III shall have completed a board of nursing approved registered nursing program at the bachelor's degree level or higher, be currently licensed in New Hampshire as a registered nurse as defined by RSA 326-B:2, X, and have 3 years current experience in pediatric nursing or other related nursing areas, including, but not limited to public health, community health, family mental health, emergency, and primary care nursing.

(b) A school nurse holding national certification (NCSN) or out of state certification shall meet the requirements of school nurse III upon evaluation by the bureau of credentialing.

(c) The applicant shall complete and submit the following items pursuant to Ed 505.08(a):

- (1) The form(s) pursuant to Ed 505.08(b) and the attestation pursuant to Ed 505.08(j);
- (2) Employment verification letters from a current or previous employer which outlines 3 years of work experience required in (a) above;
- (3) A copy of a valid state-issued license as a registered nurse at the bachelor’s degree level or higher; and
- (4) An official transcript from an accredited college or university showing the successful completion of a BSN or more advanced degree.

(d) A school nurse III shall complete continuing education as outlined in Ed 513.07 and shall follow the renewal procedures outlined in Ed 509.

(e) A school nurse III shall comply with the code of conduct outlined in Ed 511.

Appendix I

Rule	Statute
Ed 504.08-Ed 504.10	RSA 200:29



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Educator Support & Higher Education
101 Pleasant Street Concord, NH 03301 TEL. (603) 271-3495

Submitted to the State Board of Education for the May 9, 2024, meeting.

A. ACTION NEEDED

Saint Anselm College is one of 11 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the Board formally approve Saint Anselm College (1) re-approval and proposed new level for the educator preparation program below.

B. RATIONALE FOR ACTION

Under Option 1 and 3, re-review and review of a proposed additional PEPP, the CTE accepted the review team’s report and the associated approval recommendations. Additionally, the CTE (Yes-12; No-0; Abstain-1) unanimously recommends to the State Board of Education full approval for the Special Education Teacher MEd through **December 31, 2031**, and the Licensure only pathway full approval PEPP through **July 31, 2027**. [602.08]

C. EFFECTS OF THIS ACTION

If approved, Saint Anselm College will continue to offer this educational pathway. Candidates will be afforded a professional educational program leading to master’s in education- Special Education licensure, confirming that candidates have met administrative requirements through completion of this preparation program and subsequently, and recommended as a program completer of a NH approved educator preparation program.

D. STATE BOARD OF EDUCATION HISTORICAL BACKGROUND

- ❖ November 11, 2021 MOTION: Ryan Terrell made the motion, seconded by Sally Griffin that the State Board of Education grant Saint Anselm College full approval of the following listed professional educator November 10, 2021, preparation programs through December 31, 2024: 507.40 and 612.07, Special Education Teachers (age 5-21) M.Ed. VOTE: The motion was approved by unanimous vote by the State Board of Education, with Chair abstaining.

E. POSSIBLE MOTION

- The State Board of Education moves to grant **full approval** for the MEd- Special Education Teacher PEPP through **December 31, 2031**, and **full approval** of the Licensure only pathway PEPP through **July 31, 2027**. [602.09]

NH Ed. Standards	CONTENT AREA(S)	Format	Approval	Proposed Expiry
507.40 including 505.03 Special Education Teacher (age 5-22)		O1~ MEd	full	12/31/2031
		O3~ Licensure Only	full	7/31/2027

- OR**, I move that the State Board of Education _____ (Indicate some other recommendation)

Action by the State Board: Appeal

*Per 602.17(c)(1, 2, or 3)

- (1) Approval for up to and not to exceed 3 years which means that the PEPP meets and continues to meet all relevant requirements of Ed 600;
- (2) Conditional approval for up to and not to exceed 3 years with the following:
 - a. Submission to and approval by NHCTE of a progress report made on program approval standards not previously met; and
 - b. Review by division director or designee focusing on progress made on program approval standards not previously met; or
- (3) Non-approval which means the PEPP does not meet the relevant requirements of Ed 600.

*Per 602.17(e)(1-3).

- (e) For all decisions of the state board, the following procedures shall apply:
 - (1) The state board shall provide the institution with a description of the procedures for a rehearing in accordance with Ed 213.02;
 - (2) All appeals of final action by the state board shall be taken in accordance with RSA 541; and
 - (3) An administrative decision of the board shall be considered final:
 - a. Thirty days after the decision, if there is no request for rehearing in accordance with Ed 213.02; or
 - b. At the conclusion of action required by Ed 213.02.

Pursuant to Ed 602.17(f), failure to comply with PEPP administrative rules and state laws shall be grounds for the state board to rescind its approval of the PEPPs and shall lead to (1) Conditional approval for one year; or (2) Elimination of Specific PEPP(s) with a teach-out plan.



**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 HALL STREET
CONCORD, NH 03301**

**OPTION 1 and OPTION 3: REVIEW
COMPREHENSIVE REVIEW REPORT: APRIL 2024
PROFESSIONAL EDUCATOR PREPARATION PROGRAMS**

SAINT ANSELM COLLEGE
Education Department
100 Saint Anselm Drive
[Homepage](#) | [Saint Anselm College](#)
Educator Preparation Program Review

Michael Fournier	Chair	Bedford School District Superintendent/ Council for Teacher Education Representative
Laura A. Stoneking	Administrator	NH Department of Education Administrator, Bureau of Educator Preparation and Higher Education
Jamie Malhoit	Evaluator	Kearsarge Regional School District/ Associate Director of Student Support Services

NH Ed. Standard(s)	Educator Preparation Program Content Area	Degree/Format
507.40 Including 505.03	Special Education Teacher (age 5-22)	MEd, Licensure

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A. CONTEXT:**COLLEGE AND DEPARTMENT HISTORY:**

Saint Anselm College is a residential, undergraduate, liberal arts college in the Catholic Benedictine tradition. It was founded by the Benedictine monks of St. Mary's Abbey of Newark, New Jersey, in response to the invitation by Bishop Denis M. Bradley, the first bishop of Manchester, N.H. In 1895, the General Court of the State of New Hampshire empowered Saint Anselm College to grant standard academic degrees. Saint Anselm College resides in Goffstown, New Hampshire, on approximately 400 acres.

The mission of the college is to provide “all its students a distinctive liberal arts education that incorporates opportunities for professional and career preparation. It does so in a learning community that encourages the lifelong pursuit of the truth and fosters intellectual, moral, and spiritual growth to sustain and enrich its graduates' personal lives, work, and engagement within local, national, and global communities” [College Catalog](#). The College offers 44 majors and 51 minors in its undergraduate degree program.

Saint Anselm College is accredited by the New England Commission of Higher Education - (NECHE). The most recent self-study and on-site visit were completed in 2019. Additional accrediting bodies include the Commission on Collegiate Nursing Education, the American Chemical Society, and the New Hampshire Department of Education.

TEACHER EDUCATION PROGRAMS:

In living out its mission, Saint Anselm College seeks to prepare students to serve the world through a uniquely Catholic, Benedictine approach grounded in the liberal arts. The Education Department contributes to the College's mission by using the college's Catholic, Benedictine, and liberal arts mission as the foundation for the teacher preparation program and by incorporating these aspects in the teacher preparation program and emphasizing the development of the whole student.

The Teacher Education Program (TEP) offered at Saint Anselm College is designed to integrate liberal arts general education, specialized major content, and teacher preparation requirements. The TEP emphasizes a strong theoretical base and practical experience. Its strengths lie in the integration of reflective practice, multiple opportunities for teaching in diverse classrooms, and deep content knowledge.

There are fourteen Teacher Education Programs (TEP) offered by the Department of Education at Saint Anselm College at the undergraduate and graduate levels; ten of which are in areas of critical shortage. During the 2022-2023 academic year, 85 students were enrolled in one of the TEPs.

The current staffing in the Department of Education at Saint Anselm College consists of a Department Chair, Dr. Kelly E. Demers; Director of Undergraduate Teacher Education and Graduate Director of Special Education, Dr. Laura M. Wasielewski; TEP Coordinator and Data Manager, Kristen de Matteis; Coordinator of Clinical Practice, Amy Hill; and six full-time faculty. Five faculty are tenured: Dr. Kelly E. Demers, Dr. Dianna Gahlsdorf Terrell, Dr. Aubrey Scheopner Torres, Dr. Diana Sherman, and Dr. Laura M. Wasielewski. One faculty is tenure track: Dr. Christian Gregory.

According to the Office of Institutional Research, during the 2022-2023 academic year, 1,959 Undergraduate and 18 graduate men and women were enrolled at the college, representing 36 states and territories, and 12 countries. Most matriculated students reside in campus housing. The Saint Anselm College Teacher Education Program (TEP) teacher candidates are predominantly white male and female students with most elementary graduates being white female. The TEP continues its dedication to increasing the number of faculty and teacher candidates that better reflect the growing diversity in public schools.

INTRODUCTION TO PEPP PROGRAMS:

The Graduate Special Education Program (M.Ed.) was approved collectively by the New Hampshire Department of Education, the Council for Teacher Education, and the Higher Education Commission in 2021. Initially, the program was proposed as a 4+1 program only open to Saint Anselm College students and alumni. Shortly thereafter, the Saint Anselm College Board of Trustees and Administration approved non-Saint Anselm students matriculating into the graduate programs. Currently, any (Saint Anselm and non-Saint Anselm) graduate may earn a master's degree in special education. The Education Department offers two pathways, Advanced and Initial, to earn an M.Ed. with licensure in Special Education (ages 5-22).

The Advanced pathway is appropriate for graduate students who are licensed teachers seeking an additional endorsement in special education and a master's degree. These teacher candidates may complete the program full-time or part-time.

The Initial pathway is appropriate for graduate students who are not licensed teachers but hold a bachelor's degree. In November 2023, the NH Council for Teacher Education (CTE) voted unanimously, approving the Substantive Change Request to add an Initial licensure pathway. These teacher candidates may complete the program full-time or part-time. A third pathway, licensure only, is a proposed new program. Graduate students, regardless of enrollment in either the Advanced or Initial pathways, can choose to complete the requirements for licensure only. The difference between the graduate degree and special education licensure-only pathway is the completion of two research courses (see Overview of Graduate Programs).

The Graduate Special Education Program launched in May 2022. There were three students enrolled in the Program in the first year. Two students completed the graduate program full-time from May 2022 to May 2023. One student, a teacher in a local area school, enrolled in the graduate program part-time - completing coursework during the first year and the culminating clinical capstone during the second year, graduating in May 2024. Five students are currently enrolled full-time completing the graduate program from May 2023 to May 2024.

MISSION, VISION, AND VALUES:

College Mission

Saint Anselm is a Catholic, Benedictine college providing all its students a distinctive liberal arts education that incorporates opportunities for professional and career preparation.

It does so in a learning community that encourages the lifelong pursuit of the truth and fosters intellectual, moral, and spiritual growth to sustain and enrich its graduates' personal lives, work, and engagement within local, national, and global communities.

Mission Statement approved by the Board of Trustees on October 25, 2010, and members of the Corporation on November 16, 2010.

Graduate Special Education Mission

The establishment of the Graduate Special Education Program aligns to the mission of the college as it prepares our students to enter the field of education better suited to meet the needs of the diverse learners in the world around us. This includes serving those who are often discriminated against or left to the margins because of their special learning needs. This program aims to equip graduates to be able to meet their learning needs effectively. As a Catholic, Benedictine institution, this program helps to rise to the call to love and serve all, including those who are vulnerable.

This program relates to the mission of the college as well, in that it encourages the lifelong pursuit of learning and engagement in local, national, and global communities as they learn more about those who have special learning needs. As a community connected to scholarly work and focused on maintaining a welcoming learning environment, this program prepares our future educators to dig deep into research in order to foster and establish welcoming learning environments for all students that they will teach in the future. Scholars in this program will work collaboratively throughout the duration of their coursework, researching best practices, and developing plans to meet the needs of students. The Diversity & Inclusivity initiative explicitly states that Saint Anselm affirms the diversity of human perspectives and capabilities. This program is centered on diversity of human capabilities and the perspectives that these students bring to K-12 classrooms. This program stands to challenge common misconceptions and stereotypes about those with different abilities while providing graduates with the knowledge, skills, and dispositions to be effective educators.

NEW HAMPSHIRE STATE BOARD OF EDUCATION APPROVAL HISTORY:

NHED STATE BOARD of EDUCATION - SAINT ANSELM
Educator Preparation Programs History:

<i>Saint Anselm College</i>	
6/8/2011	The Board granted full five-year approval through 8/31/2016 for the following programs: ELA (5-12), French/Spanish, Latin, Chemistry (7-12), Physics (7-12), Secondary Math, and Social Studies (5-12) The Board granted provisional two-year approval through 8/31/2013 for English for Speakers of Other Languages (ESOL).
8/14/2014	The new Ed 600s administrative rules for PEPPs were approved March 2013; moratorium on program approval site visits for 2013-2014; ALL IHEs granted extensions; Saint Anselm extended thru August 31, 2019.
11/17/14	The Board granted three-year provisional (new) approval through 8/31/17 for Life Sciences (7-12).
1/12/2017	The Board [Ed 602.02(g)(3)] supported the proposal from the Bureau of Educator Preparation and NHCTE to extend the approval status of all 14 institutions offering PEPPs across the state.
8/24/17	The Board granted initial approval thru 4/30/2020 for two new programs: Ed 612.01 Visual Arts and Ed 612.20 Music. On 8/24/2017, the Board voted initial approval of programs thru April 30, 2020.
01/17/2018	Ashlee Stetser to identify reviewer(s) for this program. b. SAINT ANSELM COLLEGE – COMPUTER SCIENCE 612.33 – LAURA WASIELEWSKI Ashlee circulated the new program proposal to replace the older submission. All of the paperwork is submitted. The goal is to put this program before the CTE in May. Ashlee needs to identify a reviewer for this program understanding that we might have to reach out beyond this endorsement area as the pool is shallow because the certification is so new; we will also look outside to Massachusetts, but need to be clear with reviewer that they should be looking at standards and not pedagogy. Nicole Heimarck recommended looking at professional organizations for reviewers, like the New Hampshire Chief Technology Officers Association.
11/8/2018	The Board extended ALL PEPPS by one year; the Saint Anselm PEPPs approval extended through to August 31, 2021, and Saint Anselm was to submit a letter of assurances for these programs.
5/8/19	The Board unanimously approved the new program proposal for Ed 612.33/507.32 Computer Science thru the next unit review (to take place in March or April of 2021). The Board approved Saint Anselm College new program in Computer Science Ed 612.33 and 507.32 up through the next unit review which will take place in March or April of 2021. 5/2019: Class Lang. Substantive change request submitted and approved.
07/9/2020	The Board approved the extension of Ed 612.33 Computer Science Program approval through August 30, 2021
6/10/2021	The Board granted full approval for (12) BA PEPPs- Art; EIEd k-6; ELA 5-12; French; Span; Math Upper; Music; Life Sci 7-12; Chem 7-12; Phys 7-12; SS 5-12; Comp Sci k-12 / and (1) Licensure only- ESOL k-12 7/2020: the Board approved the extension of Ed 612.33 Comp Sci Program approval through August 30, 2021.
11/11/2021	The CTE and Higher Education Commission piloted a dual/joint review at Saint Anselm College to examine approval for a master's in education for a special education degree and the approval for the special education licensure program. The report contained two reviews in one; the specific standards for special education through the educator preparation review and the second part being the higher education commission review and recommendation. Saint Anselm was awarded approval for the Master of Education degree. The special education licensure program is pending approval. Ann Lane asked if the motion should state MEd licensure. Laura Stoneking responded that it offers two pathways. Saint Anselm's program is a Master of Education pathway. The Board unanimously approved (Chair abstained) in full the Special Education Teachers PEPP (age 5-21) M.Ed.

KEY FINDINGS:**COMMENDATIONS:**

- ❖ The 2021 review team concluded that this proposed PEPP is well designed to prepare licensed special educators within a program that fulfills the Saint Anselm College Mission. Furthermore, the PEPP provides a valuable addition to the qualifications of graduates and fills a significant need in the educational community with candidates who are eminently prepared for the classroom.
 - • 4+1 model of acquisition of additional NH educator licensure in General Special Education (ages 5 through 21) and Master of Education in Special Education.
 - • Clinical Partnerships applying urban, suburban, and rural experiences, as well as standards being met across the Special Education licensure [age 5 through 21; both elementary and secondary]; continuance of a robust field experience model.

PROGRAM SPECIFIC FEEDBACK:

Recommendations that require responsive action (*recommendations for program improvement may be addressed through an annual report or progress report. These recommendations are to be addressed within a fixed period determined by the review team*):

The 2021 review committee recommended the following be addressed through both the Higher Education Commission Annual Report and the Council for Teacher Education Annual Report:

1. Additional faculty with expertise in teaching special education students to enhance clinical experience across licensure standards as specific to secondary education.
 2. Faculty assigned to courses to broaden curriculum syllabi [i.e. relating to standards - targeted activities, increased depth of readings, discussion, and project-based learning] as evidenced in Ed600 and Ed610 syllabi. Determined course assignments and syllabi personalization, hiring of faculty, and/or use of adjunct faculty (based on enrollment).
 3. Library resources are secured and are upgraded to include special education print, e-books, and identified assessments and tools for practicum experiences.
 4. Consider building offerings to clinical educators through the special education PEPP to enhance continuity between placements and general oversight of the program's designed outcomes.
 5. Updated data regarding ongoing enrollment.
 6. Any changes in curriculum and/or field placements.
 7. Updates regarding both elementary and secondary field placement experiences.
- The Review Team recommended full approval for the master's in education, Special Education PEPP through December 31, 2024.

C. INTRODUCTION and OVERVIEW-

2024~ SPRING REVIEW:

A Memorandum of Understanding (MOU) was developed between the Council for Teacher Education (CTE) Review Chair, the NHED, and Saint Anselm College and was finalized on December 15, 2023. This MOU identified the purpose, important dates, logistics, specifications, and the PEPPs included in the review. (See Appendix B)

On January 19, 2024, from 3:30-5:30 pm, the review chair, Michael Fournier, and the NH Department of Education conducted a reviewer training session for the program review process, the content review and focus, and the institution's system for candidate assessment, program assessment, and clinical practice and partnerships. Reviewers received an electronic link and password to the SAINT ANSELM Self-Assessment materials, Program Review Master Document, and the SAINT ANSELM TaskStream™ Learning Management System to enable each to conduct the review of individual content programs in preparation for the on-site visit.

Each educator preparation program is evaluated by a reviewer who has substantial expertise and experience in that credential area. The reviewer, along with the Chair and the NHED representative, analyzed the program's systems for candidate assessment, program assessment, and the PEPP's preparedness of education candidates for licensure (under 505.01), while also making recommendations for program approval.

The site visit for program review occurred on Friday, March 8, 2024. During the visit, the review team met with key stakeholders including administrators, staff, faculty (full-time and adjunct), students, college supervisors, and cooperating teachers. The review team met collectively several times to review the findings. The review concluded with an exit interview with Saint Anselm administration and faculty on Friday, March 8, detailing preliminary findings of the review.

SAINT ANSELM: NH Department of Education recommendations for licensure as a program completers –

Total Saint Anselm College NH Recommended PEPP Completers (07/01/2015- 03/29/2024)										
<i>Academic Year</i>	<i>2015-2016</i>	<i>2016-2017</i>	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-present</i>	<i>TOTAL</i>
<i>Chemistry Teacher for Grades 7-12</i>	0	1	1	0	0	0	0	1	0	3
<i>Computer Science Educator</i>	0	0	0	0	0	0	0	0	0	0
<i>Elementary Education Teacher (k-6)</i>	27	22	*17	*13	32	*14	*18	*24	0	167
<i>English for Speakers of Other (ESOL) Languages Teacher</i>	0	*10	1	4	15	6	*10	3	0	49
<i>English Language Arts Teacher for Grades 5-12</i>	*6	*5	4	4	*4	4	2	2	0	31
<i>Life Sciences Teacher for Grades 7-12</i>	0	0	0	1	0	2	0	0	0	3
<i>Mathematics Teacher (Upper)</i>	1	2	1	3	1	1	1	0	0	10
<i>Music Teacher</i>	0	0	0	0	0	0	1	0	0	1
<i>Physics Teacher for Grades 7-12</i>	0	0	1	0	0	0	0	1	0	2
<i>Social Studies Teacher for Grades 7-12</i>	1	1	2	4	*5	*4	5	3	0	25
<i>Special Education Teacher (age 5-22)</i>							0	2	0	2
<i>Visual Arts Teacher</i>	0	0	0	0	0	0	0	0	0	0
<i>World Language Teacher- (French)</i>	1	0	0	0	0	1	0	0	0	2
<i>World Language Teacher- (Spanish)</i>	0	0	0	0	1	2	0	1	0	4
<i>Saint Anselm College total</i>	36	41	27	29	58	34	37	37	0	299
<p>*New administrative rule effective 10/5/2020; NH PEPPs shall recommend candidate upon completion and recommendations valid for no more than 3 years. *Indication of additional candidates that completed, however were out of state and not reflected in EIS. EIEd.: YOG 2018~19; 2019~14; 2021~16; 2022~20; 2023~20; ESOL: YOG 2017~0; 2022~9; ELA: YOG 2016~7; 2017~3; 2020~5; Social Studies: YOG 2020~3; 2021~3 **NH Department of Education- <u>Educator Information System (EIS)</u> – academic year 07/01/YY – 06/30/YY</p>										

D. KEY FINDINGS:

1. SUMMARY:

Below are key elements of this review:

i. Clinical Practice

Saint Anselm has met the standards set forth by the adopted rules for designing and implementing clinical experiences for candidates seeking licensure. These standards include providing opportunities for varied, early, and ongoing clinical experiences that integrate the requirements of Ed 607 and the skills, knowledge, and dispositions related to their area of endorsement. Candidates are given opportunities to practice and assume a full range of teaching, specialist, or administrative roles, demonstrate beginning educator knowledge and skills, and engage in an immersive culminating experience. The college collaborates with clinical practice sites to ensure shared responsibilities are understood and fulfilled.

ii. Clinical Partnership

Saint Anselm has met the standards for Clinical Partnerships as outlined by the adopted rules. These standards include developing mutually beneficial partnerships with PK-12 schools (Manchester, Londonderry, Amherst) and sharing responsibility for candidate development. Additionally, the college has designated one or more persons to develop partnerships with school districts, ensuring that these relationships are effectively managed and maintained.

iii. Clinical Educators and Supervisors

Saint Anselm has met the standards for Clinical Educators and Clinical Supervision as outlined by the adopted rules. These standards ensure that school-based clinical educators possess the necessary qualifications, including a relevant license, at least three years of experience, recommendations, and current employment in the mentoring role. The college also ensures that each candidate receives frequent supervision, direct observation, evaluation, and ongoing support during appropriate clinical experiences. Clinical supervisors document a candidate's competency in the required knowledge, skills, and dispositions, and are selected based on their ability to recognize effective learning facilitation, integrate academic content and pedagogy, mentor, and support candidates, and evaluate performance.

iv. Curriculum, Learning Facilitation, and Resources

Saint Anselm has met the standards for Resources at the Post-Baccalaureate Level as outlined by the adopted rules. This includes having a system in place for determining the resources necessary to satisfy the requirements of the educator preparation program. Additionally, the college provides or adjusts for adequate personnel, including administration, faculty, and staff, to ensure faculty with appropriate academic credentials and experiences, reasonable workload assignments, appropriate academic advising, support for employment, and professional development opportunities. The college also demonstrates financial responsibility to accrediting agencies and ensures that facilities, technology, and curricular materials meet applicable health and safety regulations and conform to school district best practices.

v. Assessment Systems - Candidate Assessment

Saint Anselm has met the standards for the Candidate Assessment System as outlined by the adopted rules. The college has implemented a candidate assessment system to ensure that candidates can demonstrate competencies in the licensure standards for their desired license. This system includes a basic academic skills assessment for candidates seeking an initial teacher or instructional specialist license, identification of key assessment points and levels of performance, and the use of multiple measures with clearly articulated written performance criteria. Additionally, post-baccalaureate programs have a data collection system to determine each candidate's demonstration of licensure standards and evaluate their transcripts and other evidence of degrees.

vi. Assessment Systems - Program Assessment

Saint Anselm College has met the standards for a Program Assessment System and Verification of a Candidate's Completion of a PEPP as outlined by the adopted rules. The college has implemented a program assessment system that continuously and systematically gathers data to monitor and improve the curriculum, clinical experience, assessment of candidates, and overall program quality. The system demonstrates a process for making judgments based on collected data, using it for continuous program improvement to ensure the quality

of individual candidate preparation. The system will include data on program completers and meet federal, state, regional, and national accreditation reporting requirements.

Additionally, the college's system for verifying a candidate's completion of a PEPP includes a body of evidence demonstrating proficiency in basic academic skills, passing a criminal records check, completion of the appropriate degree, acquisition of knowledge, skills, and dispositions outlined in licensure standards, completion of a culminating clinical experience, and documentation of life experience if accepted, ensuring that no more than one-third of total studies and experiences are satisfied by life experience, and providing clear, written criteria for documenting life experience.

vii. Individual Programs

- a. See Section IV: Program Reports.

2. COMMENDATIONS:

- ❖ The review team commends the college for its exemplary commitment to meeting and exceeding the standards set forth by the PEPP. The college has demonstrated exceptional dedication to providing candidates with high-quality clinical experiences, ensuring they possess the necessary knowledge, skills, and dispositions for their endorsement areas. Additionally, the college has established strong partnerships with PK-12 schools, recruited qualified faculty and staff, and maintained financial responsibility and facilities that meet health and safety regulations. The college's candidate assessment and program assessment systems are robust, continuously monitoring and improving the curriculum, clinical experiences, and overall program quality. Overall, the college's adherence to these standards showcases its unwavering dedication to preparing educators of the highest caliber.

3. RECOMMENDATIONS THAT REQUIRE RESPONSIVE ACTION(S):

- i. Clinical Practice [604.01]
The Saint Anselm programs reviewed meet all NH Department of Education Standards and do not require responsive action(s); however, it is recommended that the department pays special attention to ensuring each candidate for licensure has varied experiences beyond just observation in settings that service the breadth of the K-12 (and beyond) population.
- ii. Clinical Partnership [604.02]
Saint Anselm College programs reviewed meet all NH Department of Education Standards and do not require responsive action(s).
- iii. Clinical Educators and Supervisors [604.03; 604.04]
Saint Anselm College programs reviewed meet all NH Department of Education Standards and do not require responsive action(s).
- iv. Curriculum, Learning Facilitation, and Resources [605]
Saint Anselm College programs reviewed meet all NH Department of Education Standards and do not require responsive action(s).
- v. Assessment Systems - Candidate Assessment [606.01]
Saint Anselm College programs reviewed meet all NH Department of Education Standards and do not require responsive action(s).
- vi. Assessment Systems - Program Assessment [606.02]
Saint Anselm College programs reviewed meet all NH Department of Education Standards and do not require responsive action(s).
- vii. Individual Programs
a. See Section V: Specific Licensure Programs

4. PROGRAM PERFORMANCE RATING:

→ The Review Chairs and NHED Bureau Administrator rate the professional educator preparation programs as:

4 - Highly Effective: Teacher Preparation programs performing at the *Highly Effective Level* consistently do the following:

Consistently advance candidate growth and achievement. They set and maintain high expectations for learning and achievement for all candidates and create an environment of mutual respect, inquisitiveness, and caring. Highly effective programs demonstrate extensive knowledge of content, standards, and competencies, and connect them to relevant local and global issues. These programs model and encourage innovation, creativity, critical thinking, and engagement on the part of their candidates, and use their expertise and skills to engage their candidates in authentic, accessible, and meaningful learning opportunities aligned with the content, standards, and competencies. Highly effective programs facilitate personalized learning through intentional, flexible, and research-based strategies. They are literate in multiple forms of assessment and incorporate and model these multiple assessment strategies to evaluate candidate and program performance and adjust curriculum and programs accordingly. Highly effective programs integrate and model technology into their instructional and assessment approaches in ways that advance candidate learning opportunities. Highly effective programs consistently demonstrate leadership in their contributions to their college/university and K-12 school partners' progress and culture of growth. They engage productively in learning communities and continuously strive to maximize their own self-directed professional growth. These programs consistently uphold high standards of professional practice.

5. APPROVAL RECOMMENDATION(S):

→ The review team recommends **FULL APPROVAL** for the MEd (degree) Special Education Teacher PEPP- through **12/31/2031**, and

→ **FULL APPROVAL** for the licensure only Special Education Teacher PEPP - through **7/31/2027**.

❖ The Saint Anselm programs reviewed meet all NH Department of Education Standards and do not require responsive action(s); however, it is recommended that the department pays special attention to ensuring each candidate for licensure has varied experiences beyond just observation in settings that service the breadth of the K-12 (and beyond) population.

➤ **Progress Report** Saint Anselm College programs reviewed meet all NH Department of Education Standards and do not require responsive action(s).

➤ **Annual Report** Saint Anselm College programs reviewed meet all NH Department of Education Standards and do not require responsive action(s).

6. TERMS OF CONDITIONAL APPROVAL AND PROGRESS REPORT TO ADDRESS UNMET STANDARD(S):

Saint Anselm College programs reviewed meet all NH Department of Education Standards and do not require responsive action(s).

1. SUMMARY OF FINDINGS:

Below are key elements of this review:

A. CLINICAL PRACTICE [604.01]

Saint Anselm College has successfully met the standards outlined for its educator preparation program (PEPP) in Special Education (M.Ed.) with licensure in Special Education. It has designed a sequence of varied, early, and ongoing clinical experiences that are of sufficient depth, breadth, diversity, coherence, and duration. These experiences help candidates integrate the requirements of Ed 607's (Institutional Accreditation & Degree Granting Requirement, General Education Content Requirements, Code of Conduct Requirements, and Professional Educator requirements) and the skills, knowledge, and dispositions related to their area of endorsement.

Furthermore, candidates at Saint Anselm College, in their clinical practice, have sufficient opportunities to practice and assume the full range of teaching activities, roles, and responsibilities. They also demonstrate the knowledge, skills, and dispositions of a beginning educator as described in Ed 607 and Ed 608 (Area of Concentration & Teachers).

The institution ensures that candidates have an immersive, culminating experience in the licensure area for which they are seeking. This experience includes direct, authentic experiences in the learning community, allowing candidates to practice and apply the knowledge, skills, and dispositions delineated within the educator preparation standards.

The college's Graduate Special Education Internship (ED630) and Special Education Student Teaching (ED6xx¹) courses are structured around a semester or year-long clinical experience and a seminar. The Culminating Clinical Experience, a key component, emphasizes the practical application of special education knowledge and skills within a school setting. Here, teacher candidates apply theories of teaching and learning, conduct special education assessments, collaborate with parents and families, and provide support to students facing academic or social/emotional challenges. Throughout this experience, teacher candidates are supported by a college supervisor and clinical educator to meet specific special education program competencies. Under guidance and supervision, candidates develop skills and take responsibility for planning, guiding, and evaluating the overall program for the students they work with.

The seminar component of the courses requires teacher candidates to collectively reflect on the connection between theory and practice, applying concepts acquired in their coursework to their Culminating Clinical Experience. Activities within the seminar include direct instruction, peer-reviewed lesson plan preparation, research and rehearsal of instructional activities, self-assessment, student presentations, conducting and evaluating research, as well as group discussions. These activities effectively bridge the gap between theory and practice, enhancing the overall learning experience for teacher candidates.

In addition, experiences at Saint Anselm College are systematically designed and sequenced to increase the complexity and levels of engagement with which the candidates apply, reflect upon, and expand their knowledge and skills. There is a partnership among a PEPP candidate, the clinical supervisor and clinical educator, clinical partnerships, and faculty and staff of district schools (Londonderry, Manchester & Amherst), providing experience in the setting and role as a representation of the capstone of an educator preparation program where candidates can fully demonstrate their competence.

B. CLINICAL PARTNERSHIPS [604.02]

Saint Anselm College has successfully met the standards outlined in Ed 604.02. In terms of clinical partnerships (Ed 604.02), the college has developed partnerships with PK-12 schools that are mutually beneficial and share responsibility for candidate development. They have designated one or more individuals to develop these partnerships with school districts, ensuring strong and effective collaborations.

¹ "ED6xx"- new course numbers designated with "xx" until courses are formally approved.

Since receiving program approval in 2021, the Graduate Program in Special Education at Saint Anselm College has successfully expanded its partnerships with local districts to include graduate students. These partnerships have led to placements for graduate students in three partner districts: Londonderry, Manchester, and Amherst. In Londonderry, two students completed their graduate internships at Londonderry High School. Additionally, families and educators from the Londonderry School District have participated in panel presentations for the graduate program, and educators from the district serve on the department's Advisory Board.

A second graduate-level partnership was established with the Manchester School District. Starting in Fall 2023, the Manchester School District provided Fellowships for graduate students in the program. During the 2023/2024 school year, three students were placed as Graduate Fellows, with the number expected to grow to five in the 2023/2024 school year. Educators from Manchester School District also serve on the Advisory Board and participate in mock interviews for graduate students.

The third partnership at the graduate level is with the Amherst School District. Starting in Fall 2023, Amherst schools provided Fellowships for students in the program. During the 2023/2024 school year, Amherst has two Graduate Fellows, with the partnership expected to continue into the 2024/2025 school year with one to two students serving as Fellows. Educators from the Amherst School District serve on the Advisory Board, participate in mock interviews, and serve as adjunct faculty in the Graduate Program in Special Education.

Clinical educators (CEs) are carefully selected based on their credentials, experience, and ability to mentor teacher candidates. The selection process is overseen by the College Coordinator of Clinical Practice and a designated individual at each partner school. While the specific placement process varies by school administration, there are common professional criteria. These include holding an experienced teacher credential in special education that matches the endorsement for which the candidate is preparing, having successful teaching experience, and obtaining a recommendation from their school district. Additionally, personal qualifications are considered to ensure a friendly yet professional working relationship between the teacher candidate and the clinical educator.

CEs are expected to exemplify excellence in teaching and demonstrate a positive impact on student learning. They should also be sensitive to the needs of teacher candidates, providing them with opportunities to experiment with various teaching techniques. Personal dispositions that support a friendly yet professional working relationship between the CE and TC are also important considerations. Orientation meetings, the clinical experience handbook, Canvas®, and email communications are mechanisms in place to communicate expectations.

By meeting these standards, the college ensures that its clinical partnerships are robust and that clinical educators are qualified, experienced, and actively engaged in providing meaningful mentorship and support to teacher candidates.

C. CLINICAL EDUCATORS [604.03]

Regarding clinical educators (Ed 604.03), the college has an explicit process in place and works collaboratively with partner schools to ensure that school-based clinical educators meet the required criteria. These educators hold licenses in the relevant content, specialist, or administrative areas, either as outlined in Ed 507 or with a comparable license from another state. They also possess at least three years of experience in schools in the relevant area, come with recommendations from peers, administrators, or institution faculty and staff, and are currently employed in the role in which they mentor candidates.

In the Culminating Clinical Experience at Saint Anselm College, cohorts of students are assigned to a college supervisor who evaluates their performance as teacher candidates. Each college supervisor undergoes a traditional interview process and is hired by the Director of the Graduate Special Education Program.

A manual for the Culminating Clinical Experience is distributed annually to teacher candidates, College Supervisors, and Cooperating Teachers. Before the internship, a mentor orientation is conducted, bringing together Clinical Educators, teacher candidates, and College Supervisors to review policies, procedures, and expectations.

Policies require interns to adhere to all Saint Anselm College and partnering school district policies and procedures. Interns may be dismissed early from their field placement for several reasons, including a request from the appropriate

school authority, circumstances preventing a satisfactory learning environment, or a documented lack of professionalism or performance. Extensive absenteeism, tardiness, or failure to comply with rules and policies can also lead to dismissal. Saint Anselm College supports the New Hampshire Code of Ethics for Educational Professionals and encourages interns to uphold these standards.

Interns who are asked to leave a clinical experience may be dismissed from the Special Education Graduate Program. If removal occurs, the graduate student must meet with the Director of the Special Education Graduate Program and Coordinator of Clinical Practice. An action plan may be set, but if remediation is not successful, the intern will not receive credit for the placement. Failure to follow the remediation plan can result in removal from the Program without the option to continue in the future.

By adhering to these criteria, the college ensures the strength of its clinical partnerships and the qualifications, experience, and active engagement of clinical educators in providing meaningful mentorship and support to teacher candidates.

D. CLINICAL SUPERVISION [604.04]

Saint Anselm College has met the standards for Clinical Supervision as outlined by the adopted rules. The college ensures that each candidate receives frequent supervision, direct observation, evaluation, and ongoing support during appropriate clinical experiences. The clinical supervisor, clinical educator, and candidate all understand the requirements and supervisory criteria outlined in Ed 607 and Ed 608, collaborating in the evaluation of candidates. Additionally, the clinical supervisor documents a demonstration of a candidate's competency in the required knowledge, skills, and dispositions for their endorsement area(s). Clinical supervisors are selected based on their ability to recognize effective learning facilitation, integrate academic content and pedagogy, mentor, and support candidates, and evaluate performance related to learning facilitation and student learning.

E. CRIMINAL HISTORY RECORDS CHECK CREDENTIAL [604.05]

Saint Anselm College has exceeded the standards for Criminal History Records Check Credential as outlined by the adopted rules. Candidates are required to apply for criminal history records check clearance credential as outlined in Ed 504.12 before being selected or admitted into a state board-approved PEPP. PEPPs ensure that candidates do not participate in unsupervised field experiences as described in Ed 604 without first obtaining a criminal history records check (CHRC) clearance credential. Failure to obtain this credential due to a finding under Ed 512.01(a)(3) results in a denial of admission into the PEPP's program. Candidates have the right to appeal a denial of a credential in accordance with Ed 512.01(b).

2. COMMENDATIONS:

- ❖ Saint Anselm College is to be commended for its attention to detail with respect to adhering to and following up on the requirements of the education rules for candidates.

3. RECOMMENDATIONS THAT REQUIRE RESPONSIVE ACTION(S): [Ed 604]

- The Saint Anselm programs reviewed meet all NH Department of Education Standards and do not require responsive action(s); however, it is recommended that the department pays special attention to ensuring each candidate for licensure has varied experiences beyond just observation in settings that service the breadth of the K-12 (and beyond) population.

4. EVIDENCE EXAMINED INCLUDES:

- TaskStream™ Learning Management System - Electronic Evidence
 - Introduction
 - NHED New Program Proposal
 - Overview of Graduate Programs in Special Education
 - 2021 Saint Anselm College Approval Report
 - HEC Report: Graduate Special Education
 - NECHE Report - March 2023

- Curriculum
 - Ed 612.07/507.40 Special Education Teacher Matrix
 - Ed 505.03 Professional Education Matrix
 - Course Descriptions & Syllabi
 - Faculty Curriculum Vitae
 - Graduate Special Education Program Plan of Study
- Clinical Experience
 - M.Ed. Culminating Clinical Capstone Placement Process
 - Graduate Special Education Internship Agreement
 - Graduate Special Education Program Handbook
 - Code of Ethics
- Candidate Admission & Assessment
 - Application Checklist
 - Evaluations
 - Mid Semester Goals
 - Competency Checklist
 - Internship Evaluation Rubric
 - Observations
 - Dispositions
 - Verification of Licensure Checklist
 - Exhibit Room of Portfolios
- Program Assessment
 - Graduate Course Evaluation
 - Graduate Special Education Program Alumni Survey
 - Graduate Special Education Program Employer Survey
 - Focus Groups
 - M.Ed. Interest Surveys
 - Advisory Board
- Resources
 - Organizational Chart
 - Job Descriptions
 - Video of Geisel Library
 - Library Collection of Special Education Resources
- Substantive Change Request - Initial Licensure Special Education
- New Education Preparation Program Proposal Special Education (Ed 507.40) Licensure Only
- 2021 Saint Anselm NEW PEPP MOU
- 2023 MOU Saint Anselm 1-1 O1 and O3
- College Catalogue
- [Homepage | Saint Anselm College](#)
- NHED Educator Information System (EIS)
- Site-Visit and interviews with the following (see full schedule in Appendix):
 - Saint Anselm College Administration (Associate VP/Dean, VPAA, Chair of Dept., Director/Head of Instructional Services, Head of Collection, Director of MEd, Associate Professor, Coordinator of Clinical Practice, Data Manager, Current candidates, clinical educators, faculty)
 - (see interview attendees and schedule in appendix)

Section III: 2024 Curriculum, Learning Facilitation and Resources [603/605/607]

1. SUMMARY OF FINDINGS:

Below are key elements of this review:

A. CURRICULUM [603.01; 607.02]

The academic program for Saint Anselm College's Graduate Special Education Program (M.Ed.) is meticulously aligned with New Hampshire state licensure standards for special education teachers ages 5-22, professional education standards, and High Leverage Practices in special education. These standards are integrated into course syllabi, ensuring that learning objectives directly address these requirements. The curriculum prepares educators to effectively meet the needs of students with disabilities in diverse settings and address the needs of all learners in the classroom.

Initially designed as a 44-credit program with seven required courses and a two-semester internship, the program was adjusted based on survey data and faculty consultation to a 37-credit program with three-credit courses per course. This adjustment was made before the first cohort in the summer of 2022.

Course delivery is structured to accommodate student preferences, with more courses offered during summer sessions than is offered during the academic year. In the 2022-2023 academic year, three courses were completed in an online asynchronous format for two summer sessions, two courses were taken in the fall semester, and two courses in the spring semester. In the 2023-2024 academic year, four courses were offered asynchronously during the summer, three during the academic year, and the internship remained in the fall and spring semesters.

A key change to the internship was implemented in fall 2022, where teacher candidates choose either elementary K-6 or secondary 7-12 grade levels for a year-long placement, ensuring all competencies for licensure (ages 5-22) are met through individually designed competency checklists.

The program culminates in a digital standards-based portfolio assembled during the ED6xx/630 Special Education Seminar, demonstrating that all required state standards have been met. Graduates of the program demonstrate critical thinking, the ability to evaluate and communicate ideas and research, and a thorough understanding of the field of special education.

Overall, the Graduate Special Education Program at Saint Anselm College is designed to equip educators with the skills and knowledge needed to effectively support students with disabilities and meet the demands of the profession.

Please refer to the Saint Anselm College: Overview of Graduate Programs in Special Education (M.Ed.) with licensure in Special Education for requirements for each of the three pathways for this license directly below.

Saint Anselm College: Overview of Graduate Programs in Special Education (M.Ed.) with licensure in Special Education as of 1/2024

	MEd/Advanced (Additional endorsement)	MEd/Initial License	Comments/Notes/Questions
Options and description	<ul style="list-style-type: none"> ▪ Graduate Students (GS) hold current initial teaching license(s) ▪ GS can complete program FT or PT ▪ FT GS are eligible for Fellowship Program ▪ Fellowship Program is a unique program that provides graduate teacher candidates an intensive field-based residency in a partner district alongside their graduate coursework. This program tuition is funded by the partner district. Fellowship requires minimum cumulative GPA 3.0 or at discretion of Director. ▪ GS can complete licensure only or MEd ▪ Licensure only does not include 2 research courses 	<ul style="list-style-type: none"> ▪ Graduate Students (GS) do not hold initial teaching license ▪ GS can complete program FT or PT ▪ GS can complete licensure only or MEd ▪ Licensure only does not include 2 research courses 	<ul style="list-style-type: none"> ▪ Licensure only pathway is a proposed new program pending state of NH approval (spring 2024).
Application requirements	<ul style="list-style-type: none"> ▪ Online application including personal statement ▪ Official transcripts from all undergraduate and graduate programs attended; candidates must hold a Bachelor's and/or Master's degree ▪ Two letters of recommendation (if not SAC alum) ▪ Copy of teaching license or N.H. Statement of Eligibility (if applicable) ▪ Cumulative GPA minimum 2.5 or at discretion of Director 	<ul style="list-style-type: none"> ▪ Online application including personal statement ▪ Resume/CV ▪ Praxis scores or substitution is needed at point of application ▪ Official transcripts from all undergraduate and graduate programs attended; candidates must hold a Bachelor's ▪ Copy of N.H. Statement of Eligibility (if applicable) by start of internship ▪ one letter of recommendation (if not SAC alum) ▪ interview/consultation ▪ Students must pass all prerequisite courses with a grade of C or higher ▪ Cumulative GPA minimum 2.5 or at discretion of Director 	<ul style="list-style-type: none"> ▪ Praxis scores may be substituted with SAT/ACT
Course work	<ul style="list-style-type: none"> ▪ ED 510 - IEP: Ethical & Legal Influence on Educational Practices of Students with Diverse Abilities (3 credits) ▪ ED 520 - Differentiated Curriculum and Targeted Instruction (3 credits) ▪ ED 530 - Positive Behavior Supports (3 credits) ▪ ED 540 - Consultation and Collaboration with Families, Schools, and Communities (3 credits) ▪ ED 560 - Assessment for Instructional Design and Decision Making (3 credits) ▪ ED 600 - Research Foundations and Design (3 credits) ▪ ED 610 - Research Capstone (3 credits) ▪ ED 630 - Year-long Internship (8 credits) 	<ul style="list-style-type: none"> ▪ ED5xx Foundations in Education and Exceptional Learners (with early field experience) ▪ ED 510 - IEP: Ethical & Legal Influence on Educational Practices of Students with Diverse Abilities (3 credits) ▪ ED 520 - Differentiated Curriculum and Targeted Instruction (3 credits) ▪ ED 530 - Positive Behavior Supports (3 credits) ▪ ED 540 - Consultation and Collaboration with Families, Schools, and Communities (3 credits) ▪ ED 560 - Assessment for Instructional Design and Decision Making (3 credits) ▪ ED 600 - Research Foundations and Design (3 credits) ▪ ED 610 - Research Capstone (3 credits) ▪ ED 630 - Graduate Special Education Internship (8 credits) 	<ul style="list-style-type: none"> ▪ These plans of studies are samples and do not reflect the impact of transfer credit or academic history. ▪ ED5xx Special Topics: Foundations in Education and Exceptional Learners is embedded in requirements as part of program (early field experience) in MEd initial license pathway ▪ ED5xx Special Topics: Foundations in Literacy and Best Practices course will be required in M.Ed. initial license and elective in advanced pathway (FOR exam will most likely be required in next 12-18 months) ▪ All GS will develop individual academic plans with their academic advisor (Director of Graduate Program) during their first semester.
Clinical Experience(s)	<ul style="list-style-type: none"> ▪ Prior to Internship must submit copy of current teaching license ▪ GS must take either Student Teaching one semester [Special Education Internship (8 credits)] or two semesters of Internship ▪ Fellowship is year-long (2 semesters) ▪ Length and composite of Clinical Experience depends upon consultation with Director of Graduate Program 	<ul style="list-style-type: none"> ▪ GS must take either Student Teaching one semester [Special Education Internship (8 credits)] or two semesters of Internship ▪ Length and composite of Clinical Experience depends upon consultation with Director of Graduate Program 	

B. RESOURCES and FUNDING [605.01; 605.02; 605.03; 605.04]

The resources available to support the program are essential for its success. The Vice President of Academic Affairs and the Academic Dean have primary responsibility for overseeing fiscal needs, hiring, faculty compensation, operating budgets, professional development funds, technology, library allocations, and facilities. The budget process is completed annually, with the Graduate Program Director drafting and submitting the program budget for review and approval. The senior leadership team and Finance Office make the ultimate decisions on financial allocations.

The Director of Graduate Special Education oversees program implementation, with support from the Data Manager and Coordinator of Clinical Practice. The faculty consists of two full-time members from the Education Department and two adjunct faculty members with PhDs, one specializing in secondary education and the other in elementary education. As enrollments increase, a new full-time faculty hire with a terminal degree in special education will be needed.

In terms of curricular materials, facilities, and technology, the program received a mini grant to provide materials and training for graduate students and their clinical educators. The College provided \$10,000 to the library to purchase materials to support the special education program, and ongoing efforts are being made to build the special education collection. Classroom space in the lower-level Alumni Hall has been renovated and designated for the Education Department, where both undergraduate and graduate courses are held. Instructional technology support is provided for faculty teaching online courses, with four courses offered in asynchronous online format during the summer and all courses using Canvas as the learning management system (LMS). Overall, the resources available ensure that the program has the necessary support to deliver high-quality education to its students.

C. CODE of CONDUCT [607.03]

The PEPP at Saint Anselm College requires each candidate participating in the ED630 Internship Seminar to demonstrate evidence of an understanding of ethical decision-making as it relates to the code of conduct specified in Ed 510. The institution determines the method of assessment within its candidate assessment system to ensure compliance with this standard.

D. AREA of CONCENTRATION [608.01]

The PEPP at the institution meets the standards for the Area of Concentration as outlined by the adopted rules. The institution has an ongoing system of assessment for each area of concentration, using multiple assessments and data to inform the construction of an organized study of content knowledge tailored to meet individual candidate needs. The advisory process helps candidates select courses aligned with a nationally approved content knowledge test, develop content area competencies, and empower candidates to engage students in a culture of learning. Additionally, each candidate enrolled in the PEPP at the baccalaureate level earns a degree from a regionally accredited institution, as required.

E. TEACHERS [608.02-.04]

The PEPP at Saint Anselm meets the standards as outlined by the adopted standards. The program provides a combination of academic and supervised clinical experiences to develop the skills, competencies, and knowledge outlined in Ed 505.03, as well as the specific skills, competencies, and knowledge required for each individual's endorsement as outlined in the relevant sections of Ed 507, Ed 508, and Ed 506 for special education teachers.

2. COMMENDATIONS:

Not applicable.

3. RECOMMENDATIONS THAT REQUIRE RESPONSIVE ACTION(S): [Ed 603/605/607]

- The Saint Anselm programs reviewed meet all NH Department of Education Standards and do not require responsive action(s).

4. EVIDENCE EXAMINED INCLUDES:

- TaskStream™ Learning Management System- Electronic Evidence
 - Introduction
 - NHED New Program Proposal
 - Overview of Graduate Programs in Special Education
 - 2021 Saint Anselm College Approval Report
 - HEC Report: Graduate Special Education
 - NECHE Report - March 2023
 - Curriculum
 - Ed 612.07/507.40 Special Education Teacher Matrix
 - Ed 505.03 Professional Education Matrix
 - Course Descriptions & Syllabi
 - Faculty Curriculum Vitae
 - Graduate Special Education Program Plan of Study
 - Clinical Experience
 - M.Ed. Culminating Clinical Capstone Placement Process
 - Graduate Special Education Internship Agreement
 - Graduate Special Education Program Handbook
 - Code of Ethics
 - Candidate Admission & Assessment
 - Application Checklist
 - Evaluations
 - Mid Semester Goals
 - Competency Checklist
 - Internship Evaluation Rubric
 - Observations
 - Dispositions
 - Verification of Licensure Checklist
 - Exhibit Room of Portfolios
 - Program Assessment
 - Graduate Course Evaluation
 - Graduate Special Education Program Alumni Survey
 - Graduate Special Education Program Employer Survey
 - Focus Groups
 - M.Ed. Interest Surveys
 - Advisory Board
 - Resources
 - Organizational Chart
 - Job Descriptions
 - Video of Geisel Library
 - Library Collection of Special Education Resources
 - Substantive Change Request - Initial Licensure Special Education
 - New Education Preparation Program Proposal Special Education (Ed 507.40) Licensure Only
 - 2021 Saint Anselm NEW PEPP MOU
 - 2023 MOU Saint Anselm 1-1 O1 and O3
 - College Catalogue
 - [Homepage | Saint Anselm College](#)
 - NHED Educator Information System (EIS)
 - Site-Visit and interviews with the following (see full schedule in Appendix):
 - Saint Anselm College Administration (Associate VP/Dean, VPAA, Chair of Dept., Director/Head of Instructional Services, Head of Collection, Director of MEd, Associate Professor, Coordinator of Clinical Practice, Data Manager, Current candidates, clinical educators, faculty)
 - (see interview attendees and schedule in appendix)

1. SUMMARY OF FINDINGS:

Below are key elements of this review:

A. CANDIDATE ASSESSMENT SYSTEM [606.01]

Applicants interested in the Graduate Program in Special Education will have their transcripts evaluated as part of the application process to ensure their content and GPA requirements are satisfied to begin the Graduate Program in Special Education. The official transcript evaluation will occur after an application has been submitted with all transcripts attached to the application. Students who have completed graduate work at other colleges or universities may petition their graduate program director for transfer of credits to be applied towards their Graduate Program in Special Education. The graduate program can accept or reject transfer credits at its discretion, regardless of the graduate degree program or discipline in which they were earned. Typically, credits are not transferred if they were earned more than five years before the date of the student's application to the graduate program.

To be considered official, a transcript or other academic document must be sent at the student's request directly from the originating institution or organization to Admissions at Saint Anselm College. Student/faculty requests for exceptions about how credits are designated in the external transfer process are made through the Office of the Registrar.

Candidates will meet to draft their plan of study and meet formally at the beginning of the program, at the end of the summer, and in January of their last semester.

The transcript evaluation will occur after an application has been submitted. Any additional prerequisite content coursework must be completed as a non-degree student before admission into the program. The Director of the Graduate Program in Special Education will conduct the transcript analysis and advise the graduate student on a plan of study.

Candidate Assessment

The Graduate Special Education Program at Saint Anselm College will assess its candidates and program for continuous program improvement. The assessment systems are aligned to the learning outcomes, HLP, and state standards to ensure that these assessment systems provide valuable, meaningful data to engage in continuous improvement. The Graduate Special Education Program uses TaskStream™ Learning Achievement Tasks (LAT) to record, manage, and analyze the data in candidate and program assessment. Graduate students will be assessed on academic achievement, professional dispositions, observations, and evaluations.

Academic Achievement

Academic achievement is assessed by cumulative grade point average (GPA). Graduate students will maintain a minimum cumulative grade point average of 3.0 and grades of B or better in special education courses. Transcripts are reviewed at the end of each term by the Director of the Graduate Special Education Program.

Disposition Assessment

The clinical educator mentoring the graduate student in the Special Education Culminating Clinical Capstone completes a disposition assessment at midterm. The observation of one of the candidate's delivered lessons, as well as performance in the course, provide the basis for the candidate's Disposition Assessment. The Disposition Assessment is aligned with the learning outcomes and high-leverage practices. Specifically, the assessment reports on a candidate's communication skills, professionalism, preparedness in learning, collaboration, and collegiality, appreciation and value for cultural and academic diversity, social and emotional intelligence, and reflective practice. Candidates are rated on each trait on a scale of 1-4, from not yet meeting expectations (1) to exemplary (4). Candidates are expected to consistently receive ratings of “**developing consistency**,” “**meets expectations**,” and “**exemplary**” (though at this stage we expect fewer exemplary ratings). If questions arise, the course instructor and/or Coordinator of Clinical Practice are consulted to determine the candidate's recommendation.

Observations

During each culminating clinical experience, candidates are observed by their Clinical Educator (two formal observations) and College Supervisor (one to two formal observations and post-observation conferences). Throughout the Culminating Clinical Capstone, interns are expected to, at minimum, meet expectations and demonstrate growth and improvement in skills on the observation forms.

Culminating Clinical Experience Evaluation

During each culminating clinical experience placement, a midterm and final evaluation is completed by the candidate, CE, and College Supervisor. The teaching team then meets and agrees on the final rating given to the candidate. The candidate must receive consistent ratings of meets and exceeds. The final evaluation serves as the completion of the internship, as well as the recommendation for licensure. Recommendation for licensure is made by the Clinical Educator, College Supervisor, and verified by the Director of Teacher Education.

Verification of Candidate's Completion

The Director of the Graduate Special Education Program verifies the candidate's program completion and degree requirements. As part of the verification, each candidate's file is reviewed by the Director of the Graduate Special Education Program utilizing a checklist to verify completion of licensure requirements.

This includes checking to ensure that the candidate has completed and met the criteria for: special education coursework, cumulative grade point average, criminal records check, culminating clinical experience (observations, dispositions, evaluations), and receiving a recommendation for licensure from clinical educator(s) and the college supervisor.

B. CANDIDATE ADVISING [603.02]

The Director of the Graduate Program serves as the academic advisor for all graduate students regardless of pathway. The advisor helps students identify and achieve their academic and professional goals (completion of the pathway). The advisor may meet with their advisees individually or in group advising sessions. The academic advisor provides information regarding policies, procedures, and program requirements. All students meet with their advisor a minimum of once a year to review the course sequence, and ensure they are taking appropriate courses and that they are fulfilling requirements. All program requirements are delineated in the plan of study.

In addition to the Career Office, program faculty and the advisor may provide information to graduate students regarding resume development and employment opportunities. As part of the graduate program, the Director facilitates mock interviews in the spring. The purpose of the mock interviews is to provide an opportunity for our graduate students to interview administrators from a variety of settings individually. Each administrator reviews students' resumes and conducts interviews. At the end of each mock interview, administrators provide teacher candidates with concrete feedback on his/her resume and interview performance. It is an invaluable opportunity for candidates to network and prepare for the job search.

C. PROGRAM ASSESSMENT SYSTEM [606.02]

The Graduate Special Education Program will utilize TaskStream™ Learning Achievement Tasks (LAT) to record, manage, and analyze the data in program assessment.

The program assessment is designed to collect data, analyze findings, and make judgments about teacher candidates, programmatic decisions (curriculum, learning facilitation, assessment, and resources), and departmental operations. Data collection, both quantitative and qualitative, assists Saint Anselm in its continued efforts to deliver a high-quality program.

The assessment focuses on the systematic internal collection of information and data derived from the candidate and program-wide assessments. These assessments are useful in reporting outcomes to stakeholders and identifying goals/accompanying resources for future steps of action.

The program assessment data collection and methodologies include:

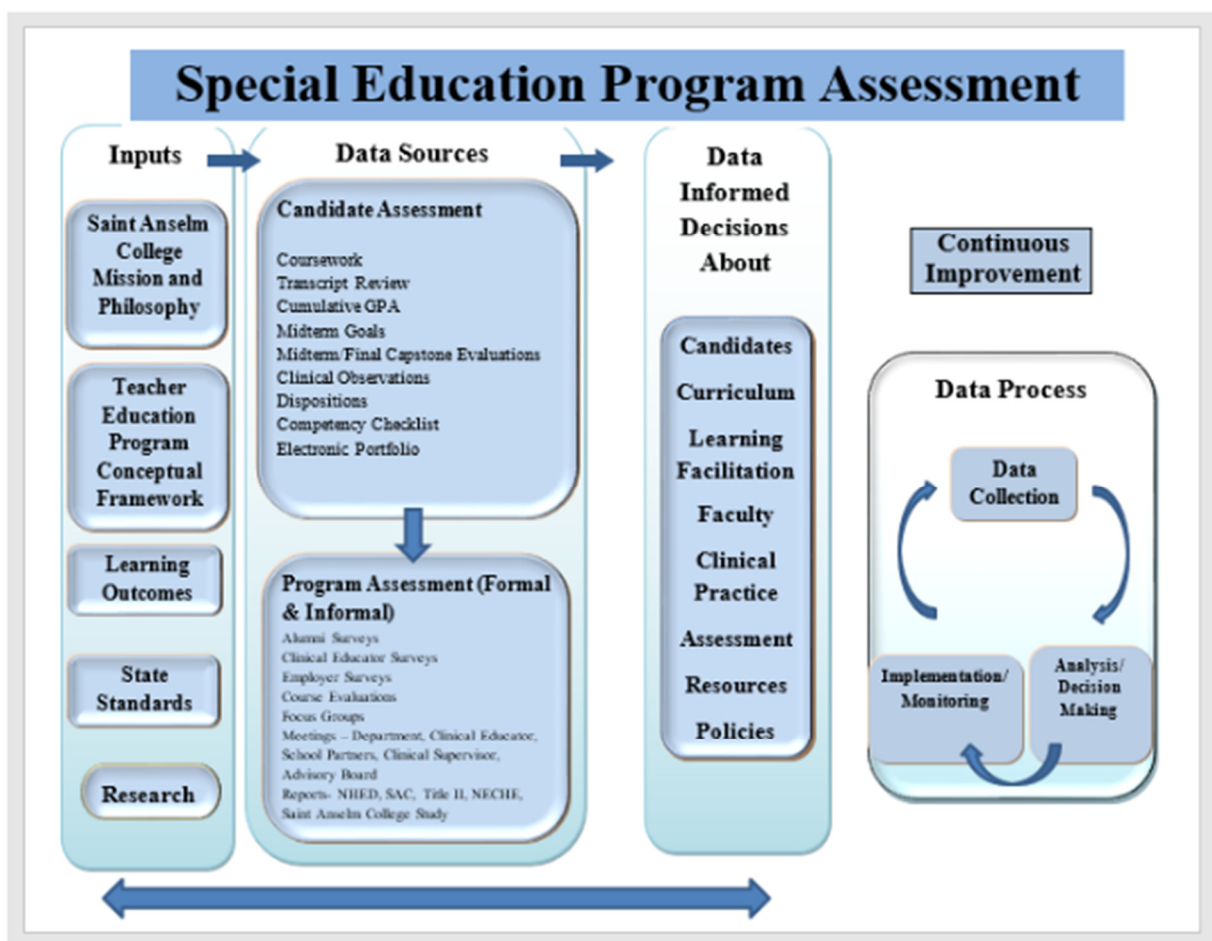
Alumni Survey - In recognition of the importance of continuing a relationship with alumni and receiving feedback on their teacher preparation experiences, Saint Anselm will send out a survey to special education alumni. Once received, the Data Manager will generate reports of these survey results and together with the Director of Special Education summarize the findings. Findings and action steps will be discussed.

Clinical Evaluation - Surveys will be completed by the clinical educators at the end of each semester of the Culminating Clinical Capstone. Surveys will be distributed via TaskStream™. These survey results will provide valuable information at both the individual teacher candidate level, as well as the programmatic level. The Coordinator of Clinical Practice will generate reports of the results and look for patterns in areas of praise and concern.

Course Evaluation - At the end of each semester, course evaluations are completed by the students electronically through Qualtrics. Feedback is given by students anonymously regarding the instructor, content, and course format.

Focus Group - As a formative assessment, graduate students will be invited to meet with program faculty and administrators of the program. The purpose is to determine successes and areas of improvement of program structure, policies, procedures, and content.

The requirements for a PEPP's Program Assessment System are enumerated in NH Ed 606.02(b) and are depicted below:



2. COMMENDATIONS:

Not applicable.

3. RECOMMENDATIONS THAT ADDRESS UNMET STANDARD(S): [Ed 606.02]

- The Saint Anselm programs reviewed meet all NH Department of Education Standards and do not require responsive action(s).

D. VERIFICATION OF A CANDIDATE'S COMPLETION OF A PEPP [606.03]

Saint Anselm College meets the standards for Verification of a Candidate's Completion of a PEPP as outlined by the adopted rules. The system for verification by the certification officer or a designee includes a body of evidence demonstrating each candidate's successful completion, including proficiency in basic academic skills, passing a criminal records check, completing the appropriate degree required by licensure standards, acquiring the knowledge, skills, and dispositions articulated in Ed 607 and Ed 608, completing a culminating clinical experience, and meeting the appropriate degree requirements. Saint Anselm requires a "Graduate Special Education Verification of Licensure Checklist" for program completion.

2. COMMENDATIONS:

Not applicable.

3. RECOMMENDATIONS THAT REQUIRE RESPONSIVE ACTION(S): [ED 604]

- The Saint Anselm programs reviewed meet all NH Department of Education Standards and do not require responsive action(s).

4. EVIDENCE EXAMINED INCLUDES:

- TaskStream™ Learning Management System- Electronic Evidence
 - Introduction
 - NHED New Program Proposal
 - Overview of Graduate Programs in Special Education
 - 2021 Saint Anselm College Approval Report
 - HEC Report: Graduate Special Education
 - NECHE Report - March 2023
 - Curriculum
 - Ed 612.07/507.40 Special Education Teacher Matrix
 - Ed 505.03 Professional Education Matrix
 - Course Descriptions & Syllabi
 - Faculty Curriculum Vitae
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 - Application Checklist
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 - Mid Semester Goals
 - Competency Checklist
 - Internship Evaluation Rubric
 - Observations
 - Dispositions
 - Verification of Licensure Checklist
 - Exhibit Room of Portfolios

- Program Assessment
 - Graduate Course Evaluation
 - Graduate Special Education Program Alumni Survey
 - Graduate Special Education Program Employer Survey
 - Focus Groups
 - M.Ed. Interest Surveys
 - Advisory Board
- Resources
 - Organizational Chart
 - Job Descriptions
 - Video of Geisel Library
 - Library Collection of Special Education Resources
- Substantive Change Request - Initial Licensure Special Education
- New Education Preparation Program Proposal Special Education (Ed 507.40) Licensure Only
- 2021 Saint Anselm NEW PEPP MOU
- 2023 MOU Saint Anselm 1-1 O1 and O3
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 - Saint Anselm College Administration (Associate VP/Dean, VPAA, Chair of Dept., Director/Head of Instructional Services, Head of Collection, Director of MEd, Associate Professor, Coordinator of Clinical Practice, Data Manager, Current candidates, clinical educators, faculty)
 - (see interview attendees and schedule in appendix)

**SPECIAL EDUCATION TEACHER- MEd, Licensure
Ed 507.40****Option 1: Re-Review MEd****Option 3: New Licensure Only****Reviewer: Jamie Malhoit, Associate Director of Student Support Services-SAU #65
4 - Highly Effective Level****1. SUMMARY OF FINDINGS:**

The Graduate Special Education Program (M.Ed.) was previously approved. Initially, the program was proposed as a 4+1 program only open to Saint Anselm College students and alumni. Shortly thereafter, the Saint Anselm College approved non-Saint Anselm students matriculating into the graduate programs. Currently, any (Saint Anselm and non-Saint Anselm) graduate may earn a master's degree in special education. The Education Department offers two pathways, Advanced and Initial, to earn an M.Ed. with licensure in Special Education (ages 5-22).

The Advanced pathway is appropriate for graduate students who are licensed teachers seeking an additional endorsement in special education and a master's degree. These teacher candidates may complete the program full-time or part-time.

The Initial pathway is appropriate for graduate students who are not licensed teachers but hold a bachelor's degree. These teacher candidates may complete the program full-time or part-time. The third pathway, licensure only, is a proposed new program. Graduate students, regardless of enrollment in either the Advanced or Initial pathways, can choose to complete the requirements for licensure only. The difference between the graduate degree and special education licensure-only pathway is the completion of two research courses. All three pathways were reviewed.

School partners and prospective graduate students have expressed interest in an initial licensure special education teacher preparation program. The purpose of the Special Education Program is to prepare graduate students for a license in Special Education (grades K-12). The proposed program has been developed in collaboration between the education department and school partners in the field. The objective of the program is to prepare qualified special education teachers by following the standards set forth by the New Hampshire Department of Education and High Leverage Practices in Special Education (2017). Such an expansion is in accord with the liberal arts mission of the College.

The proposed new licensure-only pathway addresses a critical shortage. There is a demand in the field for special educators, as special education is deemed a critical shortage area. According to Education Week Research Center (Dec. 2018), there is a shortage of teachers with special education licensure and at the same time, an increase in the number of students with disabilities in inclusive classrooms across the United States.

Applicants interested in the initial licensure in Special Education will have their transcripts evaluated as part of the application process to ensure undergraduate and GPA requirements are satisfied to begin the program. The transcript evaluation will occur after an application has been submitted. Any additional prerequisite content coursework must be completed as a non-degree student before admission into the program. The Director of the Graduate Program in Special Education will conduct the transcript analysis and advise the graduate student on a program of study.

The professional education standards and assessments will be embedded in coursework and clinical experiences and delineated on the Pro Ed Matrix.

Completion of an undergraduate degree program is required before beginning the special education graduate program. Applicants who have a B.S. or B.A. and a teaching license may apply for the Advanced Pathway.

Saint Anselm offers two pathways to earn an M.Ed. with licensure in Special Education (grades K-12). Recent graduates with an education degree and initial teacher license may earn a master's degree in special education through the Accelerated Program, completing the program in one year, full-time. Educators with an education degree and a

teacher license may complete the program part-time, completing the program in two years. Each internship is arranged by the College in partnership with a district.

The 37-credit M.Ed. program requires mastery beyond the undergraduate level and is offered in two pathways. The first allows recent graduates with an education degree and initial teacher license to earn a master's in special education through the Accelerated Program (previously described as the 4+1 program) in one year of full-time study. The second is a part-time option designed for working professionals that can be completed in 2 years. Admission requirements are appropriate for admitting students qualified for advanced academic study. Course descriptions, syllabi, and sequencing, along with program learning outcomes, illustrate curricula and pedagogy appropriate to a graduate degree and the professional demands of a licensed special educator.

Special Education Program pathways:

- Advanced pathway with M.Ed. (have a B.S. or B.A. with a teaching license) takes 7 courses;
- Advanced Licensure only (have a M.Ed. with a teaching license) takes 5 courses;
- Initial Pathway with M.Ed. (have a B.S or B.A. and do not currently hold a teaching license) takes 8 courses plus 2 prerequisites or equivalents;
- Licensure only (Initial Pathway to Certification without M.Ed.) takes 6 courses plus 2 prerequisites.

Regardless of the pathway, the length and composite of their capstone clinical experience depends upon educational background, experience, and consultation with the Director of Graduate Program. Graduate students complete either Student Teaching one semester [ED6xx Special Education Student Teaching (8 credits, full-time experience)] or two semesters of Internship [ED630 Special Education Internship (16 credits, part-time experience)].

2. **COMMENDATIONS:**

- ❖ The Director of the Graduate Special Education Program is working to meet three goals: (1) increase the teacher pipeline, (2) retain educators in New Hampshire and (3) increase enrollment in the M.Ed. program. One way that these goals are being met is through the development of a Special Education Fellowship Program that includes several local-area partner schools. In this program, Teaching Fellows will serve as associate teachers in partner schools for one year in exchange for full tuition. Depending on the context, Fellows may assume the role of Special Education Teacher in residency, academic interventionists, tutors, co-teachers, or paraprofessionals. Fellows will be supervised by a Mentor Teacher who will be designated by the joint decision of Saint Anselm College and the host school. All Teaching fellows are required to be fully licensed general education teachers, either K-6 or 7-12. They also must be enrolled full-time in the Saint Anselm College master's in education, Special Education Program.

3. **RECOMMENDATIONS THAT REQUIRE RESPONSIVE ACTION(S):**

i. Progress Report to Address the Following Recommendation/s:

- The Saint Anselm programs reviewed meet all NH Department of Education Standards and do not require responsive action(s); however, it is recommended that the department pays special attention to ensuring each candidate for licensure has varied experiences beyond just observation in settings that service the breadth of the K-12 (and beyond) population.

ii. Annual Report to Address the Following Recommendations:

- Not applicable to this review, however, the collaborative initial review was completed in conjunction with the Higher Education Commission. The below recommendation from NECHE was made.

NECHE 2023 report: We understand that the Master of Education in Special Education program culminates in a yearlong internship, ED630, for which eight credits are awarded in the fall and eight credits are awarded in the spring. However, since there is only one course number and only one syllabus was included in the report, it was unclear to the Commission if there was sufficient academic content for the two, eight-credit internships. The Spring 2024 interim report will provide Saint Anselm College with an opportunity to assure that there “is demonstrable academic content for all experiences for which credit is awarded, including ... internships” (4.38).

4. PROGRAM PERFORMANCE RATING:

4 - Highly Effective:

Teacher Preparation programs performing at the *Highly Effective Level* consistently do the following: Consistently advance candidate growth and achievement. They set and maintain high expectations for learning and achievement for all candidates and create an environment of mutual respect, inquisitiveness, and caring. Highly effective programs demonstrate extensive knowledge of content, standards, and competencies, and connect them to relevant local and global issues. These programs model and encourage innovation, creativity, critical thinking, and engagement on the part of their candidates, and use their expertise and skills to engage their candidates in authentic, accessible, and meaningful learning opportunities aligned to the content, standards, and competencies. Highly effective programs facilitate personalized learning through intentional, flexible, and research-based strategies. They are literate in multiple forms of assessment and incorporate and model these multiple assessment strategies to evaluate candidate and program performance and adjust curriculum and programs accordingly. Highly effective programs integrate and model technology into their instructional and assessment approaches in ways that advance candidate learning opportunities. Highly effective programs consistently demonstrate leadership in their contributions to their college/university and K-12 school partners' progress and culture of growth. They engage productively in learning communities and continuously strive to maximize their own self-directed professional growth. These programs consistently uphold high standards of professional practice.

5. EVIDENCE SUPPORTING THE REVIEWER'S ANALYSIS INCLUDES:

- Document reviews via TaskStream™:
 - Course Descriptions and Syllabi
 - Mid-Semester Goal Setting (Collaboration, Assessment, Social/Emotional/Behavioral Practices, Instruction, Reflective Thinking/Professionalism);
 - Observation Rubric completed no less than 3 times per clinical experience (ED630; ED6XX);
 - Internship Minimal Requirement Evaluation Rubric;
 - Disposition of Candidates;
 - Verification of Licensure Checklist;
 - Portfolio requirement;
- Site-Visit and interviews with the following (see full schedule in Appendix):
 - Saint Anselm College Administration (Associate VP/Dean, VPAA, Chair of Dept., Director/Head of Instructional Services, Head of Collection, Director of MEd, Associate Professor, Coordinator of Clinical Practice, Data Manager, Current candidates, clinical educators, faculty)
 - (see interview schedule in appendix)

Section VI:**2024 Recommendations for Program Approval****A. The review team recommends the following: program(s)**

- ❖ For the MEd (degree) Special Education Teacher PEPP- **FULL APPROVAL** through **12/31/2031**,
- ❖ And, for the licensure only Special Education Teacher PEPP - **FULL APPROVAL** through **7/31/2027**.

Ed 500	PROGRAM	DEGREE	Approval Recommendation	Proposed Expiry
507.40	Special Education Teacher (age 5-22)	MEd, Licensure	Full Approval* Full Approval*	O1- MEd: 12/31/2031* O3- licensure only: 7/31/2027*
<p><i>A recommendation regarding the approval category for each PEPP the team member is responsible for reviewing, which shall be one of the following:</i></p> <ol style="list-style-type: none"> 1. Approval for up to but not to exceed 7 years for option 1; 2. Approval for up to but not to exceed 3 years for options 2 or 3; 3. Conditional approval for up to and not to exceed 3 years; or 4. Non-approval. 				

B. Council for Teacher Education Reactors: [602.10]

“Reactor” means a member of the NHCTE who analyzes and provides clarifying questions on the final review team report for recommendations under 602.04(b) and gives their feedback.

Dr. Joan Swanson-
Jennifer Resmini-

Franklin Pierce University
Pinkerton Academy

C. Possible Motion to CTE:

The CTE makes a motion to recommend to the New Hampshire State Board of Education **full approval** for the Special Education Teacher MEd through **December 31, 2031**, and the Licensure only pathway **full approval** PEPP through **July 31, 2027**.

OR, I move that the State Board of Education _____.
(indicate some other recommendation)

4 - Highly Effective: Teacher Preparation programs performing at the *Highly Effective Level* consistently do the following: Consistently advance candidate growth and achievement. They set and maintain high expectations for learning and achievement for all candidates and create an environment of mutual respect, inquisitiveness, and caring. Highly effective programs demonstrate extensive knowledge of content, standards, and competencies, and connect them to relevant local and global issues. These programs model and encourage innovation, creativity, critical thinking, and engagement on the part of their candidates, and use their expertise and skills to engage their candidates in authentic, accessible, and meaningful learning opportunities aligned to the content, standards, and competencies. Highly effective programs facilitate personalized learning through intentional, flexible, and research-based strategies. They are literate in multiple forms of assessment and incorporate and model these multiple assessment strategies to evaluate candidate and program performance and adjust curriculum and programs accordingly. Highly effective programs integrate and model technology into their instructional and assessment approaches in ways that advance candidate learning opportunities. Highly effective programs consistently demonstrate leadership in their contributions to their college/university and K-12 school partners' progress and culture of growth. They engage productively in learning communities and continuously strive to maximize their own self-directed professional growth. These programs consistently uphold high standards of professional practice.

3 - Effective: Teacher Preparation programs performing at the *Effective Level* consistently do the following: Programs performing at the effective level generally advance candidate growth and achievement. They set and maintain high expectations for learning and achievement for all candidates, create an environment of mutual respect and caring, and engage candidates in appropriate learning opportunities. Effective programs demonstrate sound knowledge of content, standards, and competencies, and connect them to relevant real-world issues. These programs model and encourage innovation, creativity, critical thinking, and candidate engagement, and use their expertise and skills to engage their candidates in authentic, accessible, and meaningful learning opportunities aligned to the content, standards, and competencies. Effective programs facilitate personalized learning through research-based strategies and model these strategies for candidates. They use multiple forms of assessment to evaluate candidate and program performance and adjust curriculum and programs accordingly. Effective programs appropriately integrate and model use of technology into their instructional and assessment approaches. Effective programs contribute collaboratively to their college/university and K-12 partners' progress and culture of growth by engaging in learning communities, fostering their own self-directed professional growth, and frequently providing leadership to support improvements in their colleagues' performance. These programs consistently uphold professional standards of practice.

2 - Needs Improvement: Teacher Preparation programs performing at the *Needs Improvement Level* do the following: Programs performing at the needs improvement level inconsistently advance candidate growth and achievement. They establish expectations for learning and achievement for most candidates and engage candidates in appropriate learning opportunities. Programs performing at the needs improvement level demonstrate knowledge of content, standards, and competencies. These programs use their knowledge and skills to engage their candidates in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies. Programs performing at this level attempt to facilitate personalized learning using a mix of research-based and other strategies. They use multiple forms of assessment to evaluate candidate and program performance, but do not consistently use the results to adjust curriculum and programs accordingly. Programs performing at the needs improvement level may use technology in their instruction and assessment approaches. Programs performing at this level participate in learning communities, but do not consistently attend to their own self-directed professional growth. These programs uphold professional standards of practice.

1 - Ineffective: Teacher Preparation programs performing at the *Ineffective Level* consistently do the following: Programs performing at the ineffective level may advance some candidate growth and achievement, but frequently fail to improve most candidates' growth. They are unable to establish ambitious and reasonable expectations for candidate learning for most and may be unable to engage candidates in appropriate learning opportunities. Programs performing at the ineffective level may have some knowledge of content, standards, and competencies, but these programs do not use their knowledge and skills to engage their candidates in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies. Programs performing at the ineffective level may attempt to facilitate personalized learning using a mix of research-based and other strategies, but cannot prove consistent improvement in candidate learning. Programs performing at the ineffective level participate in learning communities, but do not attend to their own self-directed professional growth and/or support the growth of their colleagues. These programs generally uphold professional standards of practice.

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I. PURPOSE OF THE MEMORANDUM:

This memorandum specifies expectations for the institutional review process for the Saint Anselm College's (SAINT ANSELM) professional educator preparation programs.

Recent program approval history includes:

- In 2021, a full site review was conducted.
- November 2021, the State Board of Education approved the new M.Ed. PEPP (full) through December 31, 2024
- All current SAINT ANSELM’S approved undergraduate (12) educator preparation programs are fully approved through 8/30/2028; the new M.Ed. PEPP fully approved through 12/31/2024.

This review will be under both an Option 1 and an Option 3 review:

Option 1 -review of a currently approved PEPP at an institution that is seeking an additional term of state board approval for the program;	Special Education Teacher (age 5-22)	Master of Education-both Initial and Advanced PEPPs
Option 3 -review of a proposed additional PEPP, not currently approved, that is to be offered at an institution that currently has one or more other state board approved PEPP(s);	Special Education Teacher (age 5-22)	Licensure Only pathway
<i>A recommendation regarding the approval category for each PEPP the team member is responsible for reviewing, which shall be one of the following:</i> <ol style="list-style-type: none"> 1. Approval for up to but not to exceed 7 years for option 1; 2. Approval for up to but not to exceed 3 years for options 2 or 3; 3. Conditional approval for up to and not to exceed 3 years; or 4. Non-approval. 		

This review will examine the preparedness of the institution to continue to offer the above referenced Master of Education PEPP and to begin offering the licensure only program(s) and program alignment to state standards for Special Education Teacher (age 5-22) licensure.

II. IMPORTANT DATES:

- a. **January 19, 2024:** Availability of all required electronic materials
 - a. IHE to provide tentative interview schedule
 - b. Training to include- reviewer, review chair, NHED Administrator, and IHE representative(s)
 - c. Template to training: [Reviewer Training](#)
- b. **January 19, 2024, 3:30-5:30 pm:** Review Team Training- via videoconference
 - a. Guidance for electronic access to the IHE’s self-assessment matrices
 - b. Completed self-assessment matrices
 - c. Interview schedule and links provided by IHE
- c. **By November 16, 2023:** the CTE selects ‘reactors’ (2)
- d. **March 8, 2024:** NEW PEPP and Re-Review Window
 - a. Chair; IHE, NHED Administrator and Reviewer available 8:30-4
 - b. On Site at Saint Anselm
 - c. Check-Ins tbd between Chair, NHED, and Reviewer between Reviewer Training and Review Window date
- e. **March 8, 2024:** Exit Meeting
 The exit meeting will be held on/about the end of the last review window date
 - a. The **Chair** and **NHED** will provide a general overview of the review and highlight any concerns;
 - i. An initial recommendation will be in the team report once completed
- f. **By March 29, 2024:** the **Chair** will forward the draft report to the **NHED**
- g. **By April 12, 2024:** the **NHED** will send the final draft review to the **IHE** for an assessment on accuracy of content
- h. **By April 26, 2024:** The **IHE** will return the team report to the **Chair** and **NHED** within two-weeks of receipt

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- i. **By May 9, 2024:** Final Report available
- j. **By May 9, 2024:** Final Report sent to CTE Reactors (2)
- k. **May 16, 2024:** Reviewed by Council for Teacher Education for SBE recommendation(s)
- l. **June 13, 2024:** Program Review and Recommendations to State Board of Education

III. PROGRAMS TO BE REVIEWED:

SAINT ANSELM will utilize the current existing [600] standards regarding the educator preparation program administrative rules, and the corresponding [500] content/licensure standards for the re-review and the proposed new program.

- a. **SAINT ANSELM** will provide a completed self-assessment NHCTE matrix, including but not be limited to, the following:

i.	500	PEPP(s)	Option	level
		Program Self-Assessment and Program Reviewer-Assessment Matrices		
1.	507.40	Special Education Teacher (age 5-22)	1: re-review	MEd
2.	507.40	Special Education Teacher (age 5-22)	3: new	Licensure only

- b. An explanation of the system through which the proposed PEPP shall evaluate progress toward preparing quality candidates for professional practice based on the competencies in Ed 603, Ed 604, Ed 605, Ed 606, and Ed 607 and the corresponding Ed 500 relative to content requirements;

	Ed 600 (state.nh.us)
603s	Standards for PEPPs at the Baccalaureate and Post-Baccalaureate Levels
604s	Learning Facilitation Standards for PEPPs at the Baccalaureate and Post-Baccalaureate Levels
605s	Resource Standards for PEPPs at the Baccalaureate and Post-Baccalaureate Levels
606s	Assessment System Standards for PEPPs at the Baccalaureate and Post-Baccalaureate Levels
607	IHE Responsibility

- c. **SAINT ANSELM** to provide, no later than the reviewer training date, including but not limited to:

- a. Schedule of appointment(s) with individuals or groups to be interviewed and the corresponding meeting link(s)
 - i. Chair of the Education Department- Kelly Demers
 - ii. Coordinator of Clinical Practice- Amy Hill
 - iii. Data Manager, Coordinator of TEP- Kristin DeMatteis
 - iv. College Administrator- Dean of Saint Anselm College, Marc Cronin
 - v. Vice President of Academic Affairs – Sheila Liotta (Laurie Nicewicz)
 - vi. Library- Melinda Malik
 - vii. New and/or existing Faculty
 - viii. Other representatives
- b. Exit meeting time with the institution, and
- c. Designated work times for team members to discuss issues and questions with the Chair

- d. The review and subsequent report will prioritize the programs' and institution's demonstration of:
- a. To what degree will the program prepare candidates for state licensure in the content and pedagogy standards?
 - b. What evidence exists demonstrating candidate preparation?
 - c. To what degree will the program demonstrate institutional and programmatic alignment to the state's candidate and program assessment standards?
 - d. What evidence exists demonstrating program and institutional alignment?
 - e. To what degree does the program demonstrate institutional and programmatic alignment to clinical partnership and practice standards?

IV. SPECIFICATIONS:

- a. The **REVIEW TEAM** will be comprised of a representative appointed as the Chair from the NH Council for Teacher

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Education, a NHED representative, and a reviewer for the re-review and the proposed program. The **NHED** is responsible for identifying appropriate reviewer(s) and shall be responsible for final decisions regarding the review team membership.
**Note: Unforeseen circumstances may warrant substitutions for a review team member.*

- b. The **NHED** will provide to **SAINT ANSELM** a copy of:
- i. Program Approval Report Format
 - ii. Link to [Program Self-Assessment and Program Reviewer-Assessment Matrices](#)
 - iii. Any updated Matrices provided directly to the IHE representative
- c. **SAINT ANSELM** will provide ALL required documentation (digital format) in advance of the review, but no later than the reviewer training date: including, but not limited to:

[Ed 600 \(state.nh.us\)](#)

<p>□ Ed 603 CURRICULUM STANDARDS FOR PROFESSIONAL EDUCATOR PREPARATION PROGRAMS AT THE BACCALAUREATE AND POST-BACCALAUREATE LEVELS.</p>	<ul style="list-style-type: none"> • Curriculum The PEPP’s curriculum shall provide a variety of meaningful learning experiences to support a candidate’s development of the skills and competencies in the standards that apply to all licensure area(s) for which the PEPP is designed, including: <ul style="list-style-type: none"> ○ The general education studies requirements of Ed 607.02; ○ The professional education requirements of Ed 607.04; ○ The area of concentration requirements of Ed 608.01; and ○ The specific program preparation requirements of Ed 608.02 through Ed 608.04 • The PEPP’s curriculum shall be aligned with the PEPP's mission, goals, objectives, and conceptual framework for professional educator preparation. • The PEPP’s curriculum shall be research-based, developmentally sequenced, and designed to improve learning opportunities and achievement for pk-12 learners. • Candidate Advising • Complete syllabi for all applicable courses • Curriculum Vitae of faculty members involved in program(s) • Plan of Study (for each PEPP)
<p>□ Ed 604 CLINICAL PRACTICE AND PARTNERSHIP STANDARDS FOR PROFESSIONAL EDUCATOR PREPARATION PROGRAMS AT THE BACCALAUREATE AND POST-BACCALAUREATE LEVELS.</p>	<ul style="list-style-type: none"> • Clinical Practice • Clinical Partnerships • Clinical Educators • Clinical Supervision
<p>□ Ed 605 RESOURCE STANDARDS FOR PROFESSIONAL EDUCATOR PREPARATION PROGRAMS AT THE POST-BACCALAUREATE LEVELS</p>	<ul style="list-style-type: none"> • Resources at the Post-Baccalaureate and Baccalaureate Level • Faculty and Staff Resources • Funding and Financial Accountability • Facilities
<p>□ Ed 606 ASSESSMENT SYSTEM STANDARDS FOR PROFESSIONAL EDUCATOR PREPARATION AT POST-BACCALAUREATE LEVELS</p>	<ul style="list-style-type: none"> • An explanation of the system through which each PEPP evaluates progress toward preparing quality candidates for professional practice based on the competencies • A description of the process by which the institution and new PEPP gathers, evaluates and uses data for- • Candidate Assessment System • Program Assessment System • Verification of a Candidate’s Completion of a PEPP • Admissions criteria and processes for applicable programs <ul style="list-style-type: none"> ○ BASA; Criminal History Records Check; transcript review; etc.... ○ An explanation of the system through which the proposed PEPP shall

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| <ul style="list-style-type: none">□ Ed 607
INSTITUTION OF HIGHER
EDUCATION (IHE)
RESPONSIBILITY
□ Ed 608
STANDARDS RELATING TO
PROGRAMS AND AREAS OF
CONCENTRATION
□ Other | <p>evaluate progress toward preparing quality candidates for professional practice based on the competencies in Ed 609, Ed 610, Ed 612 and the review elements for a PEPP;</p> <ul style="list-style-type: none">○ Including gateways; visual representation, etc.● Certification Officer; Title II Reporting, etc.● Institutional Accreditation and Degree Granting Requirement● General Education Content Requirements● Code of Conduct Requirements● Area of Concentration● Teacher(s)● Educational Specialists and Instructional Specialists● Educational Leadership and Administration● A completed current NHCTE matrix for each PEPP for which the institution is seeking approval; and● The current Pro-Ed requirements (and self-assessment Matrix)● A copy of the previous PEPP final review team visits and corresponding report(s) and any additional progress reports submitted to the department that defined progress toward meeting unmet standards as well as steps the institution has taken to move toward implementation of the standards. |
|--|--|

d. Details of the review and site-visit

- Representatives of **SAINT ANSELM** will orient the team to the building and to the overall institution's approach and philosophy
- Review Team will have allotted meeting time(s) to collaborate
- To allow time for the reviewer(s) to generate questions and review materials, an interview schedule will be provided depending on the needs identified by the review team prior to the visit
- Interviews with appropriate on-campus personnel responsible for proposing and implementing new program(s):
 - Chair of the Education Department- Kelly Demers
 - Coordinator of Clinical Practice- Amy Hill
 - Data manager, Coordinator of TEP- Kristin DeMatteis
 - College administrator- Dean of Saint Anselm College, Marc Cronin
 - Vice President of Academic Affairs – Sheila Liotta (Laurie Nicewicz)
 - Library- Melinda Malik
 - Director of Technology- Cindy Desmond
 - New and/or existing Faculty??
- The exit meeting will be held before departure. The **Chair** and the **NHED** will provide a general overview of the visit and highlight any concerns; final recommendations will be in the team report once completed

e. A one-day visit shall be scheduled. Information on lodging (if applicable), parking, directions to the institution, and meal(s) with a tentative outline of the site review visit schedule including but not limited to: (Chair, NH Department of Education, Reviewer(s), etc.)

- **Campus tour**, if requested, may be provided to view resources (including, but not limited to) as related to newly proposed program(s)
 - Classrooms
 - Library
 - Media
 - Technology
 - Additional/New Faculty
- The Review Team will have a working meal(s) to discuss information gathered; develop questions for IHE for ongoing discussion, etc.
- Additional evidence to be scheduled if requested by either a Reviewer and/or the Chair

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V. **POINTS OF CONTACT:**

SAINT ANSELM: Dr. Laura Wasielewski
Professor, Director of Graduate Special Education
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Laura Wasielewski

Representative of **Saint Anselm College**
Professor, Director of Graduate Special Education

SAINT ANSELM: Kristen de Matteis
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Kristen de Matteis

Representative of **Saint Anselm College**
Data Manager and Coordinator

REVIEWER: Jamie Malhoit
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Associate Director of Student Support Services
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jmalhoit@kearsarge.org

Jamie A. Malhoit

PEPP Reviewer
Special Education

REVIEW CHAIR: Michael Fournier
Superintendent of Schools
Bedford School District
103 County Road
Bedford, NH 03110
603.472.3755
fournierm@sau25.net

Michael Fournier

Michael Fournier (Dec 6, 2023 13:41 EST)

Representative of **Council for Teacher Education**
Professional Educator Preparation Program

NHED: Laura A. Stoneking
Administrator
NH Department of Education
Bureau of Educator Preparation and Higher Education
101 Pleasant Street
Concord, NH 03301
603.271.4196 (O)
Laura.A.Stoneking@doe.nh.gov

Laura A. Stoneking

Laura A. Stoneking (Dec 15, 2023 14:28 EST)

Representative of **NH Department of Education**
Professional Educator Preparation Program

M.Ed. Schedule for Virtual Site Visit - Friday, March 8, 2024				
Time	Meeting	Review Team Members	SAC Representative(s)	Zoom Link/Location
8:30AM-9:00AM	Worktime	Michael Fournier, Chair Jamie Malhoit, Reviewer Laura A. Stoneking, NHED		Alumni Hall Lower-Level Conference Room
9:00AM-10:00AM	Administration	Michael Fournier, Chair Jamie Malhoit, Reviewer Laura A. Stoneking, NHED	Mark Cronin, Academic Dean and Associate VP for Academic Affairs; Sheila Liotta, VP for Academic Affairs; Kelly Demers, Chair of Education Department	VPAA Conference Room, Alumni Hall
10:00AM-10:30AM	Worktime	Michael Fournier, Chair Jamie Malhoit, Reviewer Laura A. Stoneking, NHED		Alumni Hall Lower Level Conference Room
10:30AM-11:00	Resources/Library	Michael Fournier, Chair Jamie Malhoit, Reviewer Laura A. Stoneking, NHED	Melinda Malik, Assistant Director, Head of Reference and Instructional Services; Steve Robichaud, Head of Collection Development	Alumni Hall Lower-Level Conference Room
11:00AM-12:00	Director of M.Ed., Coordinator of Clinical Practice, Data Manager	Michael Fournier, Chair Jamie Malhoit, Reviewer Laura A. Stoneking, NHED	Laura Wasielewski, Director M.Ed.; Diana Sherman, Associate Professor; Amy Hill, Coordinator of Clinical Practice; Kristen de Matteis, Data Manager	Alumni Hall Lower-Level Conference Room
12:00-1:00	Lunch			Coffee Shop
1:15PM-2:00PM	Worktime	Michael Fournier, Chair Jamie Malhoit, Reviewer Laura A. Stoneking, NHED		Alumni Hall Lower-Level Conference Room
2:30PM-3:00PM	Current Students	Michael Fournier, Chair Jamie Malhoit, Reviewer Laura A. Stoneking, NHED	Sarah Catarius; Julia Doucet; Cody Face; Abigail Guerra; Therese Lemerise; Cassidy Manti	Zoom https://anselm.zoom.us/j/97637707216?pwd=U3RxbMUc2ZkJSVVBjYjZ5VjVveGRzZz09 Meeting ID: 976 3770 7216 Passcode: 545926
3:00PM-3:30PM	Clinical Educators	Michael Fournier, Chair Jamie Malhoit, Reviewer Laura A. Stoneking, NHED	Erica Livingstone; Chris King; Laurie Logue	Zoom Join Zoom Meeting https://anselm.zoom.us/j/94168987974?pwd=Rk5qM1pwZnN6R0xRM2FPVUZOUi1Zz09 Meeting ID: 941 6898 7974 Passcode: 393235
3:30PM-4:00PM	Faculty	Michael Fournier, Chair Laura A. Stoneking, NHED	Heather Jennings; Aubrey Scheopner Torres; Kathleen Murphy	Zoom Join Zoom Meeting https://anselm.zoom.us/j/92065715958?pwd=Qk5qcjXbkNnNZzVQk5seXorcFY2UT09 Meeting ID: 920 6571 5958 Passcode: 095360
4:00PM-4:30PM	Exit Interview	Michael Fournier, Chair Laura A. Stoneking, NHED	Mark Cronin, Assoc VP for Academic Affairs and Academic Dean; Sheila Liotta, VP for Academic Affairs; Laura Wasielewski, Dir of M.Ed. Special Education Program; Kelly Demers, Chair of Education Department; Diana Sherman, Associate Professor	Alumni Hall Lower-Level Conference Room

Appendix D: Suggestions

**Note: These are educational professionals' courtesy of ideas and/or suggestions that sit outside the governance of Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Section I: 2024 Executive Summary~
Not applicable.

Section II: Clinical Practice & Partnerships~
It would be beneficial for the college to consider adding a specific requirement for candidates to have clinical experiences with students ages 5-22. While the current standard allows for varied clinical experiences, specifying a requirement for experience with this age group would ensure that candidates are adequately prepared to meet the needs of a diverse range of students. This addition could further enhance the depth and breadth of the clinical experiences offered, providing candidates with a more comprehensive preparation for their future roles as educators.

Section III: Curriculum, Learning Facilitation and Resources~
Not applicable.

Section IV: Assessment Standards~
Not applicable.

Section V: Special Education Teacher (age 5-22)~
Not applicable.

Other:
Not applicable.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Educator Support & Higher Education
101 Pleasant Street Concord, NH 03301 TEL. (603) 271-3495

Submitted to the State Board of Education for the May 9, 2024, meeting.

A. ACTION NEEDED

Franklin Pierce University is one of 11 institutions of higher education with approved educator preparation programs in New Hampshire. Franklin Pierce University is providing a one-year update regarding progress made in their conditional approval of their approved educator preparation programs.

B. RATIONALE FOR ACTION

The State Board of Education requested that FPU return to the State Board at the May 2024 meeting to provide a general update of the PEPP progress being made including information regarding continuity in leadership; the systems in place; any changes to programming; and the working leadership of the PEPP.

C. STATE BOARD OF EDUCATION HISTORICAL BACKGROUND

July 14, 2022 **Franklin Pierce University** went through a full review of their seven PEPP programs. In 2013, FPU was the first institution that completed the review process under the new requirements (program assessment, candidate assessment, and clinical partnerships and practice).

The Review Chair noted FPU has done a lot to build new systems; looked at where they are and where they need to go. FPU was collaborating well with K-12, and they began to look at the assessment system. The content area was strong, and they are working well with faculty. FPU needed to continue to work on the assessment system. The candidate assessment and program assessment had begun, rubrics had been created, and FPU had discussions with faculty. Conditional approval was recommended to allow time to collect and analyze data.

MOTION: Ryan Terrell made the amended motion, seconded by Kate Cassady, that the State Board of Education grant Franklin Pierce University **conditional approval** for the BA, MEd, and licensure PEPPs for the 7 listed PEPPs through **October 31, 2023**. FPU needed to submit a progress report addressing development of all unmet standards to NHCTE 6 months from approval decision by the State Board. The progress report shall be due to the division by **January 12, 2023**.

VOTE: The motion was approved by unanimous vote by the State Board of Education.

May 12, 2023 The CTE and Board revamped educator preparation rules (2013). This shifted from 'checking boxes' to looking at outputs revolving around candidate assessment, program assessment and clinical partnerships. FPU has a history of several changes in administrative staff; FPU had several changes within the structures. Part of that resulted in FPU being unable to meet standards for clinical partnerships, program assessment, and candidate assessment. FPU made gains in the last year by making clinical partnerships. FPU did not have a system for program and candidate assessment.

The review chairs, NHED Administrator, and the IHE felt the institution had data identified and key assessments in place but was missing sustainable systems. The options were to recommend non-approval or conditional approval. The committee felt if they were given up to 3 years under conditional approval that FPU PEPPs could ensure the cycles of data and be ready to present. Review chair reported that additional time would allow for additional data cycles to ensure systems are functioning adequately as expected and that they are operating at a capacity that the institution can support.

Ann Lane clarified that the systems have been created and they just need to allow them time to run. Joan Swanson confirmed they have systems in place so as students go through, grades and testing are collected. Every student has an interface where all the data comes to one place to show where each student is throughout the program. Staff meets with every student every term to ensure they are on task in terms of the gateway. A gateway report is sent to each student.

Ann Lane asked if data resulted in changes to the program. Joan Swanson responded they put a system in place to correct any issues a student is having. The gateway system has been fine-tuned each year based upon data.

Ann Lane asked Reuban Duncan to talk about his experience collaborating with Franklin Pierce students working in his district schools. Reuban Duncan responded that the teachers have indicated it has been a phenomenal

experience. There have been several individuals who have gone on leave and Franklin Pierce graduates have been able to take on long term positions right after graduating. Since they already know the district, it has been a smooth transition. Joan Swanson reached out asking for individuals who can provide feedback. Reuban Duncan suggested a former principal from his district who is now retired. After collaborating with FPU this individual mentioned it has been an uplifting experience. They show motivation to become better and take feedback.

Jim Fricchione asked if the conditional approval timeline is long enough to get the data. He also mentioned the unmet standards that have been present since 2014. Dean Donelan responded that the institution went through restructuring several years ago. A better structure is now in place and a new director who is bringing insight and increasing morale. The systems are now in place.

Phil Nazzaro stated the data driven decision system's purpose is to ensure candidate preparedness and to assess and improve preparation programs. He asked how FPU has been achieving that since 2013. Joan Swanson responded she cannot speak to 2013; she has been in her current position for three years. Candidates are currently coming out strong with job offers. They have been looking at data consistently. The struggle CTE found was they did not have student data from the years prior to Joan taking over; it was not computerized. Everything has since been digitized so it is accessible even if there are future leadership changes. A review co-chair added when the cochairs reviewed the progress report, the data that was presented from fall 2022 was very encouraging. One of the points in asking for extension of conditional approval is to continue to see how the data is collected and processed.

Chair Cline asked about other partnerships. Joan Swanson responded with Jaffrey-Rindge they have an MOA with the graduate and undergraduate programs. They are also working with about fifteen different schools. Jaffrey-Rindge is the primary placement. They held two beginning ed courses in the school, so students had the experience of being in the school. Teachers worked with the students.

Phil Nazzaro asked what FPU hopes to be able to report when they come before the Board next year.

- ➔ Joan Swanson responded she hopes it will be a continuation of where they are currently.
- ➔ They hope to also have more data to report.
- ➔ CTE is looking for more quantitative data in addition to qualitative data.

Chair Cline asked about the August 2025 date. NHED Administrator responded that is 3 years out from the prior approval date, which is what the rules state.

MOTION: Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education accept the priority progress report and grants **conditional approval** extending through **August 30, 2025**, with the Ed 500 and Ed 600 programs as a slate. Additionally, FPU shall fill out a secondary progress report through a focused review of all unmet standards. This report shall address progress towards all remaining unmet standards. The second progress report shall be completed no later than **May 30, 2025**.

VOTE: The motion was approved by unanimous vote by the State Board of Education.

The State Board of Education requested that FPU return to the State Board at the **May 2024** meeting to provide a general update of the PEPP progress being made including information regarding:

- ➔ continuity in leadership;
- ➔ the systems in place;
- ➔ any changes to programming;
- ➔ and the working leadership of the PEPP.

D. POSSIBLE MOTION

- No motion required. Informational follow up per the request (5/12/2023) of the NH State Board of Education Board.

Action by the State Board: Appeal

**Per 602.17(c)(1, 2, or 3)*

- (1) Approval for up to and not to exceed 3 years which means that the PEPP meets and continues to meet all relevant requirements of Ed 600;
- (2) Conditional approval for up to and not to exceed 3 years with the following:
 - a. Submission to and approval by NHCTE of a progress report made on program approval standards not previously met; and
 - b. Review by division director or designee focusing on progress made on program approval standards not previously met; or
- (3) Non-approval which means the PEPP does not meet the relevant requirements of Ed 600.

**Per 602.17(e)(1-3),*

- (e) For all decisions of the state board, the following procedures shall apply:
 - (1) The state board shall provide the institution with a description of the procedures for a rehearing in accordance with Ed 213.02;
 - (2) All appeals of final action by the state board shall be taken in accordance with RSA 541; and
 - (3) An administrative decision of the board shall be considered final:
 - a. Thirty days after the decision, if there is no request for rehearing in accordance with Ed 213.02; or
 - b. At the conclusion of action required by Ed 213.02.

Pursuant to Ed 602.17(f), failure to comply with PEPP administrative rules and state laws shall be grounds for the state board to rescind its approval of the PEPPs and shall lead to (1) Conditional approval for one year; or (2) Elimination of Specific PEPP(s) with a teach-out plan.



Franklin Pierce University
Report for the New Hampshire State Board of Education
General Update of PEPP Progress
May 2024

Submitted by

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Introduction and Purpose

The content of this general update of the PEPP serves as mid-point report for the Franklin Pierce SOE (School of Education) PEPP prior to the secondary progress report to be completed by May 30, 2025, per the request of the New Hampshire State Board of Education.

This report will provide a brief background regarding the recent Franklin Pierce PEPP approval followed by an update on standards identified as not fully met and the subsequent actions taken to address these concerns. Lastly, an updated Matrix and listing of evidence of progress are provided.

Background

The NH CTE conducted a Program Review of the Franklin Pierce University PEPP in March of 2022. Subsequently, on July 14, 2022, upon recommendation from the Council for Teacher Education (CTE), the State Board of Education voted to grant conditional program approval for fifteen months expiring on October 31, 2023, to FPU’s Professional Preparation Programs.

FPU submitted an Institutional Priority Progress Report on January 12, 2023, to the Bureau of Educator Preparation and Higher Education, as part of the review and approval process that took place in March 2022. In the May of 2022 CTE review of the Priority Progress Report, the reviewers commended FPU stating, “Despite the historical challenges with significant changes in the staffing of the PEPP at FPU, the institution has made substantial progress in curricular revisions, advising protocols, clinical expectations, student resources, and assessment practices.” However, CTE, the review chairs, and the Department of Education recommended that Franklin Pierce University remain on Conditional Approval and recommended that the expiration date be extended through 8/30/2025. The Review Chairs, and the department also recommended returning to complete a “focused review”.

The New Hampshire State Board of Education voted to accept the priority progress report and granted continued conditional approval extending through August 30, 2025. The programs include:

500	PROGRAM	DEGREE/ Format	Approval	Expiry
507.11	Elementary Education Teacher (K-6) (K-8)	BA, MEd, Licensure	Conditional	8/30/2025
507.24	English Language Arts Teacher for Grades 5-12	BA, MEd, Licensure	Conditional	8/30/2025
507.40	Special Education Teacher (age 5 - 21)	BA, MEd, Licensure	Conditional	8/30/2025
507.32	Life Sciences Teacher for Grades 7-12	BA, MEd, Licensure	Conditional	8/30/2025
507.28	Social Studies Teacher for Grades 5-12	BA, MEd, Licensure	Conditional	8/30/2025
507.56	Social Studies Teacher for Grades 5-8	BA, MEd, Licensure	Conditional	8/30/2025
507.55	English Language Arts Teacher for Grades 5-8	BA, MEd, Licensure	Conditional	8/30/2025

The State Board of Education requested the following:

FPU shall develop a secondary progress report through a “focused review” on all unmet standards. This report shall address progress toward all remaining unmet standards. The secondary progress report, through the focused review, shall be completed no later than May 30, 2025, and a recommendation made to the State Board of Education by the July 2025 meeting. [602.06; 602.13]

The State Board of Education has also requested that FPU return to the State Board at the May 2024 meeting to provide “a general update of the PEPP progress being made including information regarding continuity in leadership; the systems in place; any changes to programming; and the working leadership of the PEPP.”

Report Findings and Recommendations

Statements from the March 2023 NH CTE Priority Progress Report:

A review of the documentation revealed that FPU is on their way to a system of data collection and analysis. The institution has provided the foundation for this work. Assessment of student, program and clinical requirements is at the beginning stages and ongoing. The spring 2023 data cycle and analysis will provide a more detailed understanding of the assessment system and its role within the PEPP.

It is recommended that FPU continue on their path of continuous program improvement cycles, and consequently, clearly represent the full array of data collection instruments and procedures the unit employs for candidate assessment, program assessment and improvement, and related decision making. Furthermore, provide an assessment of whether the system is timely and manageable through both their candidate and program assessment and improvement through their evidence-based decision-making practices and norms.

Actions to Address Concerns

Franklin Pierce University School of Education is appreciative of the opportunity for deep analysis and review of our teacher preparation programs, as this serves as a vehicle to evaluate and improve. Our goals continue to be the delivery of programs and educational experiences that develop essential intellectual and professional skills; to promote close community connections; and to empower our students to realize their

potential through the intersection of highly personalized liberal learning, innovative engagement, and professional programming. Below we highlight the recommendations that required responsive action and our continued and updated practices leading to the attainment of all standards. We begin by addressing the issues of continuity in leadership, systems in place, and changes to programming as was requested.

Continuity in leadership

Dr. Joan Swanson is completing her fourth year as Director of Education for the School of Education. Her leadership in the SOE has provided stability, increased communication, streamlining of procedures and both mentoring and professional development opportunities. A strength of the SOE has been the development of collaborations and partnerships with surrounding school districts, notably the JRSCD (Jaffrey-Rindge Cooperative School District) and the Wilton-Lyndeborough Cooperative School District. Through these collaborations, we have launched a new literacy initiative, an after-school writing club, athletic clinics for school children, support for extracurricular activities, internships, shared expertise, and professional development opportunities.

The SOE holds bi-monthly department meetings which provide a regular platform for communication of concerns regarding candidate progress or programmatic issues and shared decision-making. The SOE leadership additionally has regular meetings with upper-level University administration which has provided additional support for SOE endeavors.

Systems in place

The SOE has streamlined the tracking of candidate progress through an enhanced organizational system and automated student information updates. The SOE master calendar and SOE operations manual assist in providing framework and clarity for the functioning of all operations, including programmatic routines such as bi-annual orientations, advising, and other reoccurring events. Information about SOE systems and procedures in such realms as admissions, candidate records, cycles of contact and communication, and outreach activities are accessible in our manual.

Changes to programming

The SOE is systematically reviewing curriculum for each course at each level and updating based upon current research and documented best practices. We have additionally worked with local school leaders to share expertise and provide more experiential learning for our students. For example, one of our first methods courses is now being taught at a local public school so students can become immersed in the school environment while learning foundational tenants of instruction and classroom management.

In April of 2024, FPU was notified that we will be receiving a National Science Foundation Noyce Grant for building increased capacity for our Life Science Teacher Preparation program. This is just one example of the continued work of the FPU SOE to increase excellence in our teacher preparation programs.

A. Clinical Partnership and Practice [Ed 604]

Recommendations that Require Responsive Action:	FPU Responsive Actions:
<p>Part 1: The FPU programs do have some structures in place for designing and assessing candidate’s field experiences, however, it is still lacking the comprehensive data analysis of the effectiveness of all aspects of the clinical practice. This data needs to be consistently collected and analyzed. Use of the analysis needs to be consistently reported across all programs.</p> <p>3/15/2024 MET (at initial phase)</p>	<p>Field Experience Assessments – reviewed after each placement by Fieldwork Placement Coordinator and reported to the Director of Education:</p> <ul style="list-style-type: none"> • <u>Field Placement Hours Log</u> - signed by host teacher with a comment area • <u>Feedback Survey</u> (student completes regarding the placement) • <u>Student Evaluation</u> (host teacher completes) <p>Student Teaching Assessments - reviewed after each placement by Fieldwork Placement Coordinator and reported to the Director of Education:</p> <ul style="list-style-type: none"> • <u>Technology Survey</u> • <u>Feedback Survey</u> (regarding cooperating teacher) • <u>Feedback Survey</u> (regarding the FPU supervisor) • <u>Formal Evaluation Form</u> (completed by supervisor and cooperating teacher) • <u>610 Standards Form</u> (completed by cooperating teacher) • <u>612 Standards Form</u> (completed by cooperating teacher) <p>SOE Assessment Rubric of Standards – Rubric assessment of standards met for each education student in each required course, (completed by instructor and provides data analysis for individual students and courses). Multiple data sets are now completed and analyzed.</p> <p>Gateways (see Appendix A). This is an explanation of the pathway to program completion and teacher licensure.</p> <p>Teacher Licensure Checklist – This checklist is based upon the Gateways, this checklist is updated each term/semester and provided to the student and their advisor to assess progress.</p> <p>TCAP Assessment. This assessment is completed during the student teaching clinical field placement. This portfolio assessment addresses NH ED 610.02 standards and institutional teacher education program goals and outcomes including contextualizing learners and learning, planning, and preparing, instructing students, and supporting student learning, assessing student learning, reflecting and growing professionally and finally academic language.</p> <p>Completion Form – The final step of assessment involves the generation of a completion form for each student as a last check on all accumulated candidate data prior to graduation and recommendation for licensure. (Appendix C)</p> <p>Partnership Meetings <u>MOA</u> – End of year meeting with clinical partners each year where</p>

	<p>we debrief and collect qualitative data on clinical partners’ feedback regarding field placements and student teaching.</p> <p><u>ED224</u> – End-of-course debrief. This course is held within the local public school to encourage collaboration with clinical partners and increase exposure to school settings. Narrative data is gathered and brought back to SOE Department meetings.</p> <p><u>Advisory Council</u> – Bi-annual meetings are now held to review SOE functioning, data, goals, and overall status. Constructive feedback and recommendations are received from the Council.</p> <p>Orientation for Host and Cooperating Teachers – This is provided to all new partners who host or mentor FPU students.</p> <p>Mentoring Training Course – Available to all fieldwork hosts and cooperating teachers. This is in addition to one-on-one meetings with the Field Placement Coordinator who reviews policies, procedures, and placement dates.</p> <p>Shared Professional Development – The partner school districts have included our students in their professional development days and trainings. Additionally, the FPU SOE has collaborated to host professional development for the JRCSD on the FPU campus (e.g., "Our Kids, Our Community: <i>Today's mental health and trauma crisis and how to help.</i>" training with 130 district teachers and FPU education students in February and April of 2024).</p> <p>National Science Foundation Grant – NOYCE Grant awarded. This will provide further opportunity to collaborate with our local schools with the goal to have increased capacity for our Life Science Teacher Preparation program.</p> <p>Writing Nest After School Club – FPU and JRCSD have collaborated on a literacy initiative in which there was an after-school writing program, opportunity to bring school students to FPU to record their writing through a podcast publication, and collaboration for two family reading nights inviting in kids and their families.</p>
<p>Part 2: Teacher candidates are provided opportunities at varying grade levels during their early field experiences. In the area of Special Education, there is no evidence to support the culminating placement(s) of students at varying levels to provide the experiences needed. Although the newly created handbook articulates and outlines expectations and procedures, several teacher candidates (current and alumni) expressed a lack of consistency in field placement.</p>	<p>Roles - The SOE Manual clearly articulates roles and responsibilities of host teachers, clinical supervisors, students and the FPU fieldwork coordinator. Additionally, a weekly timetable is displayed for the clinical experience. All required forms for each role are accessible through links in the digital SOE Manual.</p> <p>Visits to Partner Schools – The Director of Education has been conducting visits to partner schools to foster increased collaboration and dialogue. The Director hosted information tables at these schools, met with many teachers regarding field placements and additionally was able to address teachers during faculty meetings.</p> <p>Follow-up – Each term and semester, the SOE Fieldwork and Data Coordinator reviews all surveys and forms returned by host and cooperating teachers. If comments are of concern, the Coordinator or Director of Education then immediately consults with the school</p>

<p>There is a system in place to provide the cooperating practitioners with the necessary documents and support through the newly developed handbook. Cooperating practitioners report that more guidance and support are needed prior to and during the culminating field experience. However, additional supports, planning and lead time is needed to ensure the below unmet standards are met. This review team encountered several opportunities between both candidates and cooperating practitioners who expressed significant concern regarding clinical expectations. They overtly expressed a need for professional development/training, discussions, and follow-up regarding the expectations for candidates within the field. Again, while the newly developed handbook is a positive step in the process, there is a need to solidify the communication of the partnerships into practice. There is some evidence of Clinical Partnerships and Practice effectiveness. Nevertheless, there are areas within Clinical Partnerships and Practice that would fully meet and solidify requirements for candidates within each specific content/licensure area(s). [604]</p> <p>3/15/2024 MET (at initial phase)</p>	<p>partner to investigate the issue and ascertain if further action is needed. This responsive approach has increased communication and trust with partner schools.</p> <p>Special Education placements – Appendix B contains a chart which displays planned field placements for courses throughout the programs to ensure varied levels and range of experience. Additionally, FPU SOE worked with the University Curriculum Committee to revise course descriptions. The SOE increased requirements for the Special Education Student Teaching Placement to ensure varied experience at elementary, middle, and high school levels. This was developed in consultation with the Wilton-Lyndeborough Cooperative School District, piloted in the Fall of 2024 and will be continued in all future Special Education Student Teaching placements.</p>
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B. The Quality Control System

<p>Recommendations that Require Responsive Action:</p>	<p>FPU Responsive Actions:</p>
<p>Section 1: The Institution’s Candidate Assessment System- [Ed 606.01]</p>	<p>SOE Assessment Rubric of Standards – Rubric assessment of standards met for each education student in each required course,</p>

<p>Control Systems- Candidate Assessment: Integrate and coordinate the management of data on candidate performance across all programs. Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching and leadership competencies in order to identify and isolate areas of strength and needs and analyze for trends. Clear cycles of candidate data are needed to measure candidate performance. MET (at initial phase)</p>	<p>(completed by instructor and provides data analysis for individual students and courses). Multiple data sets are now completed and analyzed.</p> <p>Gateways (see Appendix A). This is an explanation of the pathway to program completion and teacher licensure.</p> <p>Teacher Licensure Checklist – This checklist is based upon the Gateways, updated each term/semester, and provided to the student and their advisor to assess progress. If a student fails to complete required coursework satisfactorily or requirements in a timely manner, a meeting is convened to decide if they will be allowed to progress in the program.</p> <p>Completer Sheet – As a student reaches the specified levels in the Gateways, an automated system populates the Teacher Licensure Worksheet, which is then used as a Completer form which displays data from the University data system as well as manual updates. Additionally, as test reports and other assessments are completed, the Data Coordinator updates the completer sheet. When all requirements have been met, the sheet is reviewed by the Director of Education before the student can be recommended for licensure by the University.</p>
<p>Section 2:</p> <p>Although an electronic ‘data’ system was recently implemented to store candidate and program assessment data, the ability to examine individual candidates) and program-wide patterns needed to inform decisions, instruction, and program changes is missing. Data collected has not yet been analyzed to guide specific candidate progress, instruction, or departmental/programmatic change. The education department is aware of these issues and has developed a plan to address concerns.</p> <p>It is recommended that FPU improve the continuity and coordination across the undergraduate and graduate pathways in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of</p>	<p>Teacher Licensure Checklist – This checklist is based upon the Gateways, updated each term/semester, and provided to the student and their advisor to assess progress. Since this is updated after each term, it provides a global view of where the student stands. Additionally, each semester/term, grade reports are run which provide data for the overall status of each student, and especially alert the SOE administration regarding students who need immediate action.</p> <p>SOE Assessment Rubric of Standards – Rubric assessment of standards met for each education student in each required course, (completed by instructor and provides data analysis for individual students and courses). Multiple data sets are now completed and analyzed. These data sets are filtered for individual candidate reports, particular class reports, as well as aggregated reports based on standards which provide a programmatic perspective.</p>

<p>programs.” [604.01 606.02; 603.0, 606.02; 603.01]</p> <p>a. The PEPP has the data available and a vehicle to collect the data. A system to document student key assessments should be created. This can be in the form of an online portfolio.</p> <p>NOT MET YET</p>	
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C. The Institution’s Program Assessment System

Recommendations that Require Responsive Action:	FPU Responsive Actions:
<p>The Institution’s Program Assessment System- Section I:</p> <p>Quality Control Systems- Program Assessment [606.02]</p> <p>Improve the continuity and coordination across programs in gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs.</p> <p>Clear cycles of program assessment data are needed to measure program performance.</p> <p>Coordinate a comprehensive system, across programs, for collecting, managing, monitoring, and analyzing key assessment data. Currently these data are not centralized or coordinated.</p> <p>MET (at initial phase)</p>	<p>The yearly FPU SOE Targeted Data Analysis (Appendix D) provides an overall aggregated assessment of the program and compares results to past years. Trends and patterns have been noted, e.g., our response to fluctuating Praxis scores by making Praxis workshops and practice materials available. Additionally, narrative provided on the feedback forms has informed decisions regarding curriculum and communication, trainings and professional development, as well as the refinement of student expectations during field placement.</p> <p>One example of this analysis was the implementation of more targeted instruction related to Academic Language as a result of the review of TCAP trends.</p> <p>Another example of a curricular adjustment based upon feedback from host teachers has been the implementation of more instruction and practice in the development of centers within classrooms.</p> <p>Lastly, more nuanced analysis is now available through SOE Assessment Rubric of Standards – Rubric assessment of standards met for each education student in each required course (completed by the course instructor and provides data analysis for individual students and courses).</p>
<p>Section 2: Recommendations to address unmet standards</p> <p>Although an electronic ‘data’ system was recently implemented to store candidate assessment data and program assessment data, the ability to</p>	<p>Responses to Section 2:</p> <ol style="list-style-type: none"> a. We collect and analyze data both at the course level and candidate level. <i>(Please refer to Appendix E)</i> b. We have course level data available.

<p>examine individual candidate(s) and program-wide patterns needed to inform decisions, instruction, and program changes is missing. Data collected has not yet been analyzed to guide specific candidate progress, instruction, or departmental/programmatic change. The education department is aware of these issues and has developed a plan to address concerns. It is recommended that FPU improve the continuity and coordination across the undergraduate and graduate pathways in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs.” [604.01 606.02; 603., 606.02; 603.01]</p> <p>a. Create and implement a plan to collect and analyze data at the course level in order to create a system of ongoing program improvement that looks at data across and within licensure programs.</p> <p>b. Develop a system to collect and store course-level data that can be easily aggregated.</p> <p>c. Provide data that demonstrates a deeper understanding of the content at the graduate level.</p> <p>d. Work with faculty to ensure a common understanding of the assessment system; the need for varying levels of assessments within classes; a consistent, reliable form of measurement (rubric scoring); and an understanding of how the program assessment system connects to their instruction.</p>	<p>c. Data at the graduate level is reviewed both individually and as part of the overall program. Based upon feedback regarding graduate courses, course revisions have been made to several courses.</p> <p>d. The SOE has had meetings with faculty across the University who are engaged with instructing coursework required for the education major. We additionally have correspondence with faculty multiple times a term with reminders of expectations and invitations to seek further clarity if needed. We then have follow-up with any faculty who do not complete the assessments in a timely manner. These communications to the faculty are supported by the Dean.</p> <p>Further analysis and refinement of the assessment system is slated for June of 2024.</p>
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D. Specific Licensure Programs

Recommendations that Require Responsive Action:	FPU Responsive Actions:
<p>Elementary Education (K-6) (K-8) There was limited distinction between the undergraduate and graduate course(s), assignments, and assessments.</p> <p>Distinguish the differences between graduate and undergraduate courses [603.02; 603.03] [504.03(b)]</p> <p>Address assessment system deployment within the courses [606.01; 606.02]</p>	<p>Increasing distinction between the undergraduate and graduate courses is an on-going process. We are systematically reviewing each graduate course and updating. We have hired instructors to complete this task and will continue to engage with the University Curriculum Committee for course revision approval.</p> <p>The SOE Assessment Rubric system is deployed in all education major courses. Additionally, assessment is tracked through successful course and associated field</p>

<p>NOT MET YET</p>	<p>work completion. Data is also gathered in these courses through course grades and fieldwork evaluations.</p>
<p>English Language Arts for Grades 5-12 Update media literacy course to meet the most up to date standards. This is currently being taught through EN357- the course contains some outdated material and students could benefit from a more current approach to media literacy. [507.24(c)(6)]</p> <p>Ensure that students are utilizing 21st Century tools such as Google Suite-learning labs, 1:1 devices, proficiency with Google classroom and Seesaw© [507.24(c)(6); 603.02]</p> <p>NOT MET YET</p>	<p>EN357 revisions have been approved by the FPU curriculum committee. Additionally, media literacy is addressed in each of the following courses EN232 Teaching of Writing; ED231-515 Primary Literacy; ED 350-516 Teaching literacy Across the Curriculum; ED 224-510 Design and Management of the Learning Environment</p> <p>The SOE requires each incoming student to create a professional portfolio utilizing Google Sites which will include key assignments, resources, and specific artifacts.</p>
<p>English Language Arts for Grades 5-8 Program needs to address the usage and teaching of modern media as it relates to ELA 5-8. Currently, the only dedicated technology/media course offered is EN357: How to Write a Blog. 2. This course does not adequately address the standards listed below:</p> <p>a. How visual and informational media can support or distort messages [507.24(c)(6)b.] b. Guide students to select, evaluate, and analyze digital resources critically [507.24(c)(12)b.] c. Guide students to construct and interpret meaning from images and information provided by media and technology [507.24(c)(12)a.]</p> <p>MET</p>	<p>These standards are met in the following courses - EN232 Teaching of Writing; ED231-515 Primary Literacy; ED 350-516 Teaching literacy Across the Curriculum; ED 224-510 Design and Management of the Learning Environment</p>
<p>Life Sciences Teacher for Grades 7-12 1. Evidence for the following standards was not evident during this review. As such, this reviewer determines these standards within Life Science PEPP as unmet.</p> <p>a. “Establish relationships among all sciences and reflect the role of science systems in science literacy.” This is concerning because a huge part of NGSS is about cross-cutting concepts (e.g., stability and change, structure, and function, etc.). Teacher candidates should be exposed to these concepts throughout their science courses. However, it is crucial that future science teachers can make connections between various science</p>	

<p>subjects and make those relationships clear to their students. [507.30(c)(3)a.]</p> <p>b. “Integrate knowledge from the history and philosophy of science into science instruction.” Although relevant scientists may be referenced in the science courses, the education courses do not seem to embed the history of science (as noted by a past student). [507.30(c)(3)c.]</p> <p>MET</p>	
<p>Social Studies Teacher for Grades 5-12, and Social Studies Teacher for Grades 5-8</p> <p>There was limited distinction between the undergraduate and graduate course(s), assignments, and assessments.</p> <p>a. Further differentiation between grad/undergraduate courses [603.02; 603.03] [504.03(b)]</p> <p>b. Addition of more rigorous assessments to courses [603.01(a); 604.01; 604.02]</p> <p>NOT MET YET</p>	<p>Increasing distinction between the undergraduate and graduate courses is an on-going process. We are systematically reviewing each graduate course and updating course requirements. We have hired instructors to complete this task and will continue to engage with the University Curriculum Committee for course revision approval.</p>
<p>Special Education Teacher (age 5 – 21)</p> <p>Strengthen instruction and exposure to early intervention transition as well as secondary instruction and transition planning. [507.40(b)(3)a.; 507.40(b)(3)g.; 607.(c)(1),(2)]</p> <p>NOT MET YET</p> <p>2. Skill in engaging students with and without disabilities from age 5 up to age 21; and</p> <p>a. Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the school and community settings of a student with disabilities. [507.(c)(1),(2)]</p> <p>b. Continue to expand the repository of data specific to candidate outcomes. [603.02; 603.03]</p> <p>MET</p>	<p>The SOE has brought in specialists from the JRCSD to directly address this through guest lectures. Additionally, new instruction and assignments have been created for increased exposure to these areas. For example, students in ED312 have heard a lecture on transition planning and reviewed requirements in an IEP for transition planning.</p> <p>Also, the SPED field experience placements cover a range of levels, and the student teaching experience has now been expanded placements to cover a wide range of experiences and abilities.</p>

Appendix A

Student Licensure Gate Checkpoints

The School of Education works with program faculty and clinical educators to prepare students for fieldwork, student teaching, and licensure. The following gate checkpoints outline the licensure requirements for all education students. Please note that some licensure programs may have additional requirements.

Licensure Gate 1 – Initial Acceptance

Undergraduate Degree	Graduate Degree
<ul style="list-style-type: none">• Gain admission into Franklin Pierce University.• Open an account with the NHDOE and inform us of your NHDOE number.• Pass ED112 with a C or higher.• Pass ED105 with a C or higher.• Pass a name-based background check. <p>These steps should be completed during your freshman year and/or before you take a course requiring field placement hours.</p>	<ul style="list-style-type: none">• Gain admission into Franklin Pierce University.• Open an account with the NHDOE and inform us of your NHDOE number.• Sign your Academic Admissions Worksheet.• Pass ED501 with a B- or higher.• Pass ED505 or ED506 with a B- or higher.• Pass a name-based background check. <p>These steps should be completed during your first semester and/or before you take a course requiring field placement hours.</p>

Licensure Gate 2 – Acceptance into the Teaching Licensure Programs

Undergraduate Degree	Graduate Degree
<ul style="list-style-type: none">• Pass the Basic Assessment of Academic Skills (BASA) tests.• Pass ED224 with a C or higher.• Minimum cumulative GPA of 2.5.• Submit your Teacher Licensure Program Application. <p>These steps are typically completed during your sophomore year.</p>	<ul style="list-style-type: none">• Pass the Basic Assessment of Academic Skills (BASA) tests.• Pass ED510 with a B- or higher.• Minimum cumulative GPA of 3.0.• Submit your Teacher Licensure Program Application. <p>These steps must be completed before applying to be a student teacher.</p>

Licensure Gate 3 – Acceptance as a Student Teacher

Undergraduate Degree	Graduate Degree
<ul style="list-style-type: none"> • Complete fingerprinting and criminal history clearance for the NHDOE. • Be in good academic standing. • Minimum cumulative GPA of 2.5. • Complete all required courses in Education with a grade of C or higher. • Complete all field placement requirements with positive results on the evaluations and dispositional rubrics. • Complete all content area requirements. • Though not required, completion of subject area testing is highly recommended prior to student teaching. • Submit Application for Student Teaching. <p>These steps must be completed before student teaching.</p>	<ul style="list-style-type: none"> • Complete fingerprinting and criminal history clearance for the NHDOE. • Be in good academic standing. • Minimum cumulative GPA of 3.0. • Complete all required courses in Education with no more the two grades below a B-. • Complete all field placement requirements with positive results on the evaluations and dispositional rubrics. • Complete all content area requirements. • Though not required, completion of subject area testing is highly recommended prior to student teaching. • Submit Application for Student Teaching. <p>These steps must be completed before student teaching.</p>

Licensure Gate 4 – Graduation & Licensure in New Hampshire

Undergraduate Degree	Graduate Degree
<ul style="list-style-type: none"> • Complete all subject area testing. • Successfully complete Student Teaching experience. • Complete your Student Teaching Seminar and NH TCAP. • Apply for recommendation with the state of New Hampshire (optional). <p>These steps must be completed before you can graduate and gain licensure in the state of New Hampshire.</p>	<ul style="list-style-type: none"> • Complete all subject area testing. • Successfully complete Student Teaching experience. • Complete your Student Teaching Seminar and NH TCAP. • Apply for recommendation with the state of New Hampshire (optional). <p>These steps must be completed before you can graduate and gain licensure in the state of New Hampshire.</p>

Appendix B

Field Experience Placement Requirement Chart

Field Experience Placement Requirements hours/grades/subject by course and program						
<i>Field Courses</i>	Elementary K-6	Elementary K-8	English 5-12	Life Science 7-12	Social Stud 5-12	Special Ed K-12
ED224/ED510 Design and Management of the Learning Environment	30 K-6 Any	30 K-6 Any	30 5-12 English	30 7-12 Science	30 5-12 SS	30 K-6 Special Ed
ED312/ED509 Understanding and Teaching Exceptional Learners	15 K-6 Special Ed	15 K-6 Special Ed	15 5-12 Special Ed	15 7-9 Special Ed	15 5-12 Special Ed	15 K-12 Special Ed
ED350/ED516 Teaching Literacy across the Curriculum	15 4-6 Any	15 7-8 in Content	15 5-12 English	15 10-12 Science	15 5-12 SS	15 7-12 Special Ed
ED314/ED519 Scientific Inquiry and Teaching Methods	15 K-6 Science	15 K-6 Science		15 7-12 Science		15 K-12 Science
ED316/ED517 Methods in Teaching Social Studies	15 K-6 Social Sci	15 K-8 Social Sci			15 5-12 SS	15 K-12 Social Sci
ED231/ED515 Primary Literacy	15 K-3 Literacy	15 K-3 Literacy				15 K-3 Literacy
ED263/ED518 Methods in Teaching Mathematics	15 K-6 Math	15 K-8 Math				15 K-12 Math
ED360/ED526 Best Practices in a Secondary Context			30 5-12 English	30 7-12 Science	30 5-12 SS	30 5-12 Special Ed
ED340/ED540 Assessment/Identification of the Exceptional Learners						15 K-12 Special Ed
ED341/ED541 IEPs and Instructional Considerations						15 4-12 Special Ed
<i>Total Hours Per Program</i>	120	120	90	105	105	150

Appendix C

Education Student Licensure Worksheet

1/17/2024

ID	<input type="text"/>	Preferred	<input type="text"/>	Last_name	<input type="text"/>	First_name	<input type="text"/>
EMAIL	<input type="text"/>			class_cde	SR	degree	BA
Major_1	Elementary Education K-6 BA			Option_1	<input type="text"/>	Credits	120
Major_2	<input type="text"/>			Option_2	<input type="text"/>	GPA	4
ENTRY	8/20/2020			catalog_year	2021	Exit?	<input type="text"/>
advisor 1	<input type="text"/>			advisor 2	<input type="text"/>	K-8 Area	<input type="text"/>
Gender	F	Pi Lamda Theta	<input checked="" type="checkbox"/>	Ethnicity	Not Hispanic/Latino		
Home State	MA	1:1 Testing	<input checked="" type="checkbox"/>	minor_1	<input type="text"/>	TPP Entry Date	3/27/2023

Licensure Gate 1- Initial Acceptance Gate

ED105	A	ED112	A	ED501	<input type="text"/>	ED505	<input type="text"/>
GR Signed Worksheet <input type="checkbox"/>				NH Background <input checked="" type="checkbox"/>		NHDOE # <input type="text"/>	

Licensure Gate 2- Acceptance into the Teaching Licensure Program Gate 2 333 indicates a DOE substitution

5713 Read	194	5723 Write	176	5733 Math	179	Acad Stand	GO
ED224	A	ED510	<input type="text"/>	Phil of Teach <input checked="" type="checkbox"/>		Faculty Rec <input checked="" type="checkbox"/>	
DOE-Fingerprint <input checked="" type="checkbox"/>		Application Form <input checked="" type="checkbox"/>					

Licensure Gate 3- Acceptance as a Student Teacher Gate 3

GPA	4	ST App	<input checked="" type="checkbox"/>	DOE-Admit	<input checked="" type="checkbox"/>	Cmplt ED Cr	<input checked="" type="checkbox"/>	Cmplt N-ED Crs	<input checked="" type="checkbox"/>	Cmplt FE Req	<input checked="" type="checkbox"/>
content deficiencies /notes:	<input type="text"/>										

Licensure Gate 4 – Graduation Certification Recommendation in New Hampshire Gate 4 Final TCAP 3.98

5002	<input type="text"/>	5003	<input type="text"/>	5004	<input type="text"/>	5005	<input type="text"/>		
5047	<input type="text"/>	5169	0	5440	0	5089	<input type="text"/>		
5235	0	5086	<input type="text"/>	Cmplt Subj Test	<input type="checkbox"/>	Cmplt ST FE	<input checked="" type="checkbox"/>	Sem, TCAP	<input checked="" type="checkbox"/>

Field Experiences

Placement Preference

21-22	Spring	SPED	15	Peterborough Elementary School	Peterborough	NH
21-22	Fall	K	15	Peterborough Elementary School	Peterborough	NH
21-22	Fall	3rd	30	Jaffrey Grade School	Jaffrey	NH
21-22	Spring	2nd	15	Rindge Memorial School	Rindge	NH
21-22	Spring	5th	15	Rindge Memorial School	Rindge	NH
22-23	Spring	4th	15	Jaffrey Grade School	Jaffrey	NH
22-23	Spring	6th Sci	15	Jaffrey-Rindge Middle School	Jaffrey	NH

Student Teaching Experiences

429574	Fall	5th	Rindge Memorial School	Rindge	NH				
<input checked="" type="checkbox"/> Agreement	<input checked="" type="checkbox"/> Tech Survey	<input checked="" type="checkbox"/> 610	<input type="checkbox"/> 612	<input checked="" type="checkbox"/> FOE SUP 1	<input checked="" type="checkbox"/> FOE SUP 2	<input checked="" type="checkbox"/> FOE SUP 3	<input checked="" type="checkbox"/> FOE SUP 4		
<input checked="" type="checkbox"/> FOE COP 1	<input checked="" type="checkbox"/> FOE COP 2	<input checked="" type="checkbox"/> FOE COP 3	<input checked="" type="checkbox"/> FOE COP 4	Weeks	16	Mid	A-	Final	A

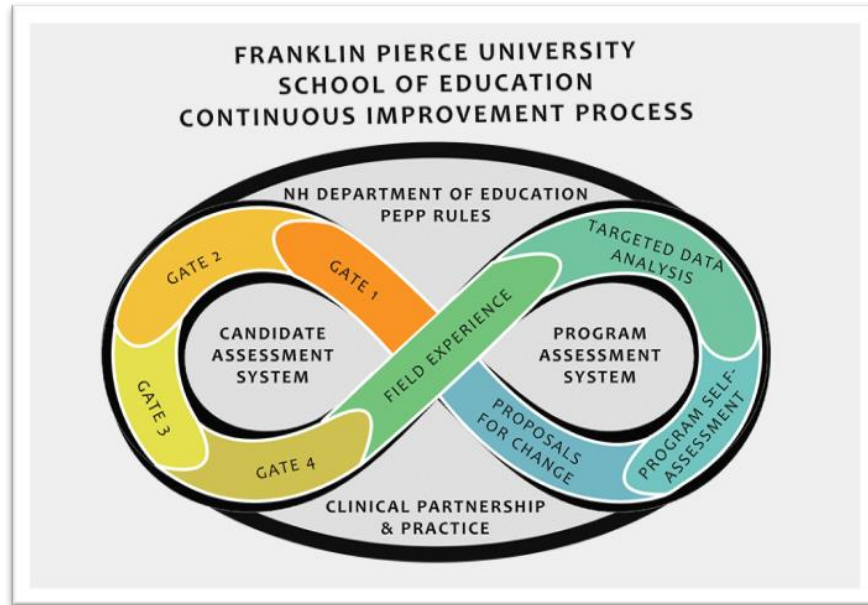
Recommendation

NH DOE ID#		Recommendation Date	01/18/2024	Cert 1	Elem. Ed. K-6
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Certification Officer Completion Approval

Signature: _____

**Franklin Pierce University School of Education
Data Management Systems**



Student Tracking Systems Overview

- The Franklin Pierce School of Education has a system of continuous data collection with specified moments for analysis for multiple purposes. When a candidate has been accepted into the Education major, their records are automatically pulled into the SOE database from FPU’s student information system *Jenzabar* (demographics, major, grades, etc.) and are automated for continuous, live updates as the University updates any information on the student. These automated records merge into the SOE Access Database housed on a secure FPU server.
- The SOE department also receives candidate **testing results, background check information,** and documents outlined in our gateways regularly which are then added to the candidate’s record as the information is received.
- Once a candidate has a **field placement,** the information is uploaded to the candidate's record. We have created real-time, automated reports within the SOE database that show each candidate's progress toward licensure which we refer to as “**Teacher Licensure Checklists.**” These reports are organized to mimic assessment points in our guiding “**Teacher Licensure Gateway**” document and aid candidates and their SOE advisors in the licensing process. A **Completion Form** is generated for each student as a last check on all accumulated candidate data prior to graduation and recommendation for licensure.
- **SOE Assessment System Rubrics** are deployed at the end of each term/semester through the Canvas Learning Management System. The SOE Data Coordinator downloads lists of education majors for each required course for teacher licensure programs. The faculty then are notified at the beginning of the term that an assessment will be required at the end of the term. These assessments are deployed and then the data collected at the end of the term.

- **Course/Education Instructor Assessment.** At the end of each term/semester a course evaluation is deployed by the University in which students have the opportunity to provide feedback on the course and instructor. This is reviewed by the Dean of the College of Liberal Arts and Science and discussed with the faculty member yearly.

SOE Record Keeping

Student File: In addition to the SOE database, each candidate has an electronic file folder housed on a secure University web platform. Each student file is populated with the following subfiles: admissions paperwork, transcript review, advising sanctions or improvement plans, testing, fingerprint documentation, field placements records, student teaching documentation, their TCAP portfolio, and their final SOE Completer sheet.

Advising Sheet: Each student has a live, automated advising sheet that can be downloaded from the web at any moment in time by candidate and faculty advisors. This advising sheet and the Teacher Licensure Checklists are used by advisors when meeting with students as their progress through the program is tracked each semester for undergraduate students and each term for graduate students. Additionally, the Field Placement-Data Coordinator meets with each student annually to assist with gate adherence. They also provide extra assistance in teacher licensure test registration and criminal history records check procedures.

SOE Departmental Administrative Records

The SOE has a Canvas folder accessible by Education Faculty and staff which has provided access and transparency in departmental decision-making as well as central access to resources. The site contains all department meeting minutes, Advisory Council minutes, Curriculum Committee approvals for the SOE, MOA agreements and SOE bi-annual newsletters. Additionally, the Canvas folder contains Faculty resources including NH ED Rule changes, Curriculum Guides for advising for each teacher prep program, course rotation guides and links to the following: SOE Website, Teacher Licensure checklists, SOE Teacher Preparation Manual, SOE Job Board (for students), Student Improvement Plan, and Student Concern Form.

Targeted Data Analysis (Annual)

1. Review of the following:
 - Enrollment data
 - Praxis Scores
 - Technology Survey
 - Education major GPAs
2. Assessment reports in aggregate for program assessment:
 - Fieldwork Evaluation
 - Formal Evaluation Form
 - 610 Standards Form
 - 612 Standards Form
 - TCAP Scores
 - SOE Assessment of standards (student and program levels)

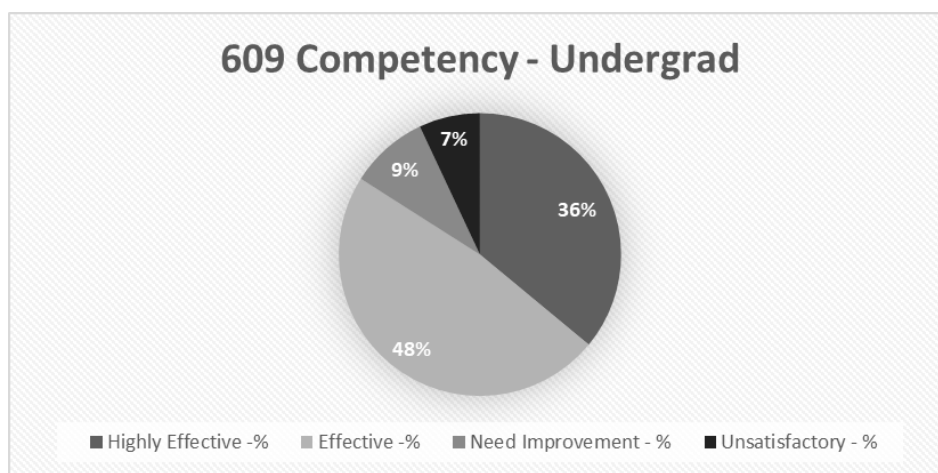
3. Report on program goals and accomplishments

Sample Assessment Rubric Results:

The following is a sample of data collected from the Assessment Rubric deployment. This sample is for the 609 Standard and only for the undergraduate level. However, the Targeted Data Analysis also reports out similar output for each term and semester by standard, by course, and by candidate. The aggregated data allows for a broad view of the overall teacher preparation program over time and individual licensure areas for both graduate and undergrad areas. Additionally, analysis for each individual’s performance is recorded.

1. 609 Standards – Aggregate by Term and Level (undergraduate)

Undergraduate	FA 2022	SP 2023	FA23	SP24
Mean	3.11	3.46	3.43	
Highly Effective -%	36	47	49	
Effective -%	48	52	48	
Need Improvement - %	9	1	0	
Unsatisfactory - %	7	0	3	
Mastered -%	85	99	97	



Programmatic Analysis Points:

- *Fall 2022 – a larger number of students struggled with competency potentially a post-pandemic
- *Means have consistently improved
- *Follow-up needed for students in both *Unsatisfactory* and *Needs Improvement* areas (names provided to the SOE Department to discuss appropriate remediation)
- *Increased number of students who are at the *Mastery level*, review in the Targeted Data Analysis Meeting then covers what is working



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Office of Learn Everywhere
Division of Education Analytics and Resources
25 Hall Street
Concord, NH 03301
TEL. (603) 491-8060

May 2024
State Board of Education Meeting
Learn Everywhere Program Initial Application
Aedify, Inc.
Executive Summary

A. Action Needed

A vote is needed by the State Board of Education to approve the initial application for the Aedify, Inc. Learn Everywhere program.

B. Learn Everywhere Program

Application submitted by:

Keith Rosenliao
Aedify, Inc.
5645 Harrington Falls Lane, Unit B
Alexandria, VA 22312
510-206-4021

C. Rationale for Action

Ed 1403.03 authorizes the State Board of Education to approve Learn Everywhere programs.

The Commissioner of Education is recommending the State Board of Education approve the application [see Ed 1403.02(f)].

D. Effects of this Action

Approval of this initial application will allow the applicant to award students that complete the Learn Everywhere program a certificate for credit toward meeting high school graduation requirements for a period of three years.

E. Possible Motion

I move that the State Board of Education approve the Aedify, Inc. Learn Everywhere initial application.

OR:

I move that the State Board of Education _____
(indicate some other action)



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Office of Learn Everywhere
Division of Education Analytics and Resources
25 Hall Street
Concord, NH 03301
TEL. (603) 491-8060
FAX (603) 271-1953

April 24, 2024

Frank Edelblut, Commissioner
New Hampshire Department of Education
25 Hall Street
Concord, NH 03301

Re: Aedify, Inc.
Learn Everywhere Program Evaluation Report

Commissioner,

This evaluation report has been prepared, and is being submitted by, the Administrator of Educational Pathways (AEP) of the New Hampshire Department of Education (NHED) to the NHED Commissioner of Education (Commissioner) as required by Ed 1403.02(f). This evaluation report, along with the Aedify, Inc. (Aedify) Learn Everywhere initial application, is intended to provide the Commissioner a basis, in part, for making a recommendation to the State Board of Education.

Background

Aedify seeks to reimagine learning to reflect the needs and technology of modern society by making educational video games. Aedify strives to make learning feel like a byproduct of play, ensuring that students are internally motivated, resulting in better education outcomes and lower demands on educators.

Aedify has submitted this Learn Everywhere program application, in accordance with Ed 1403.01, requesting an initial three-year approval to issue certificates for credit for their personal finance video game to be applied toward partially meeting high school graduation requirements in Personal Financial Literacy.

Aedify Learn Everywhere Program Application Review Process

- Aedify submitted its initial application to NHED on September 22, 2023.
- As required by Ed 1403.02, NHED reviewed the application and notified Aedify that the application was considered incomplete on November 6, 2023. The AEP provided Aedify feedback on the application and discussed what was needed to bring the application to complete status. Aedify submitted a revised application to NHED on November 10, 2023. Following a second review of the application by the AEP, Aedify was notified that their application was complete on November 13, 2024.
- In accordance with the requirements of Ed 1403.02(a), NHED formed a Learn Everywhere program application evaluation team consisting of the following people.

Timothy Carney – Mr. Carney is the Administrator of Educational Pathways (AEP) for the NHED. The AEP position has the responsibility to also administer the Learn Everywhere program. As such, Mr. Carney’s participation on the committee fulfills the intent of Ed 1403.02(a)(1)a. Mr. Carney is responsible for the overall coordination and management of the Learn Everywhere application and review process.

Anne Wallace – Ms. Wallace is the NHED Education Consultant in Mathematics and STEM. Prior to coming to NHED, she had taught at the elementary through high school levels within private and public schools for approximately twenty years. During this time, she served as teacher, math department lead/facilitator, math coach and interventionist, math specialist, and building curriculum coordinator. Over the past 15 years, Anne has also taught elementary and secondary math methods, along with facilitating the New Hampshire TCAP Capstone Seminar at the post-secondary level. Along with teaching, Anne has been involved in education through serving on and participating in the following: the Professional Standards Board, the New Hampshire Teachers of Mathematics executive board, as a program reviewer for the New Hampshire Council for Teacher Education, New Hampshire STEM Education Task Force, and the New Hampshire Quantitative Literacy Project. She holds a Bachelor of Business Administration, Master’s in Education, Post-Graduate Certificate in Curriculum and Assessment, and Certificate of Advanced Graduate Studies in Educational Leadership. Ms. Wallace’s participation on the evaluation team fulfills the intent of Ed 1403.02(a)(1)b. by providing expertise in the area of curriculum competency expertise.

Elise Smith - Elise Smith has been an Extended Learning Opportunities (ELO) Coordinator at Winnisquam High School in Tilton, NH, since August of 2023. Elise has a Master's of Education Degree and a Master's of Business Administration, both received at Plymouth State University. Prior to her job as an ELO Coordinator, Elise Smith had been a School Counselor at Winnisquam Regional Middle School from 1999 to 2019. As a school counselor, Elise taught guidance classes to 6-8 graders, provided educational and social-emotional counseling services, and emergency response to students. Ms. Smith’s participation on the evaluation team fulfills the intent of Ed 1403.02(a)(2)a. by providing expertise in the area of Extended Learning Opportunities.

Tony Doucet - Tony Doucet has taught Social Studies at Souhegan High School in Amherst for 14 years. A graduate of the University of New Hampshire's Master's program in education, Tony also has his CAGS in competency-based education from Southern New Hampshire University. Tony works for the New Hampshire Learning Initiative as a Social Studies content lead and has also helped to create tools for teaching and assessing the work study practices of self-direction and collaboration. Mr. Doucet's participation on the evaluation team fulfills the intent of Ed 1403.02(a)(2)b. by providing expertise in the area of High School social studies.

- Each evaluation team member was provided with a copy of the Aedify initial application along with a guidance document outlining the review items as specified in Ed 1403.02(e).
- The individual evaluation team member reviews were submitted back to the AEP on or before April 18, 2024. The evaluation team comments were consolidated and relayed to Aedify for their consideration on April 18, 2024. Aedify provided their response the review comments along with an updated application to the AEP on April 19, 2024

Summary of the Evaluation Team Review

Listed below in italics are the comments and/or concerns provided by the individual evaluation team member reviews. The individual comments are preceded by the guiding review questions which were developed in accordance with Ed 1403.02(e). Below each reviewer comment or concern is the response from Aedify and/or the AEP in bold text.

Reviewer Comments

1. *Game account is linked to the player's email ---- is there a check for parent okay if student is 13 – 18 years old --- NH's student privacy laws??? Not sure how these apply here (pp 12 & 13).*

AEP Comment –

Given that the purchase and use of the game is a private transaction between a parent/child (not a student) and Aedify, student privacy laws are not applicable.

Aedify Response -

As we envision it, the parent would purchase the game for their child and we can add a parental consent form at time of purchase that adheres to student privacy laws, as needed. The consent form could have the parent list their child's email that will be used as the player login.

Additionally, the player does not need to use their own email - they could use their parent's email, or any email they want. We just need a method to track student/player progress. Any communications would only go to the parent's email, which is the email on record at time of purchase.

2. *Reviewer #1 - The game still is projected to take 10-15 hours to play in order to receive a .25 personal finance credit. In NH, high schools are required to have a calendar with 990 hours of*

instruction. This is 247.5 hours per quarter. If a school has an 8-period day, that's 30.9 hours per class, per quarter. Even if a school has a 10-period day, that's 24.75 hours per quarter. If this is our expectation for schools, can we comfortably say we want to lower our expectations for Learn Everywhere programs, and hand out similar credits for experiences that are 10-15 hours?

*Reviewer # 2 - Aedify specifies that 10-15 hours of play will result in 1/2 credit. To earn 1/2 credit normally requires 60 hours of learning. The company admits it doesn't cover all the outcomes in the National Standards but "it covers the basics of financial literacy comprehensively." It is unclear what "the basics" consist of. Also, although there are educational goals, **the competencies and methods for assessment are weak.** "ASFY will track the player clicking on the tooltips (the player has to click ok for each tooltip) as well as whether the player complete the suggested action."*

Aedify Response –

The game is largely competency-based and not focused on seat-time. Our approach is focused on adequate application of learning, rather than on the time spent learning. Also, the game as currently proposed is for 0.25 credit rather than the initially proposed 0.5 credit.

The player cannot beat the game if they do not budget appropriately, or act appropriately upon learning about topics such as health insurance, or credit cards. They may have to restart and replay the game multiple times because they are not taught everything at once (each level has ~ 5 learning pop-ups and we will have ~25 levels).

For example, on the topic of compound interest, if the player does not start contributing to retirement accounts until level 15, that will likely be too late and they will not have enough money to progress in the game at level 20. They will get stuck and wish they contributed earlier -> the learning outcome is thus, the importance of "time in the market". They will have to restart the game. However, if the player already knew to contribute early to retirement accounts and plans very well, the game could be relatively easy and could be completed in 10 hours. The time it takes to beat the game is dependent on their understanding and application of personal finance.

Another example is that at every level, the player must calculate and pay taxes. The first time, it may take the student 10-15 minutes to calculate taxes. They will have to do this over 20 times. The idea is that the student, by doing this over 20 times, will 1) understand the equation very well 2) learn methods to do this quicker, such as in an Excel formula (which we teach in a learning pop-up later on). If it takes them 10 minutes to calculate, at 20 times, that would be over 3 hours just calculating taxes over the course of the game. At 5 minutes to calculate, that would be ~ 1.5 hours. The more competency the student demonstrates in understanding the U.S. progressive tax formulas, the less time spent in the game; thus, a competency-based approach.

A copy of the Aedify Learn Everywhere initial application is attached.

Closing

In accordance with Ed 1403.02(f), following your review of this evaluation report you shall submit it, and the associated application, along with a recommendation to the State Board of Education. You may recommend that the State Board of Education deny, approve, or conditionally approve the Aedify initial application.

Please let me know if you have any questions or need additional information to inform your recommendation.

Respectfully submitted,



Timothy C. Carney
Administrator of Educational Pathways

Attachment – Aedify, Inc. Learn Everywhere Initial Application

Aedify, Inc. Learn Everywhere Initial Application



New Hampshire

Department of Education

Learn Everywhere Program Initial Application

1.0 Applicant Information [Ed 1403.01(a)(2)].

Organization Name: Aedify, Inc.

Name of Primary Contact: Keith Rosenliao

Mailing Address: 5645 Harrington Falls Lane Unit B, Alexandria, VA 22312

Email Address: learn@aedifygames.com

Phone Number: 510-206-4021

2.0 Purpose, mission statement, or both [Ed 1403.01(a)(1)].

Aedify seeks to reimagine learning to reflect the needs and technology of modern society by making educational video games. We strive to make learning feel like a byproduct of play, ensuring that students are internally motivated, resulting in better education outcomes and lower demands on educators.

Aedify is developing a video game that teaches personal finance to national standards for ages 13 and up as a self-service, standalone product.

3.0 A description of the demonstrated instructor qualifications required for the program(s) and a statement assuring that the instructor(s) satisfies those qualifications [Ed 1403.01(a)(3)].

Aedify's executive team, Keith Rosenliao and Lucien Charland, oversee curriculum development and in-game education delivery design.

Keith earned his Master of Business Administration from Cornell University and his BA in Economics from UCLA. In addition to managing Aedify, Keith owns a rock climbing gym and is an independent nonprofit public lands management consultant. Previously, Keith was the Lead Technologist on his team at Booz Allen Hamilton, a federal consulting firm.

Lucien earned his Master of Public Policy from Harvard University and his BA in Economics at the University of Florida. Lucien is the Senior Manager of Strategy & Operations at Kraken, an international financial exchange for cryptocurrency. He was previously a budget analyst at the National Park Service (NPS) and was responsible for budget proposals, financial modeling, and technical writing.

Keith and Lucien developed a class to analyze data with Python in 2020 and taught the class over 50 times to students aged 15+. They have taught the class both in-person and virtually. Most notably, they teach this class as annual visiting Lecturers for Cornell's Master in Health Administration program. They

have taught this class for 3 years and running. Thus, Keith and Lucien are experienced in curriculum design and delivery.

Keith and Lucien also teach personal finance using the Aedify developed web app called Spaceships & Finance.

Aedify's education advisor is Dr. Barbara Hickman. Dr. Barbara Hickman is an assistant professor of Educational Leadership at the University of Wyoming in Laramie, Wyoming. Dr. Hickman has worked in site, district, and state-level leadership positions, including as a district superintendent and associate superintendent for curriculum, instruction, and human resources. Dr. Hickman provides curriculum development and education industry support to Aedify.

Additionally, Aedify uses [JumpStarts National Standards for Personal Finance Education](#) in curriculum development and design.

4.0 Either a criminal history records check policy that provides for an annually recurring records check or a one-time records check upon employment and includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses outlined in RSA 189:13-a, V; or a statement that a criminal history records check policy is not included in the applicant's learn everywhere program.

The applicant shall also provide a statement assuring they will notify the parents, in writing, regarding its criminal records check policy prior to the enrollment of a student in the learn everywhere program. [Ed 1403.01(b)(4)].

Aedify's personal finance video game (named A Spaceship for You, or ASFY) is a self-service, standalone product that parents can buy for their kids. There is no direct interaction between Aedify staff and ASFY students. Aedify will conduct background checks on customer support staff as part of the Aedify hiring process, although Aedify does not currently have staff (other than Keith and Lucien).

Aedify affirms that it shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11. Aedify will provide a statement assuring that we will notify parents, in writing, regarding our criminal record check policy prior to the enrollment of a student in the learn everywhere program.

5.0 Identification of the required subject from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(e)(1)(a)].

Satisfactory completion of ASFY will award the student credit in Personal Financial Literacy. If the student has met the minimum Financial Literacy requirements, credit may be awarded as an open elective.

6.0 An outline of each program for which approval is sought, which includes goals, competencies, a detailed description of the course of instruction, and a description of expected student outcomes [Ed 1403.01(b)(1)(b)].

Length of Class

Aedify proposes a .25 credit Personal Financial Literacy certificate for completion of ASFY. ASFY is designed for 10-15 hours of playtime and instruction, not including additional research and financial

modeling that some students may conduct outside the ASFY platform (to maximize their in-game performance).

Description of Game

ASFY is a side-scrolling, 2D, action-based space shooter. The synopsis is that aliens have invaded the Earth and the player is a young pilot helping to defend the Earth. The player starts out with a basic spaceship that they must upgrade to progress through each level, following a story of intrigue.

All of the action and combat in the game are only against aliens; there is no violence against humans. Aside from cartoon explosions, there is no gore or blood.

Technical Requirements

ASFY will first be released on PC, followed by Nintendo Switch and mobile releases. ASFY will be priced at \$15 to \$20 per student. Due to its 2D design, the technical requirements on PCs are very low and all modern PCs, including Chromebooks, should be able to run the game.

Education Delivery

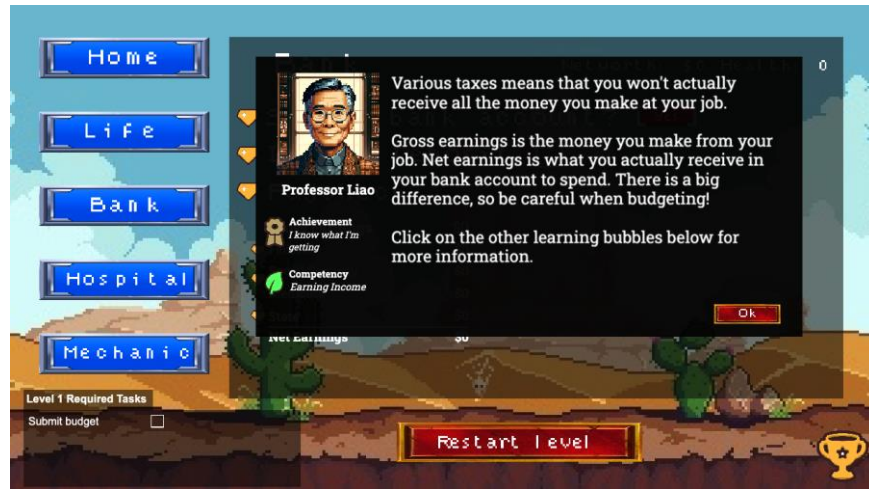
Educational materials are delivered to the player via tool tips and pop-up hints throughout the game, rather than in a traditional lecture format. This allows the student to learn and immediately apply a concept in the game multiple times and be eventually introduced to more complex concepts, but only after they have successfully applied the concept multiple times.

For example, in a traditional video game, players receive money in return for completing a quest. In ASFY, players must first set up a bank account, set up direct deposit, and when they receive the money, a percentage of their money received will be deducted as taxes, using United States tax policies. There are learning “tooltips” that the player must click, read, and acknowledge that provide the education in the form of a micro-lecture.

In the screenshot below, the orange diamonds are the learning “tooltips” that the player must click on. Once they have clicked on it, another screen will appear, with a micro-lecture of each respective topic. The example in the second screenshot explains to the player the difference between gross and net earnings; this is designed to educate players to understand that the money they receive from their job is not 100% of their hourly pay.



Each level has different tooltips (orange diamonds) to teach different subjects



Each learning tool-tip has a pop-up containing text and accompanying audio

We utilize [Jump\\$tart's National Standards for Personal Finance Education](#) for our curriculum design. The six competencies below are Jump\$tart's six core competencies and each bullet point is an outcome in their national standards. The below tables are the competencies and corresponding outcomes that our game will address. While this game does not comprehensively address all outcomes in Jump\$tart's National Standards, it covers the basics of financial literacy comprehensively.

Competency	Topics and Outcomes
Earning Income	<p>Careers</p> <ul style="list-style-type: none"> ● Differentiate between contributory and non-contributory employee benefits. ● Examine the benefits of participating in employer-sponsored retirement savings plans and healthcare savings plans. <p>Education and Training</p> <ul style="list-style-type: none"> ● Evaluate the costs and benefits of investing in additional education or training. <p>Taxes</p> <ul style="list-style-type: none"> ● Calculate the amount of taxes a person is likely to pay when given information or data about the person's sources of income and amount of spending. ● Identify which level(s) of government typically receive(s) the tax revenue for income taxes, payroll taxes, property taxes, and sales taxes. ● Describe the benefits they receive, or may receive in the future, from government-collected tax revenue. ● Investigate the federal and state tax rates applicable to different sources of income. ● Differentiate between gross, net, and taxable income. ● Explain why some income is reported on an IRS Form W-2 and some is reported on an IRS Form 1099, and how that could affect their taxes. ● Explain the difference between earned and unearned income. ● Compare the tax rates assessed on earned income, interest income, and capital gains income. <p>Retirement</p>

	<ul style="list-style-type: none"> ● Identify different potential sources of retirement income. ● Describe the importance of having multiple sources of income in retirement, such as Social Security, employer-sponsored retirement plans, and personal investments. ● Explain the importance of participating in employer-sponsored retirement plans when available and contributing enough to qualify for the maximum employer match.
<p>Spending</p>	<p>Budgeting</p> <ul style="list-style-type: none"> ● Identify their short-term and long-term financial goals. ● Develop a budget to allocate current income to necessary and desired spending, including estimates for both fixed and variable expenses. ● Explain methods for adjusting a budget for unexpected expenses or emergencies. ● Evaluate the advantages of using budgeting tools, such as spreadsheets or apps. ● Explain how having a system for financial record-keeping can make it easier to make financial decisions. ● Develop a system for keeping track of spending, saving, and investing. ● Research financial technology options for financial record-keeping. <p>Consumer Purchasing</p> <ul style="list-style-type: none"> ● Describe a process for making an informed consumer decision. <p>Housing</p> <ul style="list-style-type: none"> ● Identify financial and personal reasons that younger adults often choose to rent a home instead of buying. ● Compare the short-term and long-term costs and benefits of renting versus buying a home in their city of residence. <p>Fraud</p> <ul style="list-style-type: none"> ● Describe the roles and responsibilities of government agencies that help protect consumers from fraud. ● Identify state and federal consumer protection laws based on the issues they address and the safeguards they provide. ● Investigate common types of consumer fraud and unfair or deceptive business practices, including online scams, phone solicitations, and redlining. ● Make recommendations for sources of help for consumers who have experienced fraud.
<p>Saving</p>	<p>Savings Accounts</p> <ul style="list-style-type: none"> ● Select a preferred location for a savings account based on comparison of interest rates and fees at different types of financial institutions. ● Discuss types of market conditions that could result in financial institutions paying lower rates on savings accounts. <p>Inflation</p> <ul style="list-style-type: none"> ● Illustrate how inflation can reduce the purchasing power of savings over time if the nominal interest rate is lower than the inflation rate. <p>Retirement</p> <ul style="list-style-type: none"> ● Explain how traditional IRAs (individual retirement accounts), Roth IRAs, and education savings accounts provide incentives for people to save. ● Compare the tax advantages of traditional and Roth IRAs. ● Explain how an employer's match of employee contributions to its retirement

	<p>plan provides an incentive for employees to save.</p> <ul style="list-style-type: none"> Describe the pros and cons of saving through an employer retirement plan as compared to saving outside of an employer plan. <p>Partners and External Influences</p> <ul style="list-style-type: none"> Identify strategies to manage psychological and emotional obstacles to saving.
<p>Investing</p>	<p>Managing Risk</p> <ul style="list-style-type: none"> Discuss how a person’s risk tolerance influences their investment decisions. Identify several behavioral biases that can result in poor investment decisions (e.g., loss aversion, investing in employer stock, home bias, mental accounting). <p>Returns</p> <ul style="list-style-type: none"> Describe the different types of annual cash flows that can be received by investors. Compare nominal annual rates of return over time on different types of investments, including cash flows and price changes. Explain why assets that do not produce income or are exposed to large price fluctuation (such as collectibles, precious metals, and cryptocurrencies) are described as speculative investments. <p>Types of Investments</p> <ul style="list-style-type: none"> Discuss the advantages and disadvantages of investing in riskier assets. Explain why the expected rate of return on a value stock or mutual fund is likely to be lower than that of a growth stock or mutual fund. Recommend portfolio allocation between major asset classes for a short-term goal versus a long-term goal. Discuss the pros and cons of investing in a diversified mutual fund versus investing in a small number of individual stocks. Suggest an appropriate asset allocation for a very risk-averse person versus a very risk-tolerant person. Discuss how the expenses associated with buying and selling investments can impact rates of return and investment outcomes. Explain why an actively managed mutual fund usually has a higher expense ratio than an index fund. <p>Inflation</p> <ul style="list-style-type: none"> Describe the impact of inflation on prices over time. Explain the relationship between nominal and real returns. Find the current rate paid on CDs at a bank and calculate the expected real rate after inflation. <p>Financial Asset Pricing</p> <ul style="list-style-type: none"> Describe factors that influence the prices of financial assets. Predict what could happen to the price of a stock if new information is reported about the company or its products. <p>Taxes</p> <ul style="list-style-type: none"> Compare tax rates paid on interest income versus short-term and long-term capital gains. Describe the advantages of investing through a tax-deferred account such as an IRA or 401(k) versus a taxable account. Investigate the contribution limits and tax advantages of a traditional IRA versus a Roth IRA.

	<p>Technology</p> <ul style="list-style-type: none"> ● Explore common financial technologies used for investing, including automated trading platforms. ● Discuss how the development of financial technology has made it easier for people of all income and education levels to participate in financial markets. ● Choose a discount broker and research the minimum starting account balance, minimum monthly investment, and trading costs. <p>Federal Regulation</p> <ul style="list-style-type: none"> ● Explain the role of federal regulators in financial markets. <p>Investment Strategy and Metrics</p> <ul style="list-style-type: none"> ● Explain why investors often compare portfolio performance to a benchmark such as the S&P 500 Index. ● Discuss the advantages of investing in an exchange-traded fund (ETF) that tracks a market index rather than investing in actively managed mutual funds or individual stocks and bonds. <p>Investment Professionals</p> <ul style="list-style-type: none"> ● Discuss reasons that a person might want to hire a financial professional to manage their investments or provide investment advice. ● Explain the importance of licensing, certifications, education, and experience as criteria for selecting a financial professional for investment management or advice. ● Investigate where and how to find qualified financial professionals.
<p>Managing Credit</p>	<p>Credit</p> <ul style="list-style-type: none"> ● Describe how credit card grace periods, methods of interest calculation, and fees affect borrowing costs. ● Compare the cost of borrowing \$1,000 using consumer credit options that differ in rates and fees. ● Identify the primary organizations that maintain and provide consumer credit reports. ● Assess the value to a potential lender of the information contained in a credit report. ● Explain how a person can get a free copy of their credit report and why this is advisable. ● Identify the main factors that are included in credit score calculations. ● Explain how a borrower's credit score can impact their cost of credit and their ability to get credit. ● Recommend ways that a person can increase their credit score. ● Explain how landlords, potential employers, and insurance companies use credit reports and credit scores in decision making. ● Provide examples of benefits associated with having a good credit score. <p>Loans</p> <ul style="list-style-type: none"> ● Identify examples of loans that may require down payments. ● Explain how a down payment makes a borrower more attractive to a lender and motivates loan repayment by the borrower. ● Describe how failing to repay a loan can negatively impact a person's finances and life. <p>Mortgage</p> <ul style="list-style-type: none"> ● Identify the type of collateral required for a mortgage loan. ● Compare monthly mortgage payments for loans that differ in repayment

	<p>period, amount borrowed, and interest rate.</p> <ul style="list-style-type: none"> Given the price of a home, estimate the amount of down payment required. <p>Student Loans</p> <ul style="list-style-type: none"> Describe the different sources of funding for postsecondary education. Estimate the reduction in total cost of education and potential student loan debt if they complete their first two years of college at a community college before transferring to a four-year institution. Compare federal and private student loans based on interest rates, repayment rules, and other characteristics. <p>Alternative Financial Services</p> <ul style="list-style-type: none"> Explain how using payday loans can cause a cycle of debt.
<p>Managing Risk</p>	<p>Insurance</p> <ul style="list-style-type: none"> Discuss whether a premium paid to insure against a crash that never happens is wasted. Analyze the conditions under which it is appropriate for young adults to have health insurance. Identify individual characteristics that influence insurance purchase decisions. Recommend types of insurance needed by people with different characteristics. Explain the primary types of losses covered by auto, homeowner's, and renter's insurance policies. Describe situations where someone may be liable for injuries or damages to another person or their property. <p>Auto Insurance</p> <ul style="list-style-type: none"> Discuss why most states mandate auto liability coverage. Research factors that result in lower auto insurance premiums. Discuss the pros and cons of buying an auto insurance policy with a higher deductible. <p>Health Insurance</p> <ul style="list-style-type: none"> Discuss the advantages of obtaining health insurance coverage through an employer plan versus buying private insurance or being uninsured. Compare the cost of health insurance to the potential financial consequences of not having health insurance. Estimate the effect of different health insurance deductibles and coinsurance rates on out-of-pocket medical costs. <p>Life Insurance</p> <ul style="list-style-type: none"> Explain how a person's death can result in financial losses to others. Discuss the benefits and costs of purchasing life insurance for the primary earners in a household.

7.0 A plan for recording student progress in meeting expected student outcomes for each course of instruction [Ed 1403.01(b)(1)(c)].

Student progress will be tracked by each outcome. In the game, each tooltip or pop-up will be associated with at least one of the outcomes stated above. ASFY will track the player clicking on the tooltips (the student has to click ok for each tooltip), as well as whether the player completes the suggested action (such as moving money from checking to savings). Each of these tooltips and resulting actions fall under

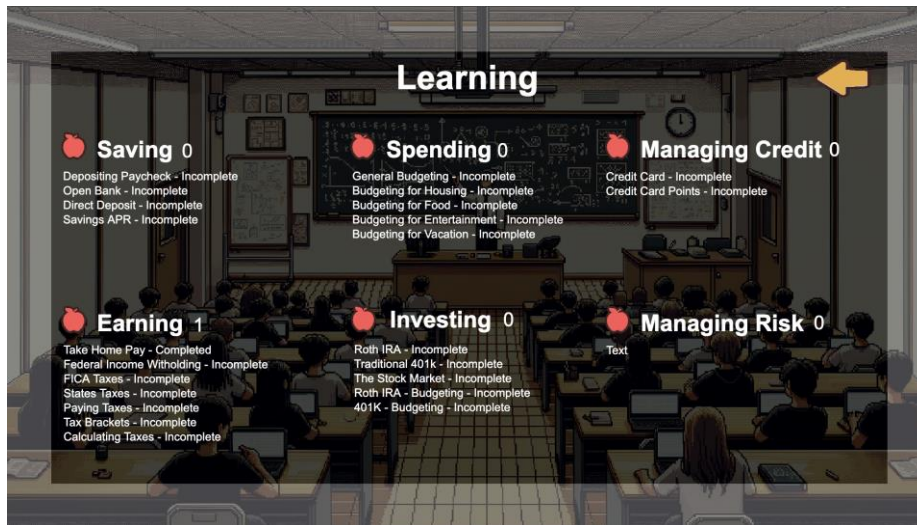
the competencies listed, and successful acknowledgment of the tooltip and resulting action will progress the student forward in meeting each competency.

The student will have an account that tracks all of this and can be shared to an outcomes account that can see the progress and results. This outcomes account serves as a mechanism for parental involvement in tracking progress.

In the screenshot below, the player reads/listens to this tooltip, which belongs to the “Earning” Competency. The player cannot exit out of the window until the full text is fully displayed and the audio is completed.



Once the full text is fully displayed and the audio is completed, the game marks this tooltip as completed in Learning Tracker, under the title “Take Home Pay”. The screenshot below shows that the Earning competency now has 1 tooltip completed. Note: the screenshot is in progress and does not list all the tooltips currently.



8.0 A description of assessments of student learning outcomes, including, but not limited to:

- 1. Instructor observation of project-based learning, including off-site learning projects;**
- 2. Competency-based or performance-based assessments;**
- 3. Instructor observations of student performance;**
- 4. Project evaluation rubrics used to evaluate program proficiencies; and**
- 5. Other assessment approaches as determined by the applicant's learn everywhere program**

[Ed 1403.01(e)(1)(d)].

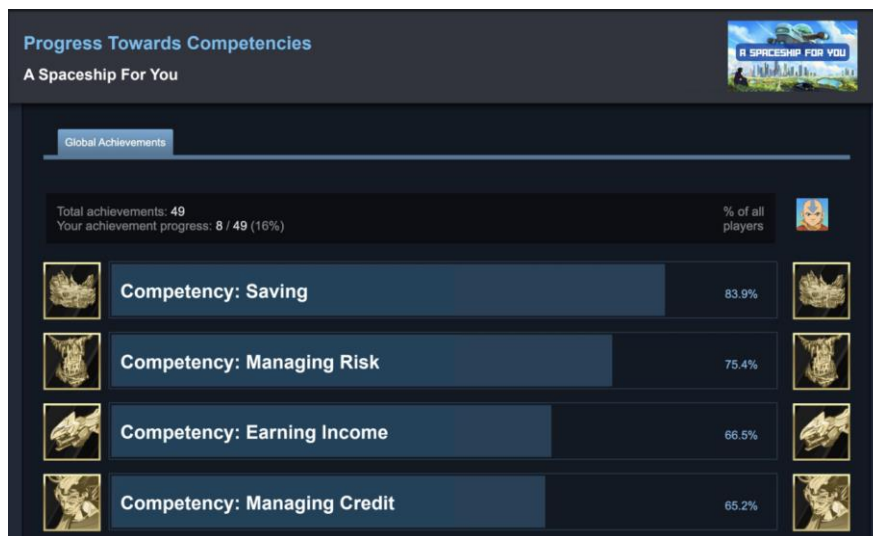
Assessment will be tracked by the student acknowledging each tool tip (equivalent to instructor observation), their subsequent actions (equivalent to competency-based), and their general player performance (performance-based) in the game.

We gave the example with a tooltip associated with reading a paycheck above; another example would be the player receiving tooltips for buying health insurance. The Learning Tracker in the previous section will update to include every health insurance related tooltip they read/listen to. By reading/listening to the health insurance tooltips, the player will understand the nuances of purchasing health insurance.

Their subsequent actions around shopping for health insurance options in-game will be reflected ultimately in their game performance. A basic example would be the player failing to buy health insurance, receiving damage from alien spaceships in the game, and having to pay a lot of money to be healed, which ultimately results in less money to purchase spaceship upgrades. We design the game such that the player must budget adequately to win – it is not an easy game. Each level may take the player 5 or 6 attempts and they may have to purchase additional upgrades that affect their budgeting decisions.

The player's overall performance will be tracked - the overall performance is based on the player's networth at the end of the game, as well as how many attempts it takes for the player to finish the game.

Below is an early version of the competency dashboard that the Learning Tracker rolls up to. This mock-up is based on a widely used reward reinforcement system available on the largest PC-game distribution platform (Steam).



Competency Dashboard for parents and educators (and the certificate)

Note: due to vertical screen height limitations, this graphic displays only 4 of the 6 competencies (in the actual page, the user would scroll down)

9.0 The number of credits the program will fulfill [Ed 1403.01(e)(1)(e)].

Students who successfully complete the ASFY game will be awarded a certificate for 0.25 credits to be applied toward meeting high school graduation requirements.

10.0 A description of the competency-based grading system [Ed 1403.01(e)(1)(f)].

The competency-based grading system uses our 6 competencies of Earning Income, Spending, Saving, Investing, Managing Credit, and Managing Risk. As described above, each outcome has two metrics - acknowledgement of the associated tooltip, and whether the student completes the advice recommended in the tooltip. Our table in question six lists all the outcomes under each competency. In the Earning Income competency, there are 14 outcomes tracked (the bullet points). For each of these 14 outcomes, the player must acknowledge the tip and complete the recommended action in game. Once they have done both of these, the outcome is marked as complete. The student must have 75% of the outcomes completed under each competency to pass; in this case, for the Earning Income competency, that would be 18 completed outcomes.

11.0 A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law [Ed 1403.01(b)(2)(a)].

ASFY is a product that we will sell directly to consumers for a price of \$15 to \$20 per unit (exact price TBD). Anyone can buy it via the usual video game distribution channels (Steam, GoG) or on our website, as a digital download.

Upon purchase and activation, the player will create a player account that is linked to the player's email (we plan to use [Microsoft's Playfab](#) to store the email, not our own servers). When the player starts a new game, there will be a pop-up that asks if the player wants to share their progress with others. If the player selects yes, they will be prompted to type in the email of the person they would like to share their progress with. That person may likely be their parent. If the person does not select yes immediately, they can share their progress with others at any time later.

That person will then receive an invitation to register for an account on our website. That account will see the player's progress towards each competency, as well as the myriad of "achievements" that make up each competency. The player must complete the game with at least 75% in each competency to receive the certification for credit (see competency dashboard in previous answers).

12.0 A description of how the program will liaison with the LEA for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(e)(2)(b)].

Aedify understands that we have a responsibility to provide students with disabilities equal access and equal opportunities to participate in the Learn Everywhere program. ASFY is not timed, and students may play it as many times as they like in order to pass. Aedify will work with local education agencies to ensure that the learning experience is available and meets all students needs.

Video games do not fall under ADA compliance guidelines but we recognize the importance of creating a game that can be enjoyed by players of various abilities. The video game is naturally subtitled as all dialogue

is conducted via text, rather than audio. There will be screen magnification and high contrast options within the game. The game will support standard accessible hardware controls. Of note, ASFY cannot be reformatted as an audio game that a blind player can play.

The CVAA (21st Century Communications and Video Accessibility Act) is a U.S. federal law that addresses the accessibility of advanced communications services and equipment, including video games. CVAA requires in-game communication between players to be accessible to players with sensory impairments, but ASFY is single-player only and does not have communication between other players in game, so this is not relevant.

Aedify will have a dedicated customer service email to support any customer needs and questions, which includes liaising with the LEA for a student with an education plan pursuant to section 504 of the Rehabilitation Act. At this current time, the dedicated email is learn@aedifygames.com but when the game is closer to release, the email will likely be support@aedifygames.com

13.0 A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP to include, but not be limited to coordinating

- 1. Required special education programs;**
- 2. Support services; and**
- 3. Least restrictive environment.**

[Ed 1403.01(e)(2)(c)].

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14.0 A statement that the applicant understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations [Ed 1403.01(b)(2)(d)].

Aedify understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the Learn Everywhere program, including by providing the student with reasonable accommodations.

15.0 A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program [Ed 1403.01(b)(3)(a)].

Not applicable; ASFY is a digital product, there are no physical facilities for students to access.

16.0 A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations, including but not limited to the following

- 1. Fire safety; and**
- 2. Barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008**

[Ed 1403.01(e)(3)(b)].

Not applicable; ASFY is a digital product, there are no physical facilities for students to access.

17.0 Disclosure of insurance, if any, which would cover the participants in the Learn Everywhere program [Ed 1403.01(b)(4)].

ASFY is a digital product and, therefore, does not have insurance that would cover participants of the Learn Everywhere program. There are no facilities that students are able to access, and therefore, Aedify never has personal care of any children. However, Aedify will carry general liability insurance for digital products when ASFY is released.

Additional Information

The applicant is encouraged to include any additional information in this application that further explains their program and how it will meet the needs of students through the Learn Everywhere program.

Link to Jump\$tart National Standards: <https://www.jumpstart.org/what-we-do/support-financial-education/standards/>

Our website: www.aedifygames.com

Our website includes a video trailer of the current version of the game.

Our alpha version of the game: <https://keithaedify.itch.io/asfyalpha>

Please note that this is a very early version and the game will at least be twice as long.

Organization Information

Founded in 2020, Aedify is an education corporation with a mission to reimagine education using video games. Video games are immersive, allow for application of learned skills, and kids like playing video games. Just as books and movies can be used for education, video games should be able to as well. Aedify seeks to leverage this underutilized medium to better engage students in the modern, digital world.

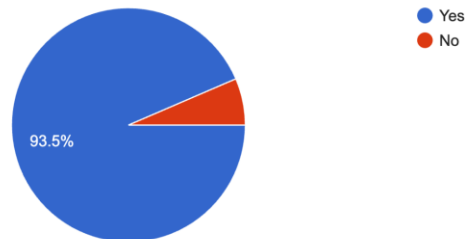
Aedify was founded by Keith Rosenliao and Lucien Charland, under the name Code From Zero to teach young professionals data analytics skills that schools were not teaching, but jobs were asking for. Keith and Lucien have taught over 50 data analytics classes and are guest lecturers at Cornell University. In talking with students, Keith and Lucien realized these students not only needed data literacy skills, but also financial literacy skills. They started teaching financial literacy workshops and decided to make the workshops more fun by creating a Dungeons and Dragons-like simulation for students to develop budgeting skills. They ultimately automated this simulation into a web-game, called Spaceships & Finance (www.spaceshipsandfinance.com). They now teach financial literacy workshops using Spaceships & Finance, as well as working with other financial literacy educators to assist them with using the game to teach.

Ultimately, in teaching these financial literacy workshops, Keith and Lucien heard from parents, students, and educators that they want to play more of the game, and that the educators and parents would prefer a self-service option (rather than live teachers). In response to the feedback, Keith and Lucien started developing ASFY, the video game.

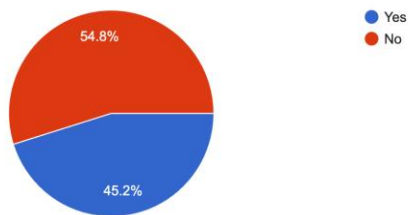
Parental Survey

Aedify conducted a survey of 30+ parents, results below:

Would you buy a video game that teaches personal finance for your child (13+)?
31 responses

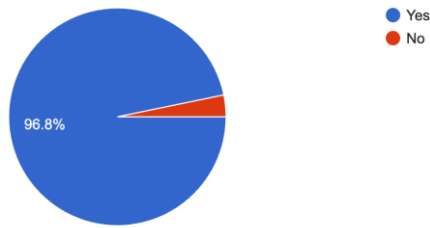


Would you buy an additional copy to play with your child?
31 responses



Do you think your child (13+) would prefer playing a video game that teaches personal finance to taking a personal finance class?

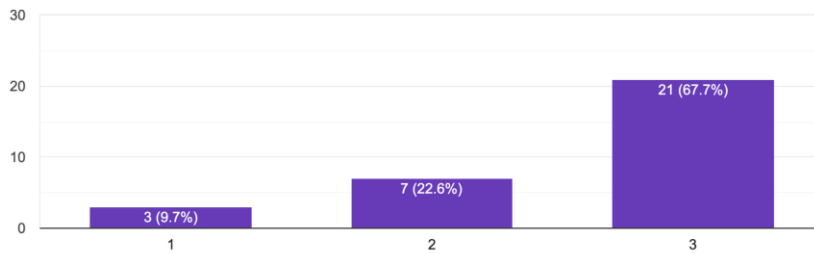
31 responses



For the below, 3 is most important, 1 is least

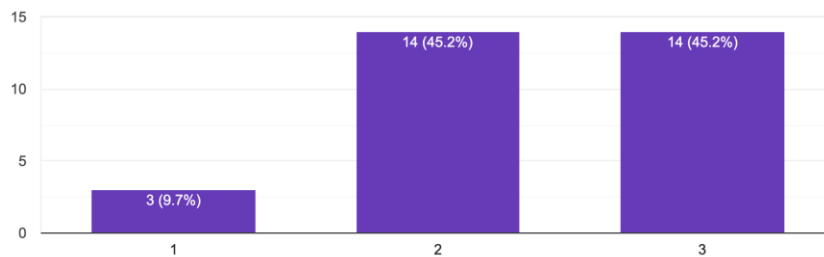
Please rank the importance of this education feature: Standalone - does not require a teacher or parent to explain concepts

31 responses



Please rank the importance of this education feature: Meet national education standards for personal finance education

31 responses



Individual comments from parents below:

Love this idea! Would be fun to be able to play together, and allow parents to program in incentives/rewards for completing various components. You could also consider an app-based

game platform instead of / in addition to video games for households that don't play video games (like ours).

The fun factor must be emphasized, or else kids would see gameplay as a chore. The game must be fun, entertaining, and maybe even mask the most boring elements of finance. Kids that know they are being taught prefer to take up other hobbies. Gamified concepts are a great way to bridge gaps, but unless executed in a way that is relevant to a preteen, the content would fall flat. Even most adults do not have the motivation to learn personal finance so the game must encourage youth to understand its importance and the outcomes of good financial hygiene (ie. easier lifestyle, more freedoms, less stress, better work/life balance etc.) These concepts stretch beyond national standards.

I would want a really clear summary of the concepts that are being taught throughout the game
Making sure content is politically unbiased and sticks to the statistical/mathematical/true policy facts on finance planning and products would be important to me. This is a great idea as long as special interest topics / ads wouldn't be inserted by the funding entities or any financial services firms.

I think this is important for our kids. I hope the stock market is included in the game.

This is a great idea!

Can you play or compete with other kids?

Great idea! I hadn't thought about school or course credit / certification, but that would be a nice added bonus. If that were the case, I'd expect to pay a higher price and get a high-quality product. Some games my kids play already incorporate some financial understanding as they earn \$ to buy other items. I'm much more inclined to allow them to play those types of games than others that are devoid of any value.

My son and I love listening to million bazillion, the kids version of money smart podcast. I think he'd get a lot out of a game like this, even if he is 10. He likes understanding topics about money and what the smart decision is.

Curious what the financial concepts that will be taught.

Love the idea of creative ways to teach financial literacy - there seems to be a huge gap in our society there. But I am a bit torn because trying to avoid screen time as much as possible.

I've never heard of national personal financial education standards, so that statement doesn't really carry any weight. I'd much rather have seen a question like - balanced, multiple positive outcomes, helps kids realize it's okay to have a variety of investments

Make it something kids WANT to play. Otherwise, it's a waste of your effort.

It's important to talk about both sides of the financial literacy coin (student loans/trades/military, credit cards/no credit cards, use debt/debt free, etc)



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Education Analytics and Resources
Office of Nonpublic Schools
25 Hall Street
Concord, NH 03301
TEL. (603) 491-8060

May 2024
State Board of Education Meeting
Commissioner's Nonpublic School Approval Designation Report
Executive Summary
Renewals

A. Action Needed

A vote is needed to accept and approve the recommended designations for a New Hampshire non-public school(s). Five schools seek to renew their attendance approval status (AA Status). One school seeks to renew its attendance and program approval status (AP Status).

B. Rationale for Action

The Code of Administrative Rules Ed 401.02 provide for the following school approval categories, one of which shall be recommended for each school in the Designation Report to the State Board:

Approved (5 years) – a school seeking continued approval meets all of the applicable requirements of Ed 403 or 404.

Preliminary Approved (1 year) – a school does not meet some of the standards of Ed 403 or 404 prior to opening but can adequately meet the needs of its students.

Conditionally Approved (1 year) – a school seeking continued approval does not meet some of the standards of Ed 403 or 404 and has identified deficiencies and a timetable for corrections.

Delay in Full Compliance – a school recommended for denied approval shall have 10 days to make a request for a grievance hearing before the Nonpublic School Advisory Council Committee in accordance with Ed 406.

Denied Approval – a school has failed to meet the requirements of Ed 403 or Ed 404 and has failed to be approved after 3 years of being conditionally approved.

C. Effects of this Action

Approval of this Report allows the schools to operate for a period of 5 years.

D. Possible Motion

I move that the State Board accept and approve the following schools for continued Attendance Approval Status for the period of July 1, 2024 through June 30, 2029:

Bedford Academy
Learning Skills Academy
Meeting House Montessori School
North End Montessori School
Victory High School

I move that the State Board accept and approve the following school for continued Attendance and Program Approval Status for the period of July 1, 2024 through June 30, 2029:

Heronfield Academy

OFFICE OF NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

School Name: Bedford Academy	Phone Number: 603.450.9588	Application Type*: AA
<p>About the School: Bedford Academy is a K – 5 for-profit school located in Bedford, New Hampshire. The school recognizes every child is unique and possesses potential for success across multiple dimensions such as academic, athletic, interpersonal, musical, and artistic. Their programs have been designed to educate the whole child and are based on the most current research. Through an innovative, multi-disciplinary, student-centered STEAM-inspired curriculum, children engage in rich, learning experiences that promote Bedford Academy’s core values of innovation, inquiry, academic excellence, compassion, fitness and well-being, and leadership. The school’s facilities are structured to support this curriculum and as such, they have created spaces for children to collaborate and create in an open concept innovation lab that houses a multitude of technology and resources.</p>		
Principal Address: 21 Eastman Avenue, Bedford, NH 03110		
Mailing Address: Same.		
Head of School: Dr. Roxanne Molina	Email: Phone Number:	
	Roxanne.molina@bedfordacademy.org 603.450.9588	
Authorized to Represent School: Same.	Email: Phone Number: Same.	
Date Application Received: 2.23.24	Expiration Date: 6.30.24	
Grade Levels: K - 5	Enrollment Total: 99	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input checked="" type="checkbox"/> For Profit <input type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Submitted	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	2.23.24	Not applicable.
<input checked="" type="checkbox"/>	Good standing with secretary of state	3.13.24	NHED staff confirmed the school’s Good Standing status by checking the NH Secretary of State web page directly.
<input checked="" type="checkbox"/>	US-NH history included in curriculum, RSA 189:11	2.23.24	The school provided civics unit themes for each grade/trimester to demonstrate how they are meeting the requirements of RSA 189:11.
<input checked="" type="checkbox"/>	Student records retention policy, Ed 407.01	2.23.24	The school’s Student Records Retention Policy is contained on page 9 of a document entitled “Bedford Academy, Parent & Student Handbook, 2024 -2025”.
<input checked="" type="checkbox"/>	US flag displayed, RSA 189:17	2.16.24	A NHED staff member verified a US flag was displayed at the school during a site visit completed on 2.16.24.
<input checked="" type="checkbox"/>	Immunization policy, RSA 141-C:20-a	2.23.24	The school’s Immunization Policy is contained on page 7 of a document entitled “Bedford Academy, Parent & Student Handbook, 2024 -2025”.
<input checked="" type="checkbox"/>	Restraint and seclusion policy, Ed 1200.01(b) and RSA 126-U:2	2.23.24	The school’s Child Restraint Policy is contained on page 11 of a document entitled “Bedford Academy, Parent & Student Handbook, 2024 -2025”.
<input checked="" type="checkbox"/>	Grievance policy addresses	2.23.24	The school’s Grievance Policy is contained on pages 13 and 14 of a document entitled “Bedford Academy, Parent & Student Handbook, 2024 -2025”.
	<input checked="" type="checkbox"/> Bullying	2.23.24	Included in Grievance Policy. Bullying also defined beginning on page 11 of a document entitled “Bedford Academy, Parent & Student Handbook, 2024 -2025”.
	<input checked="" type="checkbox"/> Teacher misconduct	2.23.24	Included in Grievance Policy.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2.23.24	Included in Grievance Policy. Tuition Refund Policy is contained on page 11 of a document entitled “Bedford Academy, Parent & Student Handbook, 2024 -2025”.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Restraint and seclusion	2.23.24	Included in Grievance Policy.
<input checked="" type="checkbox"/>	NHED site visit (optional)	2.16.24	A NHED representatives visited the school on 2.16.24. No issues of concern were noted.
SCHOOL SCHEDULE SURVEY/HOURS			
<input checked="" type="checkbox"/>	School hours meet the requirements of Ed 401.03 for each grade level offered	2.23.24	For the 24 – 25 school year the first day of school will be 8.26.24 and the last day of school will be 6.11.25. The school hours exceed the requirements of Ed 401.03.
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.9.23	Timely submission.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 30 each year	6.4.23	Timely submission.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.4.23	Timely submission.
<input checked="" type="checkbox"/>	HSEM received EOP – due October 15 each year	11.15.23	Late submission.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by NHED***	3.13.24	<p>The Office of Nonpublic Schools determines that Bedford Academy complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2029.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education. The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parents.</p> <p>The information above is communicated with prospective and renewing schools in the approval letter from the State Board of Education.</p>

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2. The approval by the ONPS to operate a nonpublic school for program purposes; and
3. The approval by the BSS to become an approved private provider of special education programs.

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OFFICE OF NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

School Name: Learning Skills Academy	Phone Number: 603.964.4903	Application Type*: AA
<p>About the School: Learning Skill’s Academy is located in Rye and offers educational services for grades 3 – 12. LSA’s day program is designed for students who have learning disabilities, attention deficit disorders, difficulties with language, and nonverbal learning disabilities. Their staff of educators, therapists, counselors, interventionists, and speech and language pathologists work diligently to understand the educational, social, and emotional needs of every student. The school’s mission is to ignite the educational potential of students with language and learning differences so that they may succeed in school, college, and career.</p>		
Principal Address: 1247 Washington Road, Rye, NH 03870		
Mailing Address: Same.		
Head of School: Karen Elrod Staines, Executive Director	Email: Phone Number: kstaines@learningskillsacademy.org 603.964.4903	
Authorized to Represent School: Same.	Email: Phone Number: Same.	
Date Application Received: 4.2.24	Expiration Date: 6.30.24	
Grade Levels: 3 - 12	Enrollment Total: 60	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program***: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Approved	Required Documents	Date Submitted	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	N/A	Not applicable.
<input checked="" type="checkbox"/>	Good standing with secretary of state	4.10.24	NHED staff confirmed the school’s Good Standing status by checking the NH Secretary of State web page directly.
<input checked="" type="checkbox"/>	US-NH history included in curriculum, RSA 189:11	4.11.24	The school provided documentation to demonstrate how they are meeting the requirements of RSA 189:11.
<input checked="" type="checkbox"/>	Student records retention policy, Ed 407.01	4.11.24	The school provided a document entitled “Records Retention” which meets the requirements of Ed 407.01.
<input checked="" type="checkbox"/>	US flag displayed, RSA 189:17	4.29.24	A NHED staff member verified a US flag was displayed at the school during a site visit completed on 4.29.24.
<input checked="" type="checkbox"/>	Immunization policy, RSA 141-C:20-a	4.2.24	The school provided a document entitled “Immunizations and Communicable Illness” which generally meets the requirements of RSA 141-C:20-a.
<input checked="" type="checkbox"/>	Restraint and seclusion policy, Ed 1200.01(b) and RSA 126-U:2	4.11.24	The school provided a document entitled “Restraint and Seclusion” which generally meets the requirements of both Ed 1200 and RSA 126-U.
<input checked="" type="checkbox"/>	Grievance policy addresses	4.11.24	The school provided a document entitled “Grievance Policies” which generally meets the requirements of Ed 403.01(a)(16).
	<input checked="" type="checkbox"/> Bullying	4.11.24	Included in Grievance Policies.
	<input checked="" type="checkbox"/> Teacher misconduct	4.11.24	Included in Grievance Policies.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	4.11.24	Included in Grievance Policies.
	<input checked="" type="checkbox"/> Restraint and seclusion	4.11.24	Included in Grievance Policies.
<input checked="" type="checkbox"/>	NHED site visit (optional)	4.29.24	A NHED representatives visited the school on 4.29.24. No issues of concern were noted.
SCHOOL SCHEDULE SURVEY/HOURS			
<input checked="" type="checkbox"/>	School hours meet the requirements of Ed 401.03 for each grade level offered	4.2.24	For the 24 – 25 school year the first day of school will be 8.26.24 and the last day of school will be 6.12.25. The school hours exceed the requirements of Ed 401.03.

REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.10.23	Timely submission.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 30 each year	6.26.23	Timely submission.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.26.23	Timely submission.
<input checked="" type="checkbox"/>	HSEM received EOP – due October 15 each year	4.11.24	Late submission.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by NHED***	4.29.24	<p>The Office of Nonpublic Schools determines that Learning Skills Academy complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2029.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education. The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parents.</p> <p>The information above is communicated with prospective and renewing schools in the approval letter from the State Board of Education.</p>

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OFFICE OF NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

School Name: Meeting House Montessori School	Phone Number: 603.224.0004	Application Type*: AA
<p>About the School: The Meeting House Montessori School offers grades K – 4 and is located in a traditional New England building circa the early 1900’s. The environment offers a warm and quaint work-space, combining architecture of years past with the modern amenities of today. There is a fenced-in play area with the equipment needed to promote healthy, safe, and enriching physical and large motor development. The school’s teaching, philosophy, academic structure, and tools for learning are based on the traditional teachings of Dr. Maria Montessori. The staff at Meeting House Montessori School believe in every child’s potential and strives to encourage his/her individual growth. The school focuses their curriculum on Dr. Maria Montessori’s “Montessori Methods” and use the prepared environment to facilitate a child’s acquisition of all the ubiquitous knowledge that he or she can obtain.</p>		
Principal Address: 28 Logging Hill Road, Bow, NH 03304		
Mailing Address: Same		
Head of School: Alissa Smith, Director	Email:	Phone Number: mhms28bow@comcast.net 603.224.0004
Authorized to Represent School: Same.	Email:	Phone Number: Same.
Date Application Received: 3.11.24	Expiration Date: 6.30.24	
Grade Levels: K - 4	Enrollment Total: 50	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input checked="" type="checkbox"/> For Profit <input type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Submitted	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	3.11.24	Not applicable.
<input checked="" type="checkbox"/>	Good standing with secretary of state	3.12.24	NHED staff confirmed the school’s Good Standing status by checking the NH Secretary of State web page directly.
<input checked="" type="checkbox"/>	US-NH history included in curriculum, RSA 189:11	3.11.24	The school provided a document entitled “CIVICS Curriculum” which explains how the school is meeting the requirements of RSA 189:11.
<input checked="" type="checkbox"/>	Student records retention policy, Ed 407.01	3.11.24	The school provided a document entitled “Retention of Student Records Policy which explains how the school is meeting the requirements of Ed 407.01.
<input checked="" type="checkbox"/>	US flag displayed, RSA 189:17	3.27.24	A NHED staff member verified a US flag was displayed at the school during a site visit completed on 3.27.24.
<input checked="" type="checkbox"/>	Immunization policy, RSA 141-C:20-a	3.11.24	The school provided a document entitled “IMMUNIZATION POLICY” which explains how the school is meeting the requirements of RSA 141-C-20-a.
<input checked="" type="checkbox"/>	Restraint and seclusion policy, Ed 1200.01(b) and RSA 126-U:2	3.29.24	Provided “Child Restraint and Seclusion Policy” that appears to generally meet the requirements of Ed 1200.
<input checked="" type="checkbox"/>	Grievance policy addresses	3.29.24	Grievance process is to have parents contact the school’s Director should they have any complaints concerning the four items below.
	<input checked="" type="checkbox"/> Bullying	3.29.24	“Bullying Policy” states bullying of any kind is unacceptable and states the parents should contact the school’s Director with complaints.
	<input checked="" type="checkbox"/> Teacher misconduct	3.29.24	“Teacher Misconduct Policy” defines teacher misconduct.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	3.29.24	“Tuition Refund Policy” provided outlines refund requirements.

	<input checked="" type="checkbox"/> Restraint and seclusion	3.29.24	'Child Restraint and Seclusion Policy" states the school does not use either of these practices.
<input checked="" type="checkbox"/>	NHED site visit (optional)	3.27.24	A NHED representatives visited the school on 3.27.24. No issues of concern were noted.
SCHOOL SCHEDULE SURVEY/HOURS			
<input checked="" type="checkbox"/>	School hours meet the requirements of Ed 401.03 for each grade level offered	3.11.24	For the 24 – 25 school year the first day of school will be 9.3.24 and the last day of school will be 6.19.25. The school hours exceed the requirements of Ed 401.03.
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.4.23	Timely submission.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 30 each year	6.26.23	Timely submission.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.26.23	Timely submission.
<input checked="" type="checkbox"/>	HSEM received EOP – due October 15 each year	3.15.24	Late submission
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by NHED***	4.12.24	<p>The Office of Nonpublic Schools determines that the Meeting House Montessori School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2029.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education. The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parents.</p> <p>The information above is communicated with prospective and renewing schools in the approval letter from the State Board of Education.</p>

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OFFICE OF NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

School Name: North End Montessori School	Phone Number: 603-621-9011	Application Type*: AA
About the School: North End Montessori School in Manchester, NH provides families with access to academic programs Kindergarten through Grade 4 learners in the timeless philosophy of Dr. Maria Montessori. Their approach and method of hands-on learning in multi-age classrooms with dedicated teachers affords families outstanding value in private school education. Each classroom curriculum features academic programs and materials that enhance young learners’ experiences and growth.		
Principal Address: 698 Beech Street, Manchester, NH 03104		
Mailing Address: Same.		
Head of School: Wendy Hayes, Director	Email: Phone Number: 603.621.9011	
	northendmontessorischool@gmailcom	
Authorized to Represent School: Same.	Email: Phone Number: Same.	
Date Application Received: 3.7.24	Expiration Date: 6.30.24	
Grade Levels: K - 4	Enrollment Total: 300	
Boarding School: <input type="checkbox"/> Yes <input type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input checked="" type="checkbox"/> For Profit <input type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Submitted	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	N/A	Not applicable.
<input checked="" type="checkbox"/>	Good standing with secretary of state	4.5.24	NHED staff confirmed the school’s Good Standing status by checking the NH Secretary of State web page directly.
<input checked="" type="checkbox"/>	US-NH history included in curriculum, RSA 189:11	3.7.24	The school provided a document entitled “Civics Curriculum” that outlines how the school is meeting the requirements of RSA 189:11.
<input checked="" type="checkbox"/>	Student records retention policy, Ed 407.01	3.7.24	The school provided a “Retention of Student Records Policy” which meets the requirements of Ed 407.01.
<input checked="" type="checkbox"/>	US flag displayed, RSA 189:17	2.22.24	A NHED staff member verified a US flag was displayed at the school during a site visit completed on 2.22.24.
<input checked="" type="checkbox"/>	Immunization policy, RSA 141-C:20-a	2.22.24	The school provided a document entitled “Immunization Policy” that outlines how the school is meeting the requirements of RSA 141-C:20-a.
<input checked="" type="checkbox"/>	Restraint and seclusion policy, Ed 1200.01(b) and RSA 126-U:2	4.11.24	The school provided a document entitled “Child Restraint and Seclusion Policy” which states the school does not practice any type of seclusion or child restraint and explains how they meet the requirements of both Ed 1200 and RSA 126-U.
<input checked="" type="checkbox"/>	Grievance policy addresses	4.11.24	Grievance process is contained individually within each of the four policies listed below.
	<input checked="" type="checkbox"/> Bullying	3.7.24	Bullying Policy in Parent Handbook.
	<input checked="" type="checkbox"/> Teacher misconduct	3.7.24	Teacher Misconduct Policy in Parent Handbook.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	3.7.24	Tuition Refund Policy in Parent Handbook.
	<input checked="" type="checkbox"/> Restraint and seclusion	3.7.24	Child Restraint and Seclusion Policy in Parent Handbook.
<input checked="" type="checkbox"/>	NHED site visit (optional)	2.22.24	A NHED representatives visited the school on 2.22.24. No issues of concern were noted.
SCHOOL SCHEDULE SURVEY/HOURS			

<input checked="" type="checkbox"/>	School hours meet the requirements of Ed 401.03 for each grade level offered	3.7.24	For the 24 – 25 school year the first day of school will be 9.3.24 and the last day of school will be 6.20.25. The school hours exceed the requirements of Ed 401.03.
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.2.23	Timely submission.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 30 each year	6.13.23	Timely submission.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.13.23	Timely submission.
<input checked="" type="checkbox"/>	HSEM received EOP – due October 15 each year	3/8/24	Late submission.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by NHED***	4.14.24	<p>The Office of Nonpublic Schools determines that North End Montessori School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2029.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education. The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parents.</p> <p>The information above is communicated with prospective and renewing schools in the approval letter from the State Board of Education.</p>

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OFFICE OF NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

School Name: Victory High School	Phone Number: 603.532.6119	Application Type*: AA
About the School: Victory High School is located in Jaffrey and offers grades 9 – 12.		
Principal Address: 7 Knight Street, Jaffrey, NH 03452		
Mailing Address: Same		
Head of School: Merrill Matthews, Principal	Email: Phone Number: victoryhs1@myfairpoint.net 603.532.6119	
Authorized to Represent School: Peter Wentworth	Email: Phone Number: victoryhs1@myfairpoint.net 603.532.6119	
Date Application Received: 2.13.24	Expiration Date: 6.30.24	
Grade Levels: 9 - 12	Enrollment Total: 44	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Submitted	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	N/A	Not applicable.
<input checked="" type="checkbox"/>	Good standing with secretary of state	3.6.24	NHED staff confirmed the school’s Good Standing status by checking the NH Secretary of State web page directly.
<input checked="" type="checkbox"/>	US-NH history included in curriculum, RSA 189:11	4.11.24	The school provided adequate information to describe how they are meeting the requirements of RSA 189:11 beginning with the 24 - 25 school year.
<input checked="" type="checkbox"/>	Student records retention policy, Ed 407.01	4.11.24	The school provided documentation indicating they are generally meeting the requirements of ed 407.01.
<input checked="" type="checkbox"/>	US flag displayed, RSA 189:17	4.2.24	A NHED staff member verified a US flag was displayed at the school during a site visit completed on 4.2.24.
<input checked="" type="checkbox"/>	Immunization policy, RSA 141-C:20-a	2.13.24	The school’s Immunization Records policy is described on page 4 of a document entitled “Victory High School 2023 – 2024 – Student/Parent Handbook.
<input checked="" type="checkbox"/>	Restraint and seclusion policy, Ed 1200.01(b) and RSA 126-U:2	4.11.24	The school’s Child Restraint policy is described on page 7 of a document entitled “Victory High School 2023 – 2024 – Student/Parent Handbook.
<input checked="" type="checkbox"/>	Grievance policy addresses	4.11.24	The school’s Grievance Policy is described on page 7 of a document entitled “Victory High School 2023 – 2024 – Student/Parent Handbook.
	<input checked="" type="checkbox"/> Bullying		Included in Grievance Policy.
	<input checked="" type="checkbox"/> Teacher misconduct		Included in Grievance Policy.
	<input checked="" type="checkbox"/> Tuition repayment (refund)		Included in Grievance Policy.
	<input checked="" type="checkbox"/> Restraint and seclusion		Included in Grievance Policy.
<input checked="" type="checkbox"/>	NHED site visit (optional)	4.2.24	A NHED representatives visited the school on 4.2.24. No issues of concern were noted.
SCHOOL SCHEDULE SURVEY/HOURS			
<input checked="" type="checkbox"/>	School hours meet the requirements of Ed 401.03 for each grade level offered	2.13.24	For the 24 – 25 school year the first day of school will be 8.30.24 and the last day of school will be 6.4.25. The school hours exceed the requirements of Ed 401.03.
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.10.23	Timely submission.

<input checked="" type="checkbox"/>	A3N General statistics report– due June 30 each year	6.28.23	Timely submission.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.28.23	Timely submission.
<input checked="" type="checkbox"/>	HSEM received EOP – due October 15 each year	4.19.24	Late submission.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by NHED***	4.23.24	<p>The Office of Nonpublic Schools determines that Victory High School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2029.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education. The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parents.</p> <p>The information above is communicated with prospective and renewing schools in the approval letter from the State Board of Education.</p>

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OFFICE OF NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

School Name: Heronfield Academy	Phone Number: 603.772.9093	Application Type*: AP
<p>About the School: Heronfield Academy is an independent day school in the New Hampshire Seacoast serving grades 6 through 8. Informed by the Episcopal tradition, Heronfield Academy combines an academically challenging curriculum while simultaneously nurturing the core values of Honesty, Respect, Diligence, Celebration, and Caring. Increasingly, society and culture force our kids to specialize. At Heronfield Academy, they avoid this pressure. Heronfield Academy values these years and the needs of our students’ natural development to expand, expose and explore.</p>		
Principal Address: 356 Exeter Road, Hampton Falls, NH 03824		
Mailing Address: Same.		
Head of School: John Turner, Head of School	Email: Phone Number: jturner@heronfield.org 603.772.9093	
Authorized to Represent School: Same.	Email: Phone Number: Same.	
Date Application Received: 3.18.24	Expiration Date: 6.30.24	
Grade Levels: 6 - 8	Enrollment Total: 90	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Submitted	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	4/25/24	The school submitted documentation that they are currently accredited by the Association of Independent Schools in New England.
<input checked="" type="checkbox"/>	Good standing with secretary of state	4.5.24	NHED staff confirmed the school’s Good Standing status by checking the NH Secretary of State web page directly.
<input checked="" type="checkbox"/>	US-NH history included in curriculum, RSA 189:11	3.18.24	The school provided a document entitled “7 th Grade Humanities: Civics and Ealy-Modern World History” that demonstrates how the school is meeting the requirements of RSA 189:11.
<input checked="" type="checkbox"/>	Student records retention policy, Ed 407.01	4.16.24	The school provided a document entitled “Heronfield Academy Records Retention Policy” that generally meets the requirements of Ed 407.01.
<input checked="" type="checkbox"/>	US flag displayed, RSA 189:17	4.29.24	A NHED staff member verified a US flag was displayed at the school during a site visit completed on 4.29.24.
<input checked="" type="checkbox"/>	Immunization policy, RSA 141-C:20-a	3.18.24	The school provided a document entitled “Immunization and Communicable Illnesses” that describes how the school meets the requirements of RSA 141-C:20-a.
<input checked="" type="checkbox"/>	Restraint and seclusion policy, Ed 1200.01(b) and RSA 126-U:2	4.16.24	The school provided a document entitled “Use of Restraint Policy” that describes how the school meets the requirements of both Ed 1200.01(b) and RSA 126-U:2.
<input checked="" type="checkbox"/>	Grievance policy addresses	4.16.24	The school provided a document entitled “Heronfield Academy Grievance Policy” which is applicable to the four items below.
	<input checked="" type="checkbox"/> Bullying	3.18.24	Included in grievance policy.
	<input checked="" type="checkbox"/> Teacher misconduct	3.18.24	Included in grievance policy.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	3.18.24	Included in grievance policy.
	<input checked="" type="checkbox"/> Restraint and seclusion	3.18.24	Included in grievance policy.
<input checked="" type="checkbox"/>	NHED site visit (optional)	4.29.24	A NHED representatives visited the school on 4.29.24. No issues of concern were noted.

SCHOOL SCHEDULE SURVEY/HOURS			
<input checked="" type="checkbox"/>	School hours meet the requirements of Ed 401.03 for each grade level offered	3.18.24	For the 24 – 25 school year the first day of school will be 9.3.24 and the last day of school will be 6.11.25. The school hours exceed the requirements of Ed 401.03.
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.2.23	Timely submission.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 30 each year	7.11.23	Late submission.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	7.11.23	Timely submission.
<input checked="" type="checkbox"/>	HSEM received EOP – due October 15 each year	4.29.24	Late submission.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by NHED***	4.29.24	The Office of Nonpublic Schools determines that Heronfield Academy complies with the minimum requirements set forth in Ed 400 relative to the continuance of its status for attendance and program purposes. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2029

*The Office of Nonpublic Schools (ONPS) provides each school with an explicit description of the type of approval granted upon the successful completion of the application. The ONPS website also publishes a list of each school with their approval type.

**There are two types of approvals that the ONPS may grant to nonpublic schools. Additionally, the Bureau of Student Support (BSS) may grant a separate, unrelated approval. Collaboration between the two offices on overlapping matters supports the collection of this information on this application. Specifically these approvals are:

1. The approval by the ONPS to operate a nonpublic school for attendance purposes;
2. The approval by the ONPS to operate a nonpublic school for program purposes; and
3. The approval by the BSS to become an approved private provider of special education programs.

***All of the information outlined under Determination is included in the approval letter provided to the school, pending approval by the State Board of Education.

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

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EXECUTIVE SUMMARY

Initial Proposal: Ed 503.01, Requirements for Employment Expire Date: N/A

Submitted to the State Board of Education, May 9, 2024:

- A. **ACTION NEEDED**
A vote is needed to approve the initial proposal for Ed 503.01, relative to the employment requirements for educators.
- B. **RATIONALE FOR ACTION**
When drafting the Ed 306 revisions, there was text removed regarding the minor assignments of teachers. The purpose of this revision was to then add the language to the Ed 500 rules, which are the credentialing standards for educators in schools.
- C. **EFFECTS OF THIS ACTION**
If the board votes to approve this initial proposal, the rule will be submitted to OLS to begin the rulemaking process. A public hearing for these rules could be held as early as the regularly scheduled July state board meeting.
- D. **POSSIBLE MOTION**
I motion to approve the initial proposal for Ed 503.01, relative to employment requirements for educators.

Readopt with amendment Ed 503.01, effective 10-2-20 (Document #13100), to read as follows:

Ed 503.01 Requirement for Employment.

(a) A non-credentialed substitute teacher, ~~paraeducator~~, or school nurse may be hired for up to 20 consecutive days during the school year in the same position without holding a New Hampshire educator credential issued by the state board.

(b) All other employees hired for positions requiring a credential by the state board shall hold a valid board-issued credential in the endorsement area appropriate to the employee’s assigned position.

(c) An educator with sufficient knowledge in a credentialed role, as determined by the superintendent, may be given a minor assignment in that specific role in which that educator is not licensed.

(d) The total of all of an educator’s minor assignments shall be:

(1) Less than 50 percent of the individuals weekly work time; and

(2) Reviewed on an annual basis to ensure that the individual has the appropriate level of content knowledge.

(e) Only an educator holding a current and valid administrator or teacher endorsement may be given a minor assignment in a teacher role.

(f) No educator shall be assigned to a minor assignment role that requires a degree level the individual does not currently hold.

Appendix I

Rule	Statute
Ed 503.01	RSA 189:39

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EXECUTIVE SUMMARY

Initial Proposal, Ed 507.09 Visual Arts Teacher Interim Rules Expire: September 11, 2024

Submitted to the State Board of Education, May 9, 2024:

- A. ACTION NEEDED**
A vote is needed by the board of education to remove the initial proposal from the table, and to approve the initial proposal for Ed 507.09, regarding Visual Arts Teacher licensure requirements.
- B. RATIONALE FOR ACTION**
Additional revisions have been made to the initial proposal to clarify the portfolio requirements, and to tighten up the language throughout the proposal.
- C. EFFECTS OF THIS ACTION**
If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules could be held as early as the regularly scheduled July state board meeting.
- D. POSSIBLE MOTION**
I motion to approve the initial proposal for Ed 507.09, relative to licensure requirements for visual arts teachers.

Readopt with amendment Ed 507.09, effective 3-15-24 (Interim, Document #13902) to read as follows:

Ed 507.09 Visual Arts Teacher. The following requirements shall apply to the licensurecertification of a visual arts teacher in grades K-12:

(a) To be licensedeertified as a visual arts teacher, the candidate shall have:

- (1) At least a bachelor's degree; and
- (2) Qualify for licensurecertification under one of the alternatives in Ed 505.054 – Ed 505.075; and

(b) A candidate for licensurecertification as a visual arts teacher shall have the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences in following areas:

(1) In the area of personal artistry and art making:

a. ~~Demonstrating depth of artistic knowledge by compiling a personal portfolio of artwork~~ Artistic knowledge shows a demonstrated through a personal portfolio of artwork exhibiting synthesis of concept development, personal voice, and technical skill in at least one medium;

b. ~~Demonstrating breadth of artistic knowledge by compiling a~~ demonstrated through a personal portfolio of artwork that showexhibiting development of technical skills and processes in each of the following art forms:

1. Two-dimensional techniques and processes, ~~such asincluding but not limited to:~~

- (i) Observational drawings including objects, environment, and the figure and expressive drawing;
- (ii) Painting; and
- (iii) Printmaking;

2. Three-dimensional techniques and processes, ~~such asincluding but not limited to:~~

- (i) Ceramics; and
- (ii) Sculpture;

3. New and emerging digital and electronic technologies, ~~such as; and~~

- (i) Free online programs; and
- (ii) Visual application software; and

4. One or more additional media, ~~such as including:~~

- (i) Fiber arts;
- (ii) Photography;
- (iii) Mixed media and materials;
- (iv) Cultural art forms;

- (v) Jewelry;
- (vi) Installation; and
- (vii) Non-traditional materials;

- c. Applying the creative process to the development of composition, subject matter, ideas, and selection of media, as demonstrated through a personal portfolio of artwork;
- d. Developing a personal statement or philosophy to be included in a personal portfolio of artwork that demonstrates an integration of personal iconography and ideas using a breadth of media techniques, styles, and forms of expression; ~~and~~
- e. ~~Demonstrating a~~ range of artistic methodologies from exploration to mastery for a variety of media, materials, and processes, showing related techniques and tools including proper care, safety, and use; and
- f. Critically evaluating their own artworks and the works of other artists through oral and written discourse;

(2) In the area of visual literacy and presentation:

- a. Synthesizing foundational vocabulary to inform and develop a range of subject matter, symbols, and ideas in the creation and analysis of art including:
 - 1. Elements ~~of art~~ including line, space, color, shape, form, value, and texture; and
 - 2. Principles of design ~~organization~~ including balance, proportion, emphasis and contrast, unity and harmony, pattern, movement, and rhythm;
- b. Analyzing the expressive, representational, and symbolic characteristics of the visual language;
- c. Displaying, presenting, and exhibiting artwork in a variety of settings, platforms of technology, and in diverse contexts that are educationally informative to multiple audiences;
- d. ~~Demonstrating p~~Proficiency in the presentation of written and oral artist statements, ~~and/or~~ exhibition statements, or both; and
- e. Applying knowledge and understanding of copyright law and fair use practices to personal art making;

(3) In the area of history, culture, and aesthetic context:

- a. ~~Demonstrating the ability to perceive, i~~Interpreting; and responding ing to ideas, experiences, ~~and~~ the environments of the visual arts of various cultures, and cultural constructs and influences;
- b. The ability to recognize the importance of art in different cultures and the different symbolic meanings;
- c. ~~Demonstrating a~~An understanding of global art history and how visual art is an integral component of history and the human experience from early cultures to contemporary times;
- d. Identifying, analyzing, and applying criteria for making visual aesthetic judgments from cultural, historical, and personal perspectives; and

~~ed. Demonstrating +~~The ability to reflect on and assess one’s artwork and the work of others, recognizing and considering a variety of viewpoints and using methods of art criticism; and

(4) In the area of curriculum and assessment:

a. Designing and advocating for a comprehensive K-12 visual arts program that:

1. Facilitates the development of artistic skill, creative processes, and aesthetic understanding sequentially over time, with opportunities for students to self-assess and reflect;
2. Is consistent with RSA 193-C: 3, III;
3. Includes art making and ~~other~~ materials appropriate to the diverse needs, interests, and capacities of all students;
4. Includes opportunities and resources available beyond the visual art classroom, such as; ~~for example~~
 - (i) ~~m~~Museums;
 - (ii) ~~g~~Galleries;
 - (iii) ~~a~~Artist studios;
 - (iv) ~~e~~Community artists; and
 - (v) ~~r~~Recognition programs;
5. Can be made available to all students by designing and constructing modifications to visual art tools and materials that meet unique student needs;
6. Integrates global art history into the visual art curriculum by making traditional, popular, and contemporary art from a wide range of cultures accessible and available to students;
7. ~~Includes planning and implementation of~~Plans and implements lessons that connect thinking skills, concepts, and themes among the visual arts and other disciplines to create meaning through art making;
8. Integrates current technologies and multimedia to enhance and develop curricula that allows students opportunities to make art and document and display their artwork through the use of various media~~concepts and skills~~;
9. ~~Includes introducing~~Introduces students to a variety of career options and assists students in investigating career options, when appropriate; and
10. Guides students in the creation of their personal and professional portfolios, when appropriate; and

b. Developing and applying multiple formal and summative~~informal~~ assessment methods specific to visual art to determine students’ attainment of art-based competencies.

Appendix I

Rule	Statute
Ed 507.09	RSA 21-N:9, II(s); RSA 186:11, X(a)

|



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EXECUTIVE SUMMARY

Final, Repeal Ed 504.04 Emergency Authorization Deadline to file with JLCAR: September 9, 2024

Submitted to the State Board of Education, May 9, 2024:

A. ACTION NEEDED

A vote is needed by the state board of education to approve the final proposal to repeal Ed 504.04, relative to emergency authorization procedures.

B. RATIONALE FOR ACTION

Moving the final proposal forward now will enable the department to give schools guidance and instruction on the emergency authorization process for the 2024-2025 school year.

C. EFFECTS OF THIS ACTION

If the board votes to approve the final proposal, it will be sent to the Office of Legislative Services (OLS) to be reviewed for addition to the June JLCAR meeting agenda.

D. POSSIBLE MOTION

I motion to approve the final proposal to repeal Ed 504.04, relative to emergency authorization procedures.

Repeal Ed 504.04, effective 10-5-20 (Document #13100), and hold said section in reserve as follows:

Ed 504.04 ***RESERVED. Emergency Authorization.***

~~— (a) The senior educational official shall complete and file the “Emergency Authorization Request” form, January 2020, and the emergency authorization shall be granted for up to the duration of the school year for which the request was made, after the applicant provides the information required in (b) below.~~

~~— (b) The bureau shall issue an emergency authorization requested under (a) above if a staffing emergency situation exists as determined by the senior educational official and the applicant for the educator position has:~~

~~(1) Paid the applicable application fee, provided in Ed 505;~~

~~(2) Completed and filed with the bureau the “Application for Emergency Authorization” form, January 2020, as referenced in Ed 505; and~~

~~(3) Submitted documentation of a conferred bachelor’s degree.~~

Appendix I

Rule	Statute
Ed 504.04	RSA 21-N:9, II(s); RSA 189:39-b

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EXECUTIVE SUMMARY Final Proposal – Ed 505.09 Fees

Deadline to file Proposal with JLCAR: July 2, 2024

Submitted to the State Board of Education, May 9, 2024:

A. ACTION NEEDED

A vote is needed by the state board to approve the final proposal for Ed 505.09, relative to fees for the bureau of credentialing.

B. RATIONALE FOR ACTION

The proposal was returned from OLS as consent (no comments). However, upon additional review by the bureau the table was reorganized for further clarity, and text (d)-(f) was added to clarify specific scenarios and when certain fees may apply.

C. EFFECTS OF THIS ACTION

If the board votes to approval this final proposal, it will be submitted to the Office of Legislative Services (OLS) to be reviewed for addition to the June JLCAR meeting agenda.

D. POSSIBLE MOTION

I motion to approve the initial proposal for Ed 505.09 regarding fees charged by the bureau of credentialing.

Readopt with amendment Ed 505.09, effective 2-22-23 (Document #13562), to read as follows:

Ed 505.09 Fees.

(a) An application shall not be complete until all application materials, including the proper fee, have been filed with the bureau.

(b) Payments shall be made:

(1) Electronically at the time of application on [the Educator Information System \(EIS\)](#); or

(2) By cash, money order, cashier’s check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire," to the bureau as outlined in Ed 505.08(a).

(c) The required educator fees shall be in accordance with RSA 186:11, X(b) and the fee schedule set forth in [Table 505-1](#) below, with the following fees reflecting the actual cost of the service listed:

Table 505-1 Fee Schedule

<u>All fees are non-refundable and include processing fee.</u>	
<u>Issuance of initial New Hampshire credential</u>	
Beginning Educator (BEL), Experienced Educator (EEL) (must include one licensure area endorsement) by all licensure pathways	\$120.00
To add another endorsement to BEL or EEL	\$120.00
New Hampshire Approved Educator Preparation Program completer (per endorsement)	\$120.00
Master Teacher license	\$120.00
School Nurse I or III (SN II no longer available)	\$120.00
Paraeducator I	\$10.00
Paraeducator II	\$10.00
Educational Interpreter and Transliterater	\$25.00
<u>Additional fees associated with specific licensing pathways (per endorsement):</u>	
Site Based Licensing Plan (SBLP)	-
• Statement of Eligibility	\$120.00
• Intern Authorization	\$500.00
Demonstrated Competencies Portfolio/Oral Board (DCPOB)	-
• Portfolio Materials	\$120.00
• Portfolio Review/Oral Board	\$500.00
Demonstrated Competencies Transcript Analysis (DCTA) (Administrator endorsements only)	\$500.00
Master Teacher	\$800.00
<u>License renewal fees (3-year cycle)</u>	
BEL/EEL/Master Teacher License Renewal	\$120.00
School Nurse I, II, III Renewal	\$120.00
Educational Interpreter and Transliterater Renewal	\$25.00
Paraeducator I and II Renewal	\$10.00
<u>Other Bureau Fees</u>	

<u>Lapsed License Reinstatement Fee (BEL/EEL/Master Teacher only)</u>	<u>\$100.00</u>
<u>Criminal History Record Check Clearance</u>	<u>\$100.00</u>
<u>3rd and subsequent Name Changes</u>	<u>\$50.00</u>
<u>Credential Verification Letter</u>	<u>\$50.00</u>
<u>Returned check fee (RSA 6:11-a)</u>	<u>\$15.00 (State Treasurer's fee)</u> <u>\$25.00 (Bureau of Credentialing fee)</u>

All fees are non-refundable and include processing fee.	
Initial NH Beginning Educator, Experienced Educator, Master Teacher license fee (per endorsement)	\$120.00
New Hampshire Approved Educator Preparation Program completer	\$120.00
Additional fees associated with specific licensing pathways (per endorsement):	
Site Based Licensing Plan (SBLP)	-
• Statement of Eligibility	\$120.00
• Intern Authorization	\$500.00
• Initial Beginning Educator License	\$120.00
Demonstrated Competencies Portfolio/Oral Board (DCPOB)	-
• Portfolio Materials	\$120.00
• Portfolio Review/Oral Board	\$500.00
• Initial Beginning Educator License	\$120.00
Demonstrated Competencies Transcript Analysis (Administrator endorsements only)	\$500.00
Master Teacher—NH Level (per endorsement)	\$800.00
Other Licenses Fees	
School Nurse I or III (SN II no longer available)	\$120.00
Paraeducator I	\$10.00
Paraeducator II	\$10.00
Educational Interpreter and Transliterator	\$25.00
License renewal Fees (3-year cycle)	
BEL/EEL/Master Teacher License Renewal	\$120.00
School Nurse I, II, III Renewal	\$120.00
Educational Interpreter and Transliterator Renewal	\$25.00
Paraeducator I and II Renewal	\$10.00
Other Bureau Fees	
Lapsed License Reinstatement Fee (BEL/EEL/Master Teacher only)	\$100.00
Criminal History Record Check Clearance	\$100.00
Name Change	\$50.00
Credential Verification Letter	\$50.00
Returned check fee (RSA 6:11-a)	\$15.00 (State Treasurer's fee) \$25.00 (Bureau of Credentialing fee)

(d) For the specific licensing pathways enumerated in table 505-1 above, the individual shall apply for the appropriate educator license and pay the applicable fee upon confirmation from the department that the pathway has been successfully completed.

(e) An individual with endorsements in multiple areas may renew one or more of the held endorsements and pay one license renewal fee. If an individual chooses to later renew other held endorsements that have or have not expired, those endorsements are subject to a separate license renewal fee at the time of renewal.

(f) If an individual seeks renewal for an expired license or endorsements, the individual shall be responsible for the lapsed license renewal reinstatement fee, in addition to the applicable renewal fees.

Appendix I

Rule	Statute
Ed 505.09	RSA 186:11, X(a); RSA 541-A:29



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EXECUTIVE SUMMARY

Final Proposal Ed 321 School Building Construction JLCAR Deadline: July 9, 2024

Submitted to the State Board of Education, May 2, 2024:

A. ACTION NEEDED

A vote is needed by the board of education to approve the final proposal to readopt with amendment Ed 321, relative to school building construction and building aid.

B. RATIONALE FOR ACTION

JLCAR comments have been addressed (included). Additionally, there was some additional substantive changes, and organizing the text for more clarity.

Revisions include:

- Additional definitions (c) and (m), and updating “school” to “school district” to further clarify usage throughout proposal;
- Clarity in the term “school” throughout proposal—adding “district,” “building,” or “facility” to specify what the rule affects
- Text added in Ed 321.03 which is currently in Ed 320, but belongs in these rules
- Ed 321.04(g) regarding the commissioning process for HVAC systems
- Addition of the “Condition Evaluation Form” in the application process and net energy use intensity
- Clarity in the scoring and evaluation process in Ed 321.16
- Breaking up the ITF and GAN process into two sections (now Ed 321.17 and Ed 321.18)
- Ed 321.17(j) about making certain changes and the affect of a project’s ranking

C. EFFECTS OF THIS ACTION

If the board votes to approve the final proposal, it will be submitted to the Office of Legislative Services (OLS) to be reviewed for addition to the June JLCAR meeting agenda.

D. POSSIBLE MOTION

I motion to approve the final proposal for Ed 321, relative to school building construction and building aid.

Readopt with amendment Ed 321, effective 6-12-20 (Document #13054), to read as follows:

PART Ed 321 SCHOOL BUILDING CONSTRUCTION

Ed 321.01 Purpose. The purpose of Ed 321 is to:

(a) ~~Provide requirements and standards for the construction of any public school facility, including public academy facilities and chartered public school facilities,~~ to be used for the purpose of providing education to pupils in grades k-12~~;~~ and ~~to~~

(b) ~~Provide requirements for how to apply for school building aid.~~

Ed 321.02 Definitions. Except where the context makes another meaning clear, the following words shall have the meaning indicated when used in Ed 321:

(a) "Architectural and engineering fees" means the expenses associated with the development and implementation of the project that the architect or engineer ~~had to spend money on~~ charged the project owner in order to work on the projects, ~~as well as the customary design services on every project and expenses to augment customary services for a particular project;~~

(b) "Commissioning" means a systematic documented process by an independent entity which ~~shall~~ includes visual examination and functional performance testing to demonstrate that installed components or systems meet the intent of the original design;

(c) "Completion of project" means the point when:

(1) The responsibility of the project shifts from the contractor to the school district; and

(2) The contractor should receive most, if not all, of the balance of the contract;

(d) "Construction cost" means the total cost of labor and materials for the construction of the foundation, erection of the structure, finish work, and the installation of equipment integral to the operation of building systems. The cost of site development is not included;

(e) "Department" means the New Hampshire department of education;

(f) "Design capacity" means the maximum total number of students intended to be educated in a school building;

(g) "Educational space" means those parts of a school building to which pupils are assigned for instructional purposes. Educational space includes, but is not limited to, classrooms, laboratories, gymnasiums, libraries, cafeterias, special education space, and administration space;

(h) "Educational specifications" means a report that describes the facility's anticipated uses and identifies the specific physical characteristics that will be required to house and promote the programmatic needs of the school district;

(i) "Emergency project" means a school construction project requiring the replacement of all or a significant portion of a school facility which is declared uninhabitable or is identified as an imminent danger or substantial risk by the state fire marshal or a state or federal agency, and which results from an unanticipated and sudden natural or human disaster;

(j) "Feasibility study" means a report that was completed prior to design that evaluates the physical and programmatic needs of a school district's facility and identifies the best uses of existing buildings, and makes

recommendations on improvements to maintain and upgrade the existing facility or build a new facility, while meeting the school district's educational goals;

(~~k~~) "Gross square footage" means the total square footage of the school building measured to the outside of the exterior walls;

(~~l~~) "Moveable equipment" means equipment, including technology equipment, for a school construction project that supports the educational program. Moveable equipment has an expected life of at least five years and is not attached to the building. ~~Another common~~ This term also includes "furniture, fixtures, and equipment (FF&E)" ~~or "FF&E";~~

(~~m~~) "Net energy use intensity (EUI)" means the absolute value of the annual energy use at the site per square foot of building area, minus the annual onsite renewable energy generation per square foot of building area, with the energy use including consumption of all fuels in thousands of British Thermal Units (kBtu) per year;

(~~n~~) "New construction" means construction work that results in the creation of a new building or additional space ~~to~~ an existing building;

(~~o~~) "~~Pre~~liminary design plans" means a set of plans that present the proposed school facility in its earliest stages denoting at a minimum the square footage of each room and the proposed use of each room. Detailed doors, windows, closets, utilities, and mechanical functions are not typically shown at this stage;

(~~p~~) "Project manager" means "project manager" as described in RSA 198:15-c, ~~(III)~~, and is the professional hired by the project owner to serve as a consultant and adviser to the project owner, to ensure the project owner's best interests are carried out. The term also includes "owner's project manager (OPM)";

(~~q~~) "Project contingency" means the project funds that have been set aside or reserved to cover bidding overruns. ~~Project Construction~~ contingencies are used to cover unforeseen conditions and omissions and miscellaneous project expenditures not part of the initial project budget but necessary to complete the project;

(~~r~~) "Renovation" means work involving upgrades to existing space in a building or conversion of the use of existing space in a building;

(~~s~~) "School district" means ~~any "school district" building included within one of the organizations outlined as defined~~ in RSA 198:15-a, I-a;

(~~t~~) "School building aid" means the state grants for the payment of a share of the cost for school building construction under RSA 198:15-a;

(~~u~~) "Sufficient" means an amount of space, time, or material that will enable a particular function to proceed as intended without restriction or impediment from the size or condition of the ~~school~~ physical facility, according to variations in enrollment, staffing, program, or level of instruction from one school building to another;

(~~v~~) "Technology equipment" means equipment needed to operate the school facility, including servers, printers, cameras, audio visual equipment, copiers, phones, intercoms, and computers. It does not include laptops and computers for students and teachers, office or educational software, or infrastructure items such as network and wireless cabling; and

(~~w~~) "Usable land" means land upon which a school building, parking lot, on-site traffic circulation and drop-off locations, playgrounds or school playing field can be built.

(a) The requirements in this section apply to all public school construction projects, regardless of whether the project is constructed using state building aid.

(b) A school ~~facility~~site shall have safe access and sufficient parking, drainage, and security.

(c) There shall be access for emergency vehicles from at least 2 directions, unless waived by the local fire chief or the authority of the state fire marshal in accordance with RSA 155-A:7~~having jurisdiction for enforcement of the state fire code.~~

(d) Prior to acquisition of a site, the school district, public academy, or chartered public school shall have surveys conducted of the site to ascertain, as much as practicable, that past use of the site has not resulted in conditions hazardous to public health, public safety, or to the environment, or matters of interest for historical preservation under RSA 227-C that cannot be ~~sufficiently~~ removed, abated, or mitigated.

(e) All ~~building~~school construction shall comply with the requirements of the state building code under RSA 155-A.

(f) ~~School d~~Design drawings and specifications for the construction project shall bear the stamp and signature of individuals licensed to perform architecture or engineering in the appropriate disciplines in the state of New Hampshire. The stamp and signature of the design professionals shall ~~be understood to~~ certify that the project has been designed in compliance with all applicable building codes and standards.

(g) Verification that construction has been performed according to state and local building codes and approval of waivers shall be the responsibility of the local code enforcement official in the municipality in which the construction takes place, or the state fire marshal in accordance with RSA 155-A:7.

(h) ~~In addition to being in compliance with the state code for energy conservation in new building construction under RSA 155-D, t~~The design and installation of all lighting systems shall comply with the Illuminating Engineering Society, Recommended Practice: Lighting Educational Facilities, 2020 as referenced in Appendix II. Multiple use ~~school~~ spaces such as cafeterias, gymnasiums, and auditoriums shall have illumination for the highest level required by any planned use.

~~(i) All school construction shall meet all plumbing code requirements referenced in RSA 155-A.~~

~~(j)~~ Educational spaces shall be constructed so as to meet or exceed the requirements of the ANSI S12.60 American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools part 1, 2010 edition as referenced in Appendix II.

~~(k)~~ All school facilities shall meet the New Hampshire code for barrier-free design under Abfd 300.

~~(l)~~ Prior to~~All~~ construction, including construction in an existing facility, the school district, public academy, or chartered public school shall obtain a letter from the state fire marshal stating that the construction drawings and specifications have been evaluated and approved by the state fire marshal for compliance with the state fire code under RSA 153:1, VI-a and Saf-Fmo 300, as amended by the state board of fire control and ratified by the general court pursuant to RSA 153:5.;

(l) All windows and doors shall be labeled with identifiers, such as a number or letter, clearly visible to first responder to assist them to effectively respond to an emergency.

(m) All nurse's spaces shall meet the following criteria to provide adequate health services and ensure the privacy and health of all students, including:

(1) A waiting area separate from other spaces;

(2) Space for examining patients that includes a sink with hot and cold water;

(3) A patient isolation area; and

(4) A restroom, or an adjacent one, which meets current accessibility requirements pursuant to Abfd 300.

(n) For school districts, public academies, or chartered public schools that do not have a nurse on staff, a plan approved by the school board or board of trustees shall be implemented that provides adequate health services and ensures the privacy and health of all students.

(o) Sufficient storage shall be provided for the proper storage of cleaning supplies, tools, spare parts, unused furniture, equipment not in use, and other like items required for custodial and maintenance activities.

(p) Emergency shower and eye wash stations shall be available in all science labs, automotive shops, and other places where hazardous liquids or open flames are frequent used and compliant with the American National Standards Institute Z-358.1 Eyewash Standards 2014 edition, as reference in Appendix II.

(q) All laboratories and combination lab-classrooms that use chemicals, hazardous tools, or other potentially hazardous items, shall be operated to reduce potential hazards by providing at least 50 net square feet per pupil for each lab and at least 60 net square feet per pupil for each combination lab-classroom.

(r) All kitchen and cafeterias spaces shall meet the following standards:

(1) The kitchen and cafeteria are sized to allow each student a minimum of 10 minutes, not including service time, to sit at a table and consume a meal during a specified lunch period;

(2) The cafeteria size will be based upon 15 square feet per student for the maximum number of diners in any given lunch period. The throughput of the serving line(s) shall ensure all students can be served in the allotted time and no student has to wait for a set to become vacant before eating; and

(3) The kitchen is of sufficient size to allow the proper installation of all necessary equipment with the necessary spacing between appliances to meet the applicable safety requirements as specified by the manufacturer, the state building code under RSA 155-A, and the New Hampshire department of labor.

(s) School districts, public academies, and chartered public schools shall install water bottle filling stations in accordance with RSA 200:11-b.

(t) All playgrounds shall meet RSA 155:83 regarding accessibility.

(m) Prior to student occupancy, the school district, public academy, or chartered public school shall obtain an approval to operate from the department in accordance with Ed 320.

~~(n) All playgrounds shall meet RSA 155:83 regarding accessibility.~~

Ed 321.04 Building Aid Eligibility.

(a) Only school districts shall be eligible to apply for and receive building aid.

(b) To be eligible for building aid, project applications shall be ~~are~~ limited to the following:

(1) The construction of a new school building;

- (2) Additions to existing buildings;
- (3) Land and site development associated with (1) or (2) above;
- (4) Substantial renovation that meets Ed 321.05; and
- (5) Air quality and energy efficiency projects as described in Ed 321.06.

(~~cb~~) If the project requires land acquisition, to be eligible to apply for building aid, land ~~shall~~must be acquired before the time of application or have a legal agreement in place subject to receiving building aid.

(~~de~~) To be eligible for building aid, applicants shall propose the least costly building project, as shown by a feasibility study completed in accordance with Ed 321.13.

(~~ed~~) To be eligible for building aid, applicants ~~shall~~must have a 5 year or more annual budget history supporting good maintenance and have a preventative maintenance plan in place to support ongoing good maintenance in accordance with Ed 321.15(~~ji~~).

(~~fe~~) To be eligible ~~to receive~~~~for~~ building aid, projects must receive voter approval from the legislative body of the public school district approving the construction project, even if no local funds are required for the project.

(g) To be eligible to receive building aid, projects shall require a formal commissioning process for the heating, ventilating, and air conditioning (HVAC) systems start-up and initial operation, including the following:

- (1) At a minimum, the construction documents require the development of a written commissioning plan specific to the project;
- (2) The commissioning plan identifies a process to ensure that prior to project completion, all HVAC systems perform in accordance with the design intent; and
- (3) The commissioning plan includes, but is not limited to, verification and functional performance testing on all HVAC equipment and controls, in all operating modes.

Ed 321.05 Substantial Renovation. Eligibility for school building aid for substantial renovations as authorized by RSA 198:15-b, II(~~cf~~) shall be determined as follows:

- (a) The substantial renovation project must bring the space up to new condition or prepare the space for a new or different use;
- (b) The substantial renovation project cost shall exceed 25 percent of the construction cost of a new building or \$5 million, whichever is lower;
- (c) For the purposes of determining (b) above, 25 percent of the construction costs of a new building shall be calculated as the maximum building size in square feet per Ed 321.09, multiplied by the maximum allowable construction cost in dollars per square foot per Ed 321.~~2221~~, and multiplied by 25 percent; and
- (d) Renovation work done as a result of adding an addition to an existing building or as a result of installing an air quality and energy efficiency projects shall not be subject to (a) and (b) above.

Ed 321.06 Air Quality and Energy Efficiency Projects.

(a) Projects intended to improve air quality or energy efficiency shall be eligible to receive school building aid in accordance with RSA 198:15-b, II(~~cg~~) and shall not be subject to the requirements of Ed 321.05 or Ed 321.~~2928~~(a).

(b) Air quality or energy efficiency projects may be financed through a lease-purchase agreement with a vendor.

(c) A copy of the lease-purchase agreement shall be submitted to the department with the notice of completion information in Ed 321.~~2726~~, and the agreement shall clearly indicate:

- (1) The costs of labor and equipment separate from rental costs;
- (2) Utility costs;
- (3) Maintenance service costs; and
- (4) Interest or any other charges that are not eligible for school building aid—~~under~~ per Ed 321.~~31(c)20~~.

(d) All grant amounts awarded for lease-purchase agreements shall be returned to the state if such equipment is removed from the school building by the vendor due to the school district's failure to comply with the terms of the lease-purchase agreement per RSA 198:15-b II (e).

(e) Lease-purchase agreements shall be subject to the requirements of RSA 33:7-e.

Ed 321.07 Maximum Standards for School Building Aid for Land Acquisition.

(a) In accordance with RSA 198:15-b, ~~III(c)IV(b)(2)~~, school building aid for land acquisition shall be limited to the cost of:

- (1) Twenty acres of usable land plus one acre for every 100 students or fraction thereof for elementary school buildings;
- (2) Twenty-five acres of usable land plus one acre for every 100 students or fraction thereof for middle school buildings; and
- (3) Thirty acres of usable land plus one acre for every 100 students or fraction thereof for high school buildings.

(b) Land acquisition for school buildings that house combinations of 2 or more levels shall be subject to the limits for the highest level to be educated in that school building.

(c) Wetlands areas and required setbacks, areas with slopes in excess of 60 percent, areas with extensive amounts of bedrock within 6 feet of the surface, and areas known to be contaminated with hazardous materials shall not be considered usable land for the purpose of comparing a given site to the maximum site sizes in Ed 321.07.

(d) For purposes of this section, every acre of land in a contiguous building site shall be assumed to have equal value which shall be determined by dividing the total cost of the land by the number of acres.

~~(e) Land acquisition costs eligible for building aid shall not exceed market value.~~

Ed 321.08 Calculation of Design Capacity.

(a) Design capacity shall be the projected enrollment determined by (b) below, divided by:

- (1) 0.95 for elementary school buildings;
- (2) 0.90 for middle school buildings; and

(3) 0.85 for high school buildings.

(b) The projected enrollment shall be the maximum published value in the 5-year projection using a statistically valid process and the most updated birth rates published by the New Hampshire division of vital records administration in the office of the secretary of state.

Ed 321.09 Maximum Sizes for School Buildings.

(a) The maximum size of a school building that is eligible for building aid shall be the sum of the baseline square footage determined by (b) below, plus the special education square footage determined by (d) below, plus the concentration of poverty add-on in (g) below, plus the English language learner (ELL) add-on in (h) below.

(b) Subject to (c) below, for the purpose of determining the maximum building size eligible for building aid, the maximum allowable gross square footage (GSF) per student shall be limited to the following:

Table 321-1 Baseline Gross Square Footage

Design Capacity	Elementary School GSF per Student	Middle School GSF per Student	High School GSF per Student
100 students or less	167	180	200
101-150	161	180	200
151-200	156	176	200
201-250	152	172	198
251-300	149	169	195
301-350	147	167	193
351-400	146	166	192
401-450	145	165	191
451-500	144	164	190
501-550	143	163	189
551-600	142	162	188
601-650	141	161	187
651-700	140	160	186
701-750	139	159	185
751-800	138	158	184
More than 800 students	137	157	183

(c) Individual buildings that house combinations of 2 or more levels shall be subject to the limits for the highest level to be educated in the building.

(d) The special education add-on, in square feet (sf), shall be based on the table below:

Table 321-2 Special Education Add-On

Special Education Students	Grades k-12
1-24 students	1,200 sf
25 or more students	50 sf per student

(e) The number of special education students with an Individuals with Disabilities Educational Act (IDEA) shall be used in ~~F~~table 321-2 above.

(f) The number of special education students for (e) above shall be averaged over the previous 5 years and rounded up to the nearest whole number.

(g) The concentration of poverty add-on, in square feet (sf), shall be based on the table below:

Table 321-3 Concentration of Poverty Add-On

Free or Reduced Cost Meal Rate	<600 students	600-900 students	>900 students
Below 55%	0 sf	0 sf	0 sf
55%	1,000 sf	1,500 sf	2,000 sf
60%	1,300 sf	1,800 sf	2,300 sf
65%	1,600 sf	2,100 sf	2,600 sf
70%	1,900 sf	2,400 sf	2,900 sf
75%	2,200 sf	2,700 sf	3,200 sf
80% or more	2,500 sf	3,000 sf	3,500 sf

(h) The free or reduced cost meals rate for (g) above shall be averaged over the previous 5 years and the square footage add-on for rates that fall between the published values shall be scaled proportionally and rounded up to the nearest square foot.

(i) The ELL add-on, in square feet (sf), shall be based on the table below:

Table 321-4 ELL Add-On

ELL Rate	<600 students	600-900 students	>900 students
Below 10%	0 sf	0	0
10%	500 sf	1,000 sf	1,500 sf
20%	750 sf	1,250 sf	1,750 sf
30%	1,000 sf	1,500 sf	2,000 sf
40% or more	1,250 sf	1,750 sf	2,250 sf

(j) The ELL rate for (i) above shall be averaged over the previous 5 years, and the square footage add-on for rates that fall between the published values shall be scaled proportionally and rounded up to the nearest square foot.

(k) For the purposes of determining the maximum size of a school building that is eligible for building aid, the following shall apply:

- (1) The size of a school building is measured as a gross area from the outside face or exterior walls, and shall include all enclosed areas including existing spaces, except as specified in (2) below;
- (2) For renovations, existing areas open to below and areas dedicated to mechanical systems, shall not be included in the size of the school building; and
- (3) For new construction, areas open to below, except for gymnasiums, auditoriums, and other areas which require open areas to function as its intended use, shall be included in the calculation of the maximum building size.

(l) Selected areas within a school building facility may be constructed in a size large enough to accommodate use of the building facility for community purposes other than education. School building aid, however, shall be limited to the maximum allowable size and maximum allowable construction cost limits as described in Ed 321.09 and Ed 321.~~224~~.

(m) Required educational space shall not be eliminated or reduced in order to provide community use space within the maximum size and cost limits.

(n) The GSF baselines shall be used for determining the maximum building size eligible for building aid. The baselines are intended to support all of the spaces required to deliver the educational programs required by the state of New Hampshire and to encourage multiple uses of spaces and other utilization-maximizing strategies that can reduce facility size and therefore the long-term costs of ownership.

(o) A school board may challenge the baselines for a given project by submitting a waiver request in accordance with Ed 321.~~3332~~ at least 90 days prior to submitting a building aid application.

(p) ~~The limits in this section shall not apply to p~~Projects that were funded prior to with appropriation from fiscal year 2026 shall adhere 2024 and 2025. These projects shall be limited to the maximum eligible building size listed in the “intent to fund letter” per Ed 321.17 standard in effect at the time of application.

Ed 321.10 Minimum Safety Construction Standards for School Building Aid Recipients.

(a) School building aid projects for the construction of a new school building shall implement, at a minimum, the following best practices:

(1) The project shall have the following site planning and traffic flow measures in place, including but not limited to:

- a. In consultation with the local police and local fire departments, fencing with site security gates at fire lanes to prevent non-authorized vehicles from driving around the sides or back of the building;
- b. Exterior signage at all exterior doors to clearly indicate where the front office is located;
- c. Traffic patterns in the parking lot that are clearly marked and lead visitors to the main entrance;
- d. Proper staging areas for emergency operations;
- e. Traffic flow that separates regular vehicles and bus traffic;
- f. Well lighted parking areas, primary entrance, and pedestrian pathways; and
- g. If supported by the local emergency personnel, a secure lock box in a safe location away from the building, such as near the driveway entrance that allows ~~the~~ school officials to store entrance keys, access cards, and critical documents such as blueprints, floor plans, pre-fire plans, evacuation procedures, shut-off valve locations, and disclosures of hazardous materials;

(2) The project shall have the following building entry control measures in place, including but not limited to the following:

- a. An electronic door locking system that can control access with a proximity reader, or similar, and allows administrators to effectively restrict access remotely;

- b. A secure and monitored single point of entry;
- c. Internal and external cameras as part of a surveillance system that school officials have access to onsite and remotely;
- d. All exterior emergency egress doors equipped with alerting systems that signals if the doors are opened;
- e. All windows and doors labeled with identifiers such as a number or letter that is clearly visible to first responders to assist them to effectively respond to an emergency;
- f. If the building will be used as a polling place, a way to secure the offices and classrooms from the voting area;
- g. A locked security vestibule at the main entrance of the building that allows visitors to enter the vestibule and be identified by the main office before they are approved for entrance into the school building;
- h. At a minimum, a dehumidification system for temperature and comfort control; and
- i. At a minimum, installation of security film at least 14 millimeters thick on all exterior door vision panels and sidelites~~Consider installing ballistic glass on the first floor exterior windows;~~

(3) The project shall have the following communication and alarm systems installed and in place, including but not limited to the following:

- a. A fire alarm system that incorporates a positive alarm sequence to clearly and quickly inform building occupants on how to take action;
- b. A security alarm system that incorporates intrusion detection, access control, video surveillance, and fire alarm testing into one system;
- c. The necessary transmitters, receivers, and repeaters to ensure radio communications by emergency personnel;
- d. A public address (PA) system that can be accessed from inside of the main office, classrooms, and common areas, with interior and exterior speakers to be properly heard, and that have the ability to make an all call in the event of an emergency. The PA system shall be interoperable with the first responders' system, if applicable;
- e. Panic buttons to notify the authorities and put out a message to the rest of the building occupants~~school~~; and
- f. Fire doors that are programmed to remain locked upon fire alarm activation and power loss so they allow exiting the building but not entry; and

(4) The project shall have the following classroom features in place, including but not limited to the following:

- a. Door locking mechanisms on all interior doors to education spaces that students can access such that the door can be locked from both sides and unlocked from inside without a key, tool, or special knowledge; and

b. Where possible, an established area in the classroom that is not readily visible when looking into the classroom from the hallway.

(b) School building aid for additions to existing buildings shall include the items listed in (a)~~(1)-(4)~~ above for the addition section of the building, where applicable.

(c) School building aid for substantial renovation projects, as defined by Ed 321.05, shall include the items listed in (a)~~(1)-(4)~~ above for the areas that are being substantially renovated, where applicable.

(d) A school board may request a waiver under Ed 321.~~3332~~ for the minimum safety construction standards, provided that the local police and fire departments support the request.

Ed 321.11 Educational Specifications.

(a) Educational specifications shall be established by the school district with input from the community, educators, the facility manager, school board members, and school administration.

(b) Educational specifications shall include the following:

(1) The goals and objectives of the project;

(2) Policies that relate to space needs such as class size limits, grade configurations, and multi-age classrooms;

(3) The number of people to be housed and how that number was determined;

(4) A description of the programs to be housed; and

(5) A description of the general facility needs to meet the goals and objectives of the project, including:

a. The individual spaces needed in the building and the desired characteristics of each space in general terms;

b. The desired adjacencies between spaces;

c. Clear objectives and priorities for design elements such as minimum requirements for acoustics, daylighting, energy efficiency, indoor air quality, thermal and visual comfort, use of environmentally preferable materials, siting considerations, and any other factors which the school district considers important;

d. Other facility characteristics such as limits on exterior glass or glass in high-capacity areas, space needs for check-in procedures, and space needs for voting use or other community uses; and

e. The necessary site considerations.

(c) Educational specifications submitted as part of the building aid application shall be approved by the local school board prior to submitting the application.

Ed 321.12 Needs Assessment.

(a) The needs assessment shall assess the current condition of the facility including but not limited to, the following:

(1) Building envelope and interior spaces;

- (2) Life safety code;
- (3) Building code;
- (4) Mechanical, electrical, plumbing, and structural systems;
- (5) Accessibility;
- (6) Environmental conditions, including but not limited to:
 - a. Indoor air quality;
 - b. Lighting;
 - c. Acoustics; and
 - d. Sanitation;
- (7) Building systems and equipment;
- (8) Safety and security; and
- (9) Energy use.

(b) The condition of the facility shall be assessed by a third-party licensed engineer, a licensed architect, or other qualified professional.

(c) In addition to the above, the needs assessment shall assess, including but not limited to, the following:

- (1) The suitability of the facility to meet the educational needs of the school district, as identified in the educational specifications;
- (2) A summary of the space needed; and
- (3) The gap that exists between the current state and desired state of the school district's programmatic needs, and the factors that can be attributed to this gap.

Ed 321.13 Feasibility Study.

(a) Prior to submittal of a building aid application, A feasibility study shall be created to evaluate, at minimum, the following: alternatives to consider.

~~(b) The feasibility study shall include at least the four options, including but not limited to,~~

- ~~(1) Renovation only;~~
- ~~(2) Renovation with new construction;~~
- ~~(3) New construction only; and~~
- ~~(4) Not constructing at all.~~

~~(be)~~ The feasibility study shall include but not be limited to:

- (1) A life-cycle cost estimate for each option that considers the following costs:
 - a. Capital;

- b. Maintenance;
- c. Transportation;
- d. Energy;
- e. Staff salary and benefits; and
- f. Any other costs associated with the operation and maintenance of the building; and

(2) The pros and cons for each option based on the educational specifications created in accordance with Ed 321.11 and the needs assessment completed in accordance with Ed 321.12.

(c) The feasibility study shall be completed by a licensed architect, or other qualified professional.

Ed 321.14 School Building Aid Application Submittal.

(a) To be considered for building aid, complete applications shall be filed with the department no later than April 1.

(b) The application submitted shall include the information identified in Ed 321.15.

(c) Hard copies of the application and attachments shall be submitted upon request of the department.

(d) The department shall notify the applicant within 30 days of receipt of an application that either:

(1) The application is complete and approved for project ranking; or

(2) The application is incomplete and is not approved for project ranking.

Ed 321.15 School Building Aid Application Information. The following information shall be included when submitting a building aid application:

(a) General project information including:

(1) Project location;

(2) Contact person;

(3) Estimated cost of the project;

(4) Grade span; and

(5) Brief description of the project;

(b) Identification of architect and the owner's project manager (OPM), if required by RSA 198:15-c;

(c) Identification of the total number of students, full-time staff, student drivers, and the anticipated number of parking spaces after project completion;

(d) The educational specifications in accordance with Ed 321.11;

(e) A needs assessment of the existing building in accordance with Ed 321.12;

(f) A feasibility study in accordance with Ed 321.13;

(g) If seeking ranking points for school security per Ed 321.16~~(f)~~(2), a copy of a school security assessment not more than 3 years old, completed by the New Hampshire homeland security and emergency management;

(h) A ~~completed “Condition Evaluation Form,” April 2024~~description of the current deficiencies, a statement of how the proposed project will correct the deficiencies, and a citation of where those deficiencies are called out in the needs assessment;

(i) The net energy use intensity (EUI) of the existing facility over the past 5 years and the estimated EUI of the proposed facility 5 years following completion of construction;

~~(j)~~ A summary~~the~~ of the district’s commitment to good maintenance including, but not limited to:

- (1) A description of the capital reserves program;
- (2) The history of the district’s annual budget for the past 5 years, to support good maintenance; and
- (3) A description of how the district budgets for preventative maintenance and long-term capital improvements;

~~(k)~~ The design capacity and the calculations and data used to determine the design capacity in accordance with Ed 321.08;

~~(l)~~ Square footage of the building before and after construction;

~~(m)~~ Budget and financial information, including but not limited to, the following:

- (1) Estimated project budget and unit costs;
- (2) Anticipated funding sources and anticipated amounts from each source;
- (3) Amount of district debt;
- (4) Total assessed valuation; and
- (5) Percent debt to valuation;

~~(n)~~ A statement of assurance, signed by the chair of the school board, which indicates the following:

- (1) ~~The school intends to m~~Maintainance and service for all installed equipment at the school facility shall be according to the manufacturer’s instructions;
- (2) ~~The school shall maintain p~~Property insurance to pay for damages resulting from weather and other natural events shall be maintained;
- (3) ~~That o~~Ongoing operations and maintenance shall be provided in accordance with Ed 321.3029;
- (4) ~~That p~~Plans shall be submitted to the state fire marshal’s office for a plan review prior to construction; and
- (5) ~~That e~~Energy efficiency reimbursement applications shall be submitted to the school district’s regulated utility provider under RSA 374-F, as required by RSA 198:15-e; and

(6) A request for project review shall be submitted to the department of cultural resources, division of historical resource, prior to construction;

(~~o~~) School board meeting minutes approving the project, which clearly identify the following:

- (1) The project as described in the building aid application;
- (2) The total project costs listed in the building aid application; and
- (3) A statement that the project shall be put forth for voter consideration subject to receiving building aid;

(~~p~~) An ~~airial-plan~~ view of the existing building(s) with the total square footage and the year of construction labeled for the original building and any additions;

(~~q~~) Site plan which indicates the boundaries of school-owned property to be developed, the location of proposed construction, location of wetlands and bodies of water, and location of existing structures;

(~~r~~) Preliminary design plans that have the following:

- (1) Labels for the proposed use of each space;
- (2) Labels for the square footage of each space, excluding spaces less than 100 square feet;
- (3) The total square footage of each level; and
- (4) The overall exterior building dimensions;

(~~s~~) A plan with each space color coded by the primary use as follows:

- (1) General studies shaded green;
- (2) Specialized educational spaces such as world language, art, and music, shaded blue;
- (3) Special education areas such as speech and language pathology rooms, occupational therapy and physical therapy rooms, and case manager rooms, shaded purple;
- (4) Core spaces such as library and media center, kitchen, cafeteria, and gymnasium spaces shaded yellow;
- (5) Administrative areas such as reception areas, vestibule areas, copy and storage rooms, nurse's office, guidance offices, social worker offices, staff rooms, and conference rooms, shaded orange; and
- (6) Building services and miscellaneous areas such as bathrooms, server rooms, custodial closets, mechanical rooms, corridors, and stairs, shaded gray;

(~~t~~) A summary table of the total square footage for each of the color-coded categories listed in (~~s~~) above;

(~~u~~) If the project includes a new site location, site information including but not limited to:

- (1) The total usable area;
- (2) Descriptions of the restrictions the site might have;
- (3) The status of any necessary testing and permitting; ~~and~~
- (4) The proposed grading plan; and

(5) A copy of the appraisal conducted as part of the land acquisition; and

~~(v#)~~ A digital copy of the application.

Ed 321.16 Steps in the Procedure for Approval of School Building Aid.

(a) The department shall begin the evaluation of projects once all school building aid applications have been submitted and received.

(b) The department ~~may~~ shall conduct a site visit to the project location ~~of each~~ to verify the information submitted in the application, subject to the availability of time and funds for making such visits, ~~and award a score using the criteria in (b) below.~~

(c) The department shall award points, up to the maximum listed, for each category listed in (f) below, is addressed in the project application. Points shall not be awarded in categories that are not included in the project.

(d) The department shall evaluate the information provided by the applicant pursuant to Ed 321.15(d)-(i) to determine the awarding of points and ranking of projects.

(e) For each project application, the categories in (f) below shall be evaluated in comparison to the other submitted project applications.

~~(f#)~~ Projects shall be scored ~~in~~ according to the following ~~categories~~ criteria:

(1) Correcting unsafe conditions that are identified in the needs assessment submitted as part of the application per Ed 321.15(e), 200 points possible;

(2) Correcting building or site deficiencies that involve construction or substantial site modifications and that are identified in the school security assessment submitted as part of the application per Ed 321.15(g), 100 points possible;

(3) Updating obsolete, inefficient, and unsuitable mechanical, electrical, plumbing, or structural building systems, including correcting deficiencies with ADA, identified in the needs assessment submitted as part of the application per Ed 321.15(e), 100 points possible;

(4) Updating obsolete, inefficient, and unsuitable educational spaces, identified in the educational specifications and needs assessment submitted as part of the application per Ed 321.15(d) and (e), 100 points possible;

(5) Correcting overcrowding conditions and associated influences to instructional areas and programming, as identified in the needs assessment submitted as part of the application per Ed 321.15(e), 75 points possible;

(6) Addressing enrollment projections and population shifts, as identified in the needs assessment submitted as part of the application per Ed 321.15(e), 50 points possible;

(7) Contributing to operational cost efficiencies which reduce the school district's budget such as consolidating buildings, or reducing transportation costs, ~~and updating to modern mechanical equipment,~~ as identified in the feasibility study submitted as part of the application per Ed 321.15(f), 75 points possible;

~~(8) Total student enrollment eligible for free or reduced cost meals, averaged over the previous 5 years, expressed as a percentage multiplied by 80, 80 points possible;~~

~~(89)~~ The difference between 200 and the Building aid factor calculated in accordance with RSA 198:15-v(c) and rounded to the nearest whole number, multiplied by 2; 120-200 points possible; and

~~(94)~~ The difference between the existing EUI and the proposed EUI, as identified in the application per Ed 321.15(i) Designing a high-performance facility that provides an environment that is energy and resource efficient, 100 points possible.

~~(g)~~ Projects shall be ranked in descending order with the project receiving the highest score ranked first, with the following exceptions:

- (1) An emergency project, defined by RSA 198:15-~~e~~(e), I(c), shall rank ahead of all the others;
- (2) Except as allowed by (1) above, an application that was on the prioritized list in the previous year and has provided the required items in Ed 321.17(~~ik~~) shall be ranked ahead of any application that was not on the list in the previous year;
- (3) If 2 or more applications receive the same number of points, the tie scores shall be ranked according to the number of points scored in (~~fb~~)(1) above, the unsafe conditions category;
- (4) If a tie score remains after ranking for unsafe conditions, the remaining tie scores shall be ranked according to the sum of the points scored in (~~fb~~)(8) above, ~~the free and reduced lunch category and (b)(9) above, building aid rate category~~; and
- (5) If a tie score remains after ranking for in (4) above, the school building authority shall determine the ranking of those applications.

~~(h)~~ Conditions that result from insufficient maintenance or neglect as described in Ed 321.~~3130~~(~~fg~~)(2) shall not be considered for points.

~~(i)~~ By August 1, the department shall submit a prioritized list of applications to the school building authority, along with the scoring results of each criterion in (~~fb~~) above, and the maximum award amount calculated in accordance with Ed 321.~~1948~~.

~~(j)~~ The school building authority shall verify the ranking submitted by the department.

~~(k)~~ By October 15, the school building authority shall submit a list in descending rank order to the state board.

~~(l)~~ If the school building authority determines that the department failed to comply with the requirements of Ed 321 or RSA 198:15-c in developing the prioritized list, the list shall be returned to the department for appropriate corrective actions.

~~(m)~~ By November 15, the state board shall approve and publish the descending rank ordered list.

~~(n)~~ Projects listed on the descending rank order list approved by the state board on November 10, 2022, shall be placed on the prioritized list in 2025 in the same rank order ahead of any new applications received, provided that the applicant submits the items in Ed 321.17(~~ik~~) and Ed 321.~~3433~~ by May 1, 2025.

~~(o)~~ School districts shall have 14 calendar days following the publication of the prioritized list of applications to file a motion for reconsideration of the prioritized list to the state board.

~~(p)~~ The state board shall consider any motions for reconsideration of the prioritized list at the next regularly scheduled meeting of the state board.

Ed 321.17 Intent to Fund (ITF) Letter ~~and Grant Award Notification (GAN)~~.

(a) The department shall issue an intent to fund (ITF) letter for the top-ranked projects until all building aid funds available are allocated, or until no projects remain on the list.

(b) The ITF letter shall include the following:

- (1) Name and address of the school building;
- (2) Project title;
- (3) Maximum grant amount calculated pursuant to Ed ~~321.12.1918~~;
- (4) Documentation of building aid rate pursuant to RSA 198:15-b;
- (5) Approved design capacity in accordance with Ed 321.08;
- (6) Maximum eligible land size in accordance with Ed 321.07;
- (7) Maximum eligible building size in accordance with Ed 321.09;
- (8) Maximum allowable construction cost standard in accordance with Ed 321.~~2221~~;
- (9) Documentation of any waiver decisions requested as part of the application in accordance with Ed 321.~~3332~~; and
- (10) Any other information the department deems necessary to ensure a successful project.

(c) The superintendent shall have 3014 calendar days to sign and submit the ITF letter to the department before the funds are offered to the next highest-ranked project.

(d) Except as allowed in (g) below, project applicants that did not sign and submit the ITF letter within 3014 calendar days shall not return to the prioritized list, but the school district may reapply.

(e) By submitting the signed ITF letter, the school district shall have ~~3230~~ months to obtain approval from the school district's legislative body.

(f) For applicants that signed and submitted the ITF letter, the superintendent or designee shall submit to the department quarterly updates on the project status until ~~construction begins~~ a notice of completion has been submitted to the department in accordance with Ed 321.26.

(g) Project applicants that were offered a reduced award due to the lack of state building aid funds and did not sign and submit the ITF letter within 3014 calendar days, shall return to the prioritized list in the same ranked order provided the items in (i) below are submitted by the following May 1.

(h) Except for projects that received a building aid award, any ITF letter issued prior to these rules shall be reissued in accordance with these rules.

~~(h) The department shall issue a GAN to a school upon submittal of:~~

- ~~(1) A copy of the signed ITF letter submitted in accordance with (e) above;~~
- ~~(2) Proof of voter approval from the legislative body of the public school district approving the construction project and appropriating the local share of funds necessary to complete the project;~~

~~(3) Updated construction plans and specifications as prepared by a licensed architect and engineers as required for the project scope;~~

~~(4) Final project budget for review and approval;~~

~~(5) A copy of a signed construction contract between the school district and a contractor authorized to conduct construction business in New Hampshire by the secretary of state; and~~

~~(6) Proof of federal, state, and local permits necessary to start construction.~~

~~(i) The GAN shall include required items for initial and final payment in accordance with Ed 321.24 and Ed 321.25.~~

~~(j) The GAN shall include the maximum eligible costs calculated in accordance with Ed 321.21 and may be adjusted each year.~~

~~(ik) Project applicants that did not receive an ITF letter but were on the prioritized list the previous year, and projects that declined a reduced award described in (g) above, shall return to remain on the prioritized list in the same ranked order, of applications provided the following is submitted by May 1 each year:~~

~~(1) Except as allowed by (j) below, A an attestation that construction has not started;~~

~~(2) Updated estimated project costs and documents, if applicable;~~

~~(3) Meeting minutes from the school board or board of trustees approving the following:~~

~~a. The boards desire to have the project remain on the prioritized list;~~

~~b. The estimated project cost listed on the application or as revised in (2) above; and~~

~~c. A statement that if the project is selected for building aid, the project shall be put forth for voter consideration subject to receiving building aid; and~~

~~(4) If applicable, an updated project scope, revised plans, and a description of why these changes do not impact the ranking.~~

~~(j) Improvements made to the school facility to address any deficiency in which the project was ranked on, including health, safety, or energy efficiency improvements, shall not remove the project from the ranked list unless specific in (d) above, or (k)-(n) below. Any work done prior to receiving a grant award notification (GAN) in accordance with Ed 321.18 shall not be eligible for building aid.~~

~~(kl) If Pproject applicants that fail to submithave the items requested in accordance with (ik) above updated, the project shall not return to the prioritized list, but the school district may reapply.~~

~~(lm) Changes to the proposed project that impact the ranking shall not return to the prioritized list but may reapply. Except for improvements allowed by (j) above, if changes are made to the proposed project and the proposed project no longer addresses the criteria for which the original application was scored and ranked, the project shall not return to the prioritized list, but the school district may reapply.~~

~~(ma) Projects that have a signed ITF letter but were unable to obtain approval from the school district's legislative body within 3230 months of the date of issuance shall forfeit the award and not return to the prioritized list, but the school district may reapply.~~

(n) Projects that have a signed ITF letter but were unable to submit the documentation required in Ed 321.18(a) by June 30, 12 months following the approval from the school district's legislative body, shall forfeit the award and not return to the prioritized list, but the school district may reapply.

(o) A school board may request a waiver pursuant to Ed 321.33 for the amount of time needed to complete (n) above, provided there is an agreed upon timeline between the school district and the department, and the delay is due to an unanticipated event.

~~(e) Willful failure to follow any requirement of these rules shall be grounds for withdrawal of the GAN to the school district and includes repayment of funds previously disbursed to the school district, if so ordered by the state board.~~

Ed 321.18 Grant Award Notification (GAN).

(a) The department shall issue a grant award notification (GAN) to a school district upon submittal of:

- (1) A copy of the signed ITF letter submitted in accordance with Ed 321.17(c);
- (2) Proof of voter approval from the legislative body of the public school district approving the construction project and appropriating the local share of funds necessary to complete the project;
- (3) Updated cost estimates and proof of funding sources for the project, including but not limited to:
 - a. A copy of the signed loan agreement authorizing the loan amount and school board's approval of the loan agreement or other assurance of securing the necessary funding to complete the project;
 - b. Proof of approval for capital revenues expenditures;
 - c. Proof of the receipt of charitable trusts, bequests, gifts, and insurance policies; or
 - d. Proof of other sources of funding;
- (4) Final project budget for review and approval;
- (5) Undated construction plans and specifications as prepared by a licensed architect and engineer as required for the project scope;
- (6) A copy of a signed construction contract between the school district and a contractor authorized to conduct construction business in New Hampshire by the secretary of state;
- (7) A letter from the state fire marshal's office approving the construction project;
- (8) Documentation that a request for project review was completed by the New Hampshire division of natural and cultural resources; and
- (9) Proof of federal, state, and local permits necessary to start construction.

(b) The GAN shall include required items for initial and final payment in accordance with Ed 321.25 and Ed 321.26.

(c) The GAN shall include the maximum eligible costs calculated in accordance with Ed 321.22 and may be adjusted each year in accordance with Ed 321.22(c).

(d) Willful failure to follow any requirement of these rules shall be grounds for withdrawal of the GAN to the school district and shall include repayment of funds previously disbursed to the school district, if so ordered by the state board.

Ed 321.1~~98~~ Maximum Building Aid Award Amount.

(a) The maximum building aid award amount shall be the maximum amount of building aid the school district is eligible for based on the application submitted to the department.

(b) The maximum building aid award amount shall be the estimated project costs multiplied by the building aid rate or the balance of the building aid appropriation that fiscal year, whichever is lower.

(c) The estimated project cost is the sum of the following:

- (1) Eligible site costs per Ed 321.~~2049~~;
- (2) Eligible construction costs per Ed 321.~~2120~~;
- (3) Eligible administrative costs and contingency per Ed 321.~~2322~~; and
- (4) Eligible fees and services costs per Ed 321.~~2423~~.

(d) Project costs not included in the maximum building aid amount and not eligible for building aid, include the following:

- (1) Site acquisition and site development costs for sites that exceed Ed 321.07 maximum standards for school building aid for land acquisition;
- (2) Project costs for buildings that exceed Ed 321.09 maximum sizes for school buildings;
- (3) Construction costs that exceed Ed 321.~~2224~~ maximum allowable construction costs; and
- (4) Costs for ineligible items known at the time of the application, including but not limited to items in Ed 321.~~3130~~.

(e) If available building aid funds in a given fiscal year are insufficient to meet the maximum building aid award, the maximum building aid award shall be reduced to the balance of funding available in that fiscal year.

(f) The actual amount of building aid granted shall be determined upon completion of construction and by a review of the eligible project costs submitted to the department in accordance with Ed 321.~~2725~~.

Ed 321.~~2049~~ Site Costs Eligibility.

(a) The following site costs shall be~~are~~ eligible for building aid:

- (1) Land acquisition costs, including land purchased in years prior, provided it was purchased for the purposes of constructing a school building;
- (2) Legal or administrative costs associated with the acquisition; and
- (3) Site development costs, including:
 - a. The work required to prepare the land for construction;

- b. Work required to bring and connect utility services from the property boundary to the building; and
- c. Work for onsite utility infrastructure such as power, fuel connections and storage, onsite septic, sewer, data and cabling, and site lighting.

(b) Site acquisition costs for land that exceed the maximum site standards in Ed 321.07 ~~shall~~ are not be eligible for building aid and shall not be included in the maximum building aid award.

(c) Only work on the site owned by the school district shall be eligible for building aid. Work to bring utilities to the site from locations that are not immediately adjacent to the ~~school~~ property owned by the school district ~~is~~ shall not be eligible for building aid.

(d) For the purposes of calculating the maximum building aid award, site acquisition costs shall be limited to market value as determined by an appraisal conducted as part of the land acquisition.

(e) For the purposes of calculating the maximum building aid award, eligible site development costs shall not exceed 15 percent of the total eligible project costs less site costs.

Ed 321.~~2120~~ Construction Costs.

(a) The following construction costs shall be eligible for building aid:

(1) For a new building or addition to an existing building, costs of labor and materials to erect the building and foundation, except for. ~~This does not include~~ the cost of site development beyond 4 feet from the foundation;

(2) In renovation projects, costs of labor and materials for repairing, replacing, remodeling, or altering the existing structure or building systems;

(3) Removal and disposal costs, including hazardous waste disposal costs;

~~(4)~~ Equipment that is normally fastened to the structure; and

~~(5)~~ Purchase or lease-purchases of mechanical, structural, or electrical equipment.

(b) Construction costs that exceed the maximum allowable construction costs, calculated in accordance with Ed 321.~~2221~~, shall not be eligible for building aid.

Ed 321.~~2221~~ Maximum Allowable Construction Cost.

(a) School building aid grants shall be subject to the maximum allowable construction cost under RSA 198:15-b, III (a) pursuant to this section.

(b) The department shall use construction cost and inflation indices developed by the R.S. Means Company of Kingston, Massachusetts, as the basis for setting the annual maximum allowable construction cost and publish the maximum allowable construction cost no later than November 30 of each year.

(c) Subject to (d) below, for the purposes of calculating the maximum building aid award in Ed 321.~~1918~~, eligible construction costs shall be forecasted out to June 30 of the fiscal year following the year the project is put forth for voter consideration~~the expiration date of the GAN~~ using the 5-year average of the inflation indices reported by the R.S. Means Company of Kingston, Massachusetts.

(d) If the department has at least 3 sufficient localized and school type specific construction cost data, this data may be used in place of R.S. Means Company of Kingston data.

(e) The actual amount of building aid granted for construction shall be based upon the actual construction cost or the eligible construction costs forecasted in the GAN, whichever is lower.

(f) For areas of renovation, the maximum building aid award shall be calculated as the maximum allowable construction cost as calculated in this section, multiplied by the renovation factor listed in table 321-~~54~~ below.

Table 321-5 Renovations Factor for Calculating the Maximum Allowable Building Aid Costs

Age of Renovated Area (years)	Renovation Factor for Maximum Allowable Construction Costs
41 & older	100%
36-40	94%
31-35	83%
26-30	70%
21-25	50%
0-20	0%

Ed 321.~~2322~~ Administrative Costs and Contingency.

(a) The following administrative costs and contingency shall be eligible for building aid:

- (1) Moveable equipment costs;
- (2) Advertising and legal costs; and
- (3) Project contingency.

(b) For the purposes of calculating the maximum building aid award, eligible administrative costs and contingency shall not exceed ~~1520~~ percent of the total eligible project costs, less site acquisition ~~and site development~~ costs.

Ed 321.~~2423~~ Fees and Services Costs.

(a) The following fees and services costs shall be eligible for building aid:

- (1) Architectural and engineering fees;
- (2) Permitting and approval fees, except for local fees in accordance with Ed 321.31(d);
- (3) Site selection fees, including but not limited to traffic analyses, environmental reviews, and other analyses done for the purposes of assessing the suitability of the site;
- ~~(4)~~ Site survey and site soil fees;
- ~~(5)~~ Construction testing fees;
- ~~(6)~~ OPMwner's project manager, if required by RSA 198:15-c ~~IIIIV~~;
- ~~(7)~~ Commissioning fees; and
- ~~(8)~~ Subject to (b) below, other professional services.

(b) Fees paid to a cost estimator, construction manager, or a construction manager at risk ~~shall~~ may only be included as fees and services costs if they are incurred prior to the start of construction. Fees incurred after the start of construction shall be included under construction costs.

(c) When hiring consultants such as an architect, engineer, or ~~owner's project manager~~ OPM, ~~the school district may give~~ preference may be given to consultants registered to conduct business and with headquarters in the state of New Hampshire.

~~(d) For the purposes of calculating the maximum building aid award, OPM fees shall not exceed 1.5 percent of the total eligible project costs, less site acquisition costs.~~

~~(ed)~~ For the purposes of calculating the maximum building aid award, eligible fees and services costs shall not exceed 10 percent of the total eligible project costs, less site acquisition costs.

Ed 321.~~2524~~ School Building Aid Payments for Projects Funded ~~Approved~~ After July 1, 2025~~3~~. For projects that ~~are~~ were funded ~~approved~~ after July 1, 2025~~3~~, the following shall apply:

(a) School building aid shall be provided by the department from funds appropriated by the legislature to eligible ~~local~~ school districts in accordance with RSA 198:15-a and Ed 321;

(b) School building aid shall be paid for construction as authorized by RSA 198:15-b, II on property owned by a school district or a city in cities with school departments;

(c) For public school district construction projects, the department shall disburse a sum equal to 80 percent of the maximum building aid award subject to (~~d~~) below, and the balance of the total grant paid upon completion of construction and verification by the department in accordance with Ed 321.~~2625~~;

(d) Approval for initial payment by the department shall be given upon receipt of a signed GAN; ~~the following:~~

~~(1) Updated cost estimates and proof of funding sources for the project, including but not limited to:~~

~~a. A copy of the bond schedules;~~

~~b. Proof of approval for capital revenue expenditures; or~~

~~c. Proof of other sources of funding;~~

~~(2) A letter from the state fire marshal's office approving the construction project; and~~

~~(3) Proof of federal, state, and local permits necessary, including but not limited to wetlands, alteration of terrain, and water and sewer;~~

~~(e) The final building aid grant amount shall be calculated as the building aid rate multiplied by the eligible project costs, or the maximum amount of building aid award calculated in accordance with Ed 321.19, whichever is less;~~

~~(f) Request for final payment shall be made within the deadlines provided in Ed 321.26; and~~

~~(g) Projects funded in fiscal year 2024 and fiscal year 2025 shall adhere to the building aid payment standards in effect at the time of application.~~

~~(e) For projects that were funded with fiscal 2024 or fiscal 2025 funds, project eligibility and final building aid grant amount shall be calculated in accordance with the project's ITF letter and shall be subject to the Ed 321 regulations in place at the time of application; and~~

~~(f) For projects that received a GAN after July 1, 2025, final building aid grant amount shall be calculated as the building aid rate multiplied by the eligible project costs or the maximum amount of building aid award calculated in accordance with Ed 321.18, whichever is less.~~

Ed 321.~~2625~~ Notice of ~~Project~~ Completion and Request for Final Payment Submittal.

(a) Upon completion of the project, the school district shall submit a notice of ~~project~~ completion and request for final payment to the department with the information described in Ed 321.~~2726~~.

(b) School districts shall have 5 years from the initial payment to complete the project and submit a notice of ~~project~~ completion and request for final payment to the department, otherwise the award shall be forfeited and the district ~~shall will~~ be required to repay the state 100 percent of the state grant received.

(c) After review and verification of the information submitted in accordance with (a) above, the department shall:

(1) Determine the final building aid grant as the building aid rate multiplied by the eligible projects costs or the maximum amount of building aid award cited in the signed GAN, whichever is less; ~~and~~

(2) Conduct an onsite visit as needed to verify the information submitted; and

~~(3)~~ Issue a project completion letter stating that all necessary requirements have been met.

(d) A school board may request a waiver under Ed 321.~~3332~~ for the amount of time needed to complete (b) above.

Ed 321.~~2726~~ Notice of ~~Project~~ Completion and Request for Final Payment Information. The following information shall be provided in the notice of ~~project~~ completion and request for final payment:

(a) General project information, including the name of the project and contact person;

(b) The contracted date for project completion;

(c) The actual cost of the project with supporting invoices that identify the following:

(1) Amount of invoice;

(2) Date of invoice;

(3) Vendor;

(4) Description of item; and

(5) The eligible category type:

a. Site acquisition or development cost, as ~~described~~defined by Ed 321.~~2019~~;

b. Construction cost, as ~~described~~defined by Ed 321.~~2120~~;

c. Administrative costs and contingency cost, as ~~described~~defined by Ed 321.~~2322~~; or

d. Fees and services cost, as ~~described~~defined by Ed 321.~~2423~~;

(d) Final building square footage and final unit cost per square foot;

(e) Project funding sources and documentation of each source;

(f) Explanation of all deviations from the approved design and cost;

(g) A signed statement from the superintendent, business administrator, and the chair of the school board that:

(1) The project is complete as defined in Ed 321.02(c);

(2) The summary of invoices submitted is accurate; and

(3) The project was built in accordance with all applicable building aid rules and law to the best of their knowledge;

(h) Record drawings signed and stamped by individuals licensed in the appropriate disciplines to practice architecture or engineering in the state of New Hampshire;

(i) Commissioning plan in accordance with Ed 321.04(g), if applicable;

(j) Copy of any energy efficiency rebates or if not eligible, a copy of the application submitted in accordance with Ed 321.15(m)(5);

~~(k) Copy of the food service license in accordance with RSA 143-A, if applicable;~~

~~(l) Copy of the certificate of occupancy issued by the municipality;~~

~~(m) Copy of the septic system approval by the department of environmental services (DES), if applicable, in accordance with Env Wq 1000;~~

~~(n) Copy of the water system design approval from the drinking water and groundwater bureau at DES, in accordance with Env Dw 406;~~

~~(o) A statement that the drinking water has been tested for lead in accordance with RSA 485:17 a;~~

~~(p) A statement that an updated emergency operations plan has been submitted to homeland security and emergency management, and updated floor plans have been submitted to local emergency personnel;~~

~~(q)~~ A signed letter by a licensed architect or engineer stating that the project has been designed to meet the following:

(1) State building code in accordance with RSA 155-A;

(2) State building energy code in accordance with RSA 155-A:1, IV;

(3) Barrier-free access regulations in accordance with Abfd 303;

(4) Acoustical standards as outlined in this section; and

(5) School building construction standards outlined in Ed 321;

~~(r)~~ Certification that no known asbestos containing building material was used in construction in accordance with 15 U.S.C. § 2641-2656;

~~(s)~~ Certification that references any properly approved code or permit waivers;

~~(t)~~ A copy of the lease-purchase agreement required by Ed 321.06(c), if applicable;

~~(u)~~ An approval to operate required by Ed 320; and

(p*) A digital copy of the information in (a) through (o*) above.

Ed 321.~~2827~~ School Building Aid Payments for Projects Approved Before July 1, 2013. Beginning July 1, 2025, payments on For projects that were approved before July 1, 2013, ~~the following~~ shall adhere to the following apply:

- (a) School building aid payments shall be made semi-annually, in October and April of each fiscal year;
- (b) Semi-annual payments shall be in approximately equal amounts; and
- (c) In the event that payments are prorated in accordance with RSA 198~~5~~:15-e, the October payment shall be 50 percent of the annual total, with the full prorated reduction occurring in the April payment.

Ed 321.~~2928~~ Owner's Project Manager (OPM).

(a) Pursuant to RSA 198:15-c, III, a school district that accepts school building aid for construction shall engage the services of an owner's project manager (OPM) for construction or reconstruction projects of \$1,000,000 or more.

(b) The ~~owner's project manager~~OPM shall provide the following services and have responsibilities, including, but not limited to the following:

~~(1) Evaluate the project master schedule submitted to the superintendent of schools and provide the school a written recommendation on whether to approve such schedule;~~

~~(2)~~ Take and maintain or receive from the contractor photographic records of construction activities and project progress on a regular basis;

~~(3)~~ As requested by the superintendent of schools, Prepare and distribute ~~monthly~~ reports to the superintendent of schools from information provided by the architect and the contractor on the project budget, the status of the project schedule, and on general project information;

~~(4)~~ Submit quarterly reports to the department through the superintendent of schools until a notice of completion has been submitted to the department in accordance with Ed 321.~~2625~~;

~~(5)~~ Work with the assistance of the architect, the contractor, and other consultants, to confirm that all permits necessary for construction of the project are obtained in a timely manner prior to the commencement of applicable construction and shall inform the superintendent of schools of any failure to timely obtain such permits;

~~(6)~~ Coordinate the district's consultants and contractors on the design and purchase of items such as telephone, internet, and furniture;

~~(7)~~ Assist ~~the assigned responsible party of~~ the school district in arranging for and overseeing the delivery, storage, protections, and security of any school-purchased materials, systems, and equipment that are part of the project until such items are incorporated into the project;

~~(8)~~ While being present on-site an average of 2 to 3 days a week during construction, observe the work of contractors and ~~observe~~ the quantity and quality of materials and equipment received and stored on-site to protect the school against defects, deficiencies, noncompliance with the contract documents, or failures of performance by contractors, including recommendations to avoid any potential cost overruns or delays caused by sequencing. The OPM's presence~~above~~ shall not relieve the architect of duties for site observations detailed above and for providing site inspection reports to the superintendent of schools and the OPM~~owner's project manager~~;

~~(89)~~ Review the inspection and test reports provided, with the recommendations of the architect, making recommendations to the superintendent of schools and the architect regarding inspection and test results, and maintain copies of all inspection and test results;

~~(94)~~ Confer with the superintendent of schools and the architect ~~in assisting~~ to resolve contractor's suggestions and any problems or concerns that arise on the project;

~~(104)~~ In consultation with the superintendent of schools and the architect, and with the review and written review comments of the architect, evaluate and make recommendations to the superintendent of schools on change orders, including making investigations and recommendations on the value and validity of proposed change orders, and discussing proposed change orders with contractors;

~~(114)~~ Assist the architect in the architect's duties to determine whether substantial completion and final completion have been achieved, assist in maximizing warranty deadlines, identify any items remaining to be completed or repaired, regardless of whether the contractor has identified such items, and identify the cost to repair or complete remaining work;

~~(124)~~ Assist the architect in monitoring the contractor's requirements to collect and catalog all operating and instruction manuals for equipment and building systems and submit this information and all warranty documentation to the superintendent of schools;

~~(134)~~ In consultation with the superintendent of schools and ~~in~~ assisting the architect, coordinate close-out activities including the completion of deficiencies, submittals of close-out documents, resolution of change orders, and recommendations for payment of retainage;

~~(144)~~ Assist the superintendent of schools to ensure the architect has gathered and submitted to the superintendent of schools all project documentation including files, records, drawings, submittals, samples, and other information in an organized and usable form;

~~(154)~~ ~~Not withstanding anything to the contrary listed above, a~~ assist the superintendent of the school to ensure the architect, upon completion of the project, certifies that, to the best of their professional knowledge, the building conforms to the approved plans, specifications, and shop drawings; and

~~(164)~~ Continue to provide all applicable services listed in ~~(1)-(15)(b)~~ above throughout construction and close-out until notice of completion has been submitted to the department in accordance with Ed 321.2625.

(c) Minimum qualifications for an ~~owner's project manager~~ OPM shall include the following:

(1) An architect or professional engineer registered by the state of New Hampshire with at least 5 years' experience in the construction and supervision of construction of buildings; or

(2) An individual with at least 7 years' experience in the construction and supervision of construction of buildings.

(d) The ~~owner's project manager~~ OPM ~~may shall not~~ be an individual currently employed by the school district as long as ~~unless~~ that individual ~~is given sufficient time by the school district to~~ can complete the requirements identified in this section.

(e) No individual or employee of any business which has a contract with the school district to complete any portion of the design or construction of the project shall be designated as the OPM ~~owner's project manager~~.

(f) The ~~owner's project manager~~OPM may be hired before entering into a contract for design services in order to represent the school throughout the design process, including assisting the superintendent of schools with hiring the architect, analyzing the project feasibility, and selecting a project delivery system.

(g) Projects that do ~~not~~^{n't} involve the construction of a new building, an addition to an existing building, or a substantial renovation shall be exempt from (a)-(f) above.

Ed 321.~~3029~~ Ongoing Operation.

(a) Building systems shall be operated and maintained in compliance with the manufacturers' instructions.

(b) School buildings shall be maintained to provide code compliant outside air ventilation and exhaust systems to aid in the maintenance of healthy indoor air quality.

(c) School buildings shall be approved and maintained in accordance with Ed 320.

Ed 321.~~3130~~ Ineligibility for School Building Aid.

(a) The following shall be ~~considered~~ ineligible for school building aid ~~under RSA 198:15~~:

(1) Swimming pools or natatoriums;

(2) Field houses;

(3) Indoor tennis courts;

(4) Indoor tracks, except suspended tracks that do not increase the overall size of the building;

(5) Ice rinks;

(6) Resurfacing of tracks, courts, and playing fields;

(7) Re-sodding or reseeded of athletic fields and other green areas;

(8) Artificial turf on athletic fields;

(9) Replacement gym floors;

~~(10)~~ Motor vehicles, lawn mowers, tractors, or similar machines;

(11) Cleaning equipment, including floor cleaning machines and wet and dry vacuums;

(12) Repair parts for mechanical, electrical, or plumbing systems, unless the parts return the equipment to new condition;

(13) Microwaves and refrigerators, except in the cafeteria, teacher break room, and nurse's office;

~~(14)~~ School administrative unit facilities;

~~(15)~~ Career and technical center spaces that are eligible for funding for aid under RSA 188-E;

~~(16)~~ Textbooks and library books;

~~(17)~~ Computers and software that are not integral to the building systems;

~~(18)~~ Portable, temporary, or modular classrooms;

~~(1913)~~ Leases, except for lease-purchases of mechanical, structural, or electrical equipment which is designed to improve energy efficiency or indoor air quality in buildings;

~~(2014)~~ Items not affixed to the building, including but not limited to sports and weight room equipment, television, vending machines, and air conditioner wall units, ~~unless identified as eligible for reimbursement elsewhere in this rule;~~

(21) Band and athletic uniforms or musical instruments;

~~(2215)~~ Cell phones;

~~(2316)~~ Storage units and storage containers;

~~(2417)~~ Tools;

~~(2518)~~ Travel and associated costs;

~~(2619)~~ Moving expenses;

(27) Office supplies and general expendable supplies;

~~(2820)~~ Food and party supplies for grand openings; and

~~(2921)~~ Building dedication plaques or time stones.

(b) Construction work started prior to signing the ITF letter~~GAN~~ per Ed 321.17(~~cg~~) shall not be eligible for building aid.

(c) Costs related to financing, such as bonding charges and interest, shall not be eligible for inclusion in the calculation of school building aid.

(d) Fees paid to local municipalities ~~and other state agencies~~, including but not limited to ~~wetland mitigation fees~~, building permit fees, site permit fees ~~alternation of terrain fees~~, and planning board or zoning fees, shall not be eligible for inclusion in the calculation of school building aid.

(e) School building aid shall not be provided for work that is covered by insurance or should reasonably be expected to be covered by insurance.

(f) School building aid shall not be used to pay for any of the following:

(1) Repairs for damages incurred to equipment or structures that are covered by a valid warranty or guarantee that has been invalidated by the actions of a school district or its staff;

(2) Repairs to buildings, systems, or components that result from failure to perform proper maintenance, which shall be determined by:

a. The department comparing the age of the damaged materials or equipment to the expected useful life of the materials or equipment based on commonly accepted industry standards; and

b. The school district providing maintenance records and other documentation concerning their maintenance program, if necessary for the department to clearly understand the cause of equipment or system damage;

(3) Work that results from failure to follow building codes or previous guidance from the department; or

(4) Repairs for which the school district makes a legal claim for damages until the legal proceeding has been resolved.

(g) In such cases as described in (f)(4) above, any portion of the claim that is not satisfied by the legal proceeding shall be eligible for school building aid subject to the limitations in Ed 321.~~1948~~.

Ed 321.~~3234~~ Reporting Requirements.

(a) By November 30 of each year, the department shall publish:

- (1) The school building aid rates as calculated according to RSA 198:15-b and RSA 198:15-v;
- (2) The maximum allowable construction cost under RSA 198:15-b, III(a) per Ed 321.~~2224~~; and
- (3) The ranked list of school building aid applications approved by the state board in accordance with Ed 321.16 (~~m~~).

(b) By April 30 of each year, the department shall verify with each district the anticipated amount of school building aid to be provided in the following fiscal year.

Ed 321.~~3332~~ Waiver Provisions.

(a) The commissioner of the department or the commissioner's designee may grant waivers for the standards required in Ed 321.09, Ed 321.10, ~~Ed 321.17(n)~~, and Ed 321.~~2625~~(b).

(b) All waiver requests shall be submitted in writing and signed by the superintendent;

(c) All waiver requests shall include in the following:

- (1) A reference to the specific section of Ed 321 for which a waiver is requested;
- (2) A detailed explanation of the standard to be waived and the degree to which the standard will be met if the request for waiver is approved;
- (3) A detailed explanation of the conditions that prevent compliance with the standards of Ed 321, or an explanation of how the waiver is in the best interest of education or is the most effective use of resources;
- (4) An explanation of the school district's attempts to achieve compliance with the standard;
- (5) An explanation of the impact of a denial of the request for a waiver; and
- (6) Other information to support the request that the school district would like to have considered.

(~~d~~e) Waiver requests for Ed 321.09 shall be submitted at least 90 days prior to submitting the building aid application and shall also include the following information:

- (1) A table of each room, room number or name, the square footage of each individual space, and the number of students anticipated to be educated in that space;
- (2) An explanation of how that space meets the minimum requirements and what regulation requires the program to be provided;

(3) An explanation of what utilization-maximizing strategies were considered such as multi-grade education and multiple uses of spaces and why these strategies were not sufficient to reduce the total gross square footage of the building; and

(4) Other information sufficient that the department can analyze the proposed spaces and uses.

(ed) The commissioner or the commissioner’s designee shall request additional information as necessary for a ruling on the request for a waiver.

(fe) A written ruling shall be provided to the school district by the department within 60 days of receipt of the request for a waiver or following receipt of any additional information requested by the department.

(gf) A waiver shall be approved if, in the determination of the commissioner of the department or the commissioner’s designee, approval of the request for a waiver shall will not compromise the quality of education required in Ed 306 and is the best use of available resources.

(hg) Any part of construction work that is dependent upon or otherwise affected by the results of the request for waiver shall not proceed until a ruling on the request has been received from the department.

Ed 321.~~3433~~ Requirements for Projects Listed on the November 2022 Rank Order List.

(a) Project applicants on the November 10, 2022, rank order list approved by the state board that were not selected for funding in fiscal year 2024 or fiscal year 2025 but wish to be considered for future building aid funds shall submit the following documentation to the department by May 1, 2025:

- (1) A summary of the district’s commitment to good maintenance in accordance with Ed 321.15(~~j~~); and
- (2) If the project requires land acquisition, an attestation that the land has been acquired or that a legal agreement is in place for the acquisition that is subject to receiving building aid.

(b) If the Pproject applicants that fail to submit have the documentation items requested in (a) above updated, the project shall not be considered for funding and removed from the ranked return to the prioritized list, but the school district may reapply in accordance with these rules.

(c) Projects listed on the November 2022 descending rank order list that would like to be considered for future funding shall remain on the rank order list without submitting a new application, and are exempt from submitting the information required in Ed 321.11 through Ed 321.15-comply with all the rules that are currently in place, regardless of when the rank order was approved.

APPENDIX I

Rule	Statute
Ed 321.01	RSA 21-N:9, II(c); RSA 198:15-a, V
Ed 321.02	RSA 21-N:9, II(c); RSA 198-15-a, V
Ed 321.03	RSA 198:15-c, I(a)
Ed 321.04	RSA 198:15-a, III; RSA 198:15-b, II;
Ed 321.05	RSA 198:15-b, II(f)
Ed 321.06	RSA 198:15-b, II(g); RSA 198:15-b II(e)
Ed 321.07	RSA 198:15-b, IV(b)(2)
Ed 321.08	RSA 21-N:9, II(c)
Ed 321.09	RSA 198:15-b, III(a)-(b)
Ed 321.10	RSA 21-N:9, II(c)

Ed 321.11	RSA 198:15-c, I(a)-(b)
Ed 321.12	RSA 21-N:9, II(c); RSA 198:15-c, I(a)-(b)
Ed 321.13	RSA 198:15-c, I(a)-(b)
Ed 321.14 – Ed 321.15	RSA 198:15-c, I(a)-(b); RSA 198:15-c, II(a)
Ed 321.16	RSA 198:15-c, II(a)-(b)
Ed 321.17-18	RSA 198:15-c, II(a)
Ed 321.19	RSA 198:15-b, I(b)(1); RSA 198:15-b, III
Ed 321.20 – Ed 321.24	RSA 198:15-b, II; RSA 198:15-b, III
Ed 321.25	RSA 198:15-a, I; RSA 198:15-b, I(b)
Ed 321.26 – Ed 321.27	RSA 198:15-c, I
Ed 321.28	RSA 198:15-b, I(a)
Ed 321.29	RSA 198:15-c, III
Ed 321.30	RSA 21-N:9, II(c)
Ed 321.31	RSA 21-N:9, II(c); RSA 198:15-a, II
Ed 321.32	RSA 198:15-b, III(a); RSA 198:15-c, II(a)
Ed 321.33	RSA 198:15-b, III(e)
Ed 321.34	RSA 198:15-c, I(a); RSA 198:15-c, II(a)

APPENDIX II

Rule	Title	Obtain at
Ed 321.03(h)	Illuminating Engineering Society. ANSI/IES RP-3-20, <i>Recommended Practice: Lighting Educational Facilities</i> . New York: IES; 2020.	https://store.ies.org/product/rp-3-20-recommended-practice-lighting-educational-facilities/?v=7516fd43adaa Available as downloadable secure PDF only. \$120; member price \$84.
Ed 321.03(i)	ANSI S12.60 <i>American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools Part 1</i> , 2010 edition	ANSI/ASA S12.60/Part 1-2010 (R2020) - Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools, Part 1: Permanent Schools Available as downloadable PDF, \$143.
Ed 321.03(p)	American National Standards Institute Z-358.1 Eyewash Standards 2014	Available in the ANSI webstore: https://webstore.ansi.org/standards/isea/ansiseaz3582014 Cost: \$65 per pdf download



School Building Aid Condition Evaluation Form

April 2024

Instructions: Use the space provided, with a minimum 11-point font size in Times New Roman. Do not attach additional information. Do reference page numbers in the educational assessment, needs assessment, facility assessment, or security assessment. Points will be awarded in accordance with Ed 321.16. Submit this form with your building application in accordance with Ed 321.14.

SAU #: School Name: Project Name:

Section A: UNSAFE CONDITIONS (200 points maximum) - For each item listed below, list any concerns/deficiencies with the building or site identified in the needs assessment that will be addressed as part of the proposed project. Include the page number the item can be found in the needs assessment.

A01: Fire safety - access and egress (worth 15 point maximum):

A02: Fire safety - structure type (worth 15 point maximum):

A03: Fire safety - combustibles (worth 15 point maximum):

A04: Fire safety - storage (worth 15 point maximum):

A05: Fire safety - stairwells (worth 15 point maximum):

A06: Structural integrity (worth 25 point maximum):

A07: Electrical (worth 10 point maximum):

A08: Environmental (building) (worth 15 point maximum):

A09: Environmental (site) (worth 15 point maximum):

A10: Traffic /Circulation (worth 18 point maximum):

A11: Sewage system (worth 12 point maximum):

A12: Water quality and quantity (worth 12 point maximum):

A13: Outside physical education and play areas (worth 10 point maximum):

A14: Other conditions unsafe conditions (worth 8 point maximum):

Section B: SECURITY CONDITIONS (100 points maximum) - List any building or site deficiencies that involve construction or substantial site modifications and that are identified in the school security assessment that will be addressed as part of the proposed project. Include the page number the item can be found in the security assessment.

B01: Building access (worth 25 point maximum):

B02: Location of administrative offices (worth 20 point maximum):

B03: Large gathering spaces (gym, cafeteria, etc.) (worth 20 point maximum):

B04: Visitor meeting areas (worth 15 point maximum):

B05: Site conditions (worth 15 point maximum):

B06: Other security conditions (worth 5 point maximum):

Section C: INEFFICIENT BUILDING SYSTEMS (100 points maximum) - List concerns/deficiencies identified in the needs assessment that will be addressed as part of the proposed project. Include the page number the item can be found in the needs assessment.

C01: Building envelope (worth 15 point maximum):

C02: Heating systems (worth 15 point maximum):

C03: Ventilation systems (worth 15 point maximum):

C04: Plumbing systems (worth 15 point maximum):

C05: Electrical systems (worth 15 point maximum):

C06: ADA access (internal and external) (worth 20 point maximum):

C07: Other conditions (worth 5 point maximum):

Section D: INEFFICIENT EDUCATIONAL SPACES (100 points maximum) - List concerns/deficiencies identified in the needs assessment that will be addressed as part of the proposed project. Include the page number the item can be found in the needs assessment and/or educational assessment.

D01: Educational programing (worth 25 point maximum):

D02: Special areas - instructional (worth 25 point maximum):

D03: Special areas - non instructional (worth 20 point maximum):

D04: Room size and arrangement (worth 15 point maximum):

D05: Site size and location (worth 10 point maximum):

D06: Other conditions (worth 5 point maximum):

Section E: OVERCROWDING (75 points maximum) - List concerns/deficiencies to instructional areas and programming identified in the needs assessment that will be addressed as part of the proposed project. Include the page number the item can be found in the needs assessment.

E01: Class sizes (worth 18 point maximum):

E02: Forced use of temporary classrooms (worth 15 point maximum):

E03: Educational programing in unsuitable areas (worth 10 point maximum):

E04: Reduced or lack of programing provided (worth 18 point maximum):

E05: Students tuitioned out (worth 5 point maximum):

E06: Extended school day (worth 5 point maximum):

E07: Other overcrowding conditions (worth 4 point maximum):

Section F: POPULATION GROWTH (50 points maximum) - List concerns with population shifts and enrollment projections identified in the needs assessment that will be addressed as part of the proposed project. Include the page number the item can be found in the needs assessment.

F01: Growth in the district over past 5 years (worth 18 point maximum):

F02: Projected growth in next 5 years (worth 15 point maximum):

F03: Unusual changes (worth 14 point maximum):

F04: Other conditions (worth 3 point maximum):

Section G: OPERATIONAL EFFICIENCIES (75 points maximum) - List any operational cost efficiencies identified in the feasibility study that will reduce the school budget and that will be addressed as part of the proposed project. Include the page number the item can be found in the feasibility study.

G01: Consolidation of schools (worth 50 point maximum):

G02: Reducing transportation costs (worth 20 point maximum):

G03: Other conditions (worth 5 point maximum):

Section H: DISADVANTAGED COMMUNITIES (200 points maximum) - The difference between 200 and the building aid factor calculated in accordance with RSA 198:15-v(c) and rounded to the nearest whole number.

H01: NHED Use only. The department will calculate points based on Ed 321.16 (f)(8).

Section I: ENERGY SAVINGS (100 points maximum) - The difference between the existing net EUI and the proposed net EUI, as identified in the application per Ed 321.15(i).

I01: NHED Use Only. The department will calculate points based on Ed 321.16 (f)(9).

Maximum total score = 1,000 points

Readopt with amendment Ed 321, effective 6-12-20 (Document #13054), to read as follows:

PART Ed 321 SCHOOL BUILDING CONSTRUCTION

Ed 321.01 Purpose. The purpose of Ed 321 is to provide requirements and standards for the construction of any public school facility to be used for the purpose of providing education to pupils in grades k-12, and to provide requirements for how to apply for school building aid.

Edit. "shall have".

~~Ed 321.01 Purpose. The purpose of Ed 321 is to provide requirements and standards for the construction of any facility to be used for the purpose of providing education to pupils in grades kindergarten through grade 12, and to provide requirements for how school building aid will be paid for that construction.~~

Ed 321.02 Definitions. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 321:

Edit. Replace with "paid".

(a) "Architectural and engineering fees" means the expenses that the architect or engineer had to spend money on in order to work on the projects, as well as the customary design services on every project and expenses to augment customary services for a particular project;

Edit. "and the".

(b) "Commissioning" means a systematic documented process by an independent entity which shall include visual examination and functional performance testing to demonstrate that installed components or systems meet the intent of the original design;

(c) "Construction cost" means the total cost of labor and materials for the construction of the foundation, erection of the structure, finish work, and the installation of equipment integral to the operation of building systems. The cost of site development is not included;

Unclear. There shall be no requirements in definitions. Rewrite to remove it: "which includes".

(d) "Department" means the New Hampshire department of education;

(e) "Design capacity" means the maximum total number of students intended to be educated in a school building;

(f) "Educational space" means those parts of a school building to which pupils are assigned for instructional purposes. Educational space includes, but is not limited to, classrooms, laboratories, gymnasiums, libraries, cafeterias, special education space, and administration space;

(g) "Educational specifications" means a report that describes the facility's anticipated uses and identifies the specific physical characteristics that will be required to house and promote the programmatic needs of the school;

(h) "Emergency project" means a school construction project requiring the replacement of all or a significant portion of a school facility which is declared uninhabitable or is identified as an imminent danger or substantial risk by the state fire marshal or a state or federal agency, and which results from an unanticipated and sudden natural or human disaster;

Edit: Delete and replace with a comma

Edit: comma

(i) "Feasibility study" means a report that was completed prior to design that evaluates the physical and programmatic needs of a school's facility and identifies the best uses of existing buildings and makes recommendations on improvements to maintain and upgrade the existing facility or build a new facility, while meeting the school's educational goals;

(j) "Gross square footage" means the total square footage of the school building measured to the outside of the exterior walls;

Edit: Change to "This term also includes, "furniture, fixtures, and equipment (FF&E);"

Edit. "5".

(k) "Moveable equipment" means equipment, including technology equipment, for a school construction project that supports the educational program. Moveable equipment has an expected life of at least five years and is not attached to the building. Another common term is "furniture, fixtures, and equipment" or "FF&E";

(l) "New construction" means construction work that results in the creation of a new building or additional space in an existing building;

Edit: insert "and"

Edit: delete the parentheses

(m) "Preliminary design plans" means a set of plans that present the proposed school facility in its earliest stages denoting at a minimum the square footage of each room and the proposed use of each room. Detailed doors, windows, closets, utilities, mechanical functions are not typically shown at this stage;

(n) "Project manager" means "project manager" as described in RSA 198:15-c, (III), and is the professional hired by the project owner to serve as a consultant and adviser to the project owner to ensure the project owner's best interests are carried out. The term also includes "owner's project manager";

(o) "Project contingency" means the project funds that have been set aside or reserved to cover bidding overruns. Construction contingencies are used to cover unforeseen conditions and omissions and miscellaneous project expenditures not part of the initial project budget but necessary to complete the project;

(p) "Renovation" means work involving upgrades to existing space in a building or conversion of the use of existing space in a building;

Edit/Unclear: Was "project contingencies" meant here? If not, what is a "construction contingency"? Should this be a separate definition?

(q) "School" means any school building included within one of the organizations outlined in RSA 198:15-a, I-a;

(r) "School building aid" means the state grants for the payment of a share of the cost for school construction under RSA 198:15-a;

(s) "Sufficient" means an amount of space, time, or material that will enable a particular function to proceed as intended without restriction or impediment from the size or condition of the physical facility, according to variations in enrollment, staffing, program, or level of instruction from one school to another;

(t) "Technology equipment" means equipment needed to operate the school, including servers, printers, cameras, audio visual equipment, copiers, phones, intercoms, and computers. It does not include laptops and computers for students and teachers, office or educational software, or infrastructure items such as network and wireless cabling; and

Edit: comma

(u) "Usable land" means land upon which a school building, parking lot, on-site traffic circulation and drop-off locations, playgrounds or school playing field can be built.

— Ed 321.02 Definitions. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 321:

— (a) "Buildable land" means land upon which a school building, parking lot, on-site traffic circulation and drop-off locations, playgrounds or school playing field can be built. The term includes usable land;

— (b) "Construction cost" means the total cost of labor and materials for the construction of the foundation, erection of the structure, finish work, and the installation of equipment integral to the operation of building systems. The cost of site development is not included;

— (c) "Department" means the New Hampshire department of education;

Unclear. It is unclear why the agency is not using "school district" as defined in RSA 198:15-a, I-a, which is cited here. Statutory definitions are supposed to be used. Additionally, because this definition says "school" means any **building...** this makes the rule unclear in many places because the rules require things that a building cannot do. It is unclear to say that a building is part of an organization. For example, Ed 321.03 (d) requires the school building to get surveys done and other rules require the school to give assurances or submit documentation. A building cannot provide assurances or submit documentation; yet there are many paragraphs in this proposal that are written this way when what is meant is that the school district shall provide assurances, etc. Or consider defining school in the way that the word is commonly used (an institution for educating children).

~~—(d) "Design capacity" means the maximum total number of students intended to be educated in a school building following completion of a construction project;~~

~~—(e) "Educational capacity of a school building" means the sum of the maximum number of students that can be simultaneously instructed in every educational space of the building using the minimum space allocations specified in Ed 321.10(g)-(i);~~

~~—(f) "Educational space" means those parts of a school building to which pupils are assigned for instructional purposes. Educational space includes, but is not limited to, classrooms, laboratories, gymnasiums, and libraries;~~

~~—(g) "General purpose classroom" means an educational space intended for the instruction of a group of students that is suitable for teaching a variety of subjects and that requires no special permanently installed equipment or unusually large spaces;~~

~~—(h) "Laboratory" means an educational space intended for instruction involving hands-on student participation in a particular subject that requires specialized equipment, furnishings, or materials;~~

~~—(i) "Multi-purpose space" means areas within a school building that are used at different times for educational purposes and for support purposes;~~

~~—(j) "New construction" means construction work that results in the creation of a new building or additional space in an existing building;~~

~~—(k) "Renovation" means work involving upgrades to existing space in a building or conversion of the use of existing space in a building;~~

~~—(l) "School building aid" means the state grants for the payment of a share of the cost for school construction under RSA 198:15-a;~~

~~—(m) "Site development" is the work required to prepare the land for construction. It includes removal of trees and other vegetation, removal of existing structures, removal of rock, cutting and filling of earth, construction of access roads, driveways, and parking lots, installation of surface water drainage systems, and landscaping;~~

~~—(n) "Substantial renovation" means:~~

~~(1) Construction done for the purpose of renewing a building that is valued at an amount greater than 25 percent of the cost to replace the building;~~

~~(2) To repair and bring the building back to new or good condition; or~~

~~(3) To prepare space for a new or different use;~~

~~—(o) "Sufficient" means an amount of space, time, or material that will enable a particular function to proceed as intended without restriction or impediment from the size or condition of the physical facility, according to variations in enrollment, staffing, program, or level of instruction from one school to another. The term includes adequate;~~

~~—(p) "Support space" means those parts of a school building that are generally used for purposes other than instruction. Support space includes offices, storage rooms, wash rooms, kitchens, cafeterias, and similar spaces;~~

~~—(q) "Total cost" means the cost of all related land, labor, and materials authorized by RSA 198:15-b,II for construction costs; and~~

~~(r) "Utilization rate" means the extent to which school buildings to the educational capacity of the school expressed in a percentage figure that every seat in every educational space is occupied for the majority~~

Unclear. "School" has been defined as a building. A building cannot have surveys conducted. The school district is the entity responsible for having them done. One way to fix this is to use the definition of "school district" found at RSA 198:15-a, I-a, and to rewrite this to say: "the school district shall have surveys conducted of the school building to ascertain..."

Ed 321.03 Construction Standards for All Public Schools

(a) The requirements in this section apply to all public school construction projects, regardless of whether the project is constructed using state building aid.

(b) A school site shall have safe access and sufficient parking, drainage, and security.

(c) There shall be access for emergency vehicles from at least 2 directions, unless waived by the local fire chief or the authority having jurisdiction for enforcement of the state fire code.

(d) Prior to acquisition of a site, the school shall have surveys conducted to ascertain, as much as practicable, that past use of the site has not resulted in conditions hazardous to public health, public safety, or to the environment, or matters of interest for historical preservation under RSA 227-C that cannot be sufficiently removed, abated, or mitigated.

Unclear. What does this subjective term mean in this context and who decides?

(e) All school construction shall comply with the requirements of the state building code under RSA 155-A.

Edit/Unclear. Delete.

(f) School design drawings and specifications shall bear the stamp and signature of individuals licensed to perform architecture or engineering in the appropriate disciplines in the state of New Hampshire. The stamp and signature of the design professionals shall be understood to certify that the project has been designed in compliance with all applicable building codes and standards.

(g) Verification that construction has been performed according to state and local building codes and approval of waivers shall be the responsibility of the local code enforcement official in the municipality in which the construction takes place, or the state fire marshal in accordance with RSA 155-A:7.

Edit: insert "edition"

(h) In addition to being in compliance with the state code for energy conservation in new building construction under RSA 155-D, the design and installation of all lighting systems shall comply with the Illuminating Engineering Society, Recommended Practice: Lighting Educational Facilities, 2020 as referenced in Appendix II. Multiple use school spaces such as cafeterias, gymnasiums, and auditoriums shall have illumination for the highest level required by any planned use.

Unclear. RSA 155-D has been repealed since 2018.

(i) All school construction shall meet all plumbing code requirements referenced in RSA 155-A.

Unclear: What plumbing code requirements are in RSA 155-A. This citation needs to be checked and made more specific

(j) Educational spaces shall be constructed so as to meet or exceed the requirements of the ANSI S12.60 American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools part 1, 2010 edition as referenced in Appendix II.

Please submit an Incorporation by Reference Statement with the FP.

(k) All schools shall meet the New Hampshire code for barrier-free design under Abfd 300.

(l) All construction, including construction in an existing facility, shall obtain a letter from the state fire marshal stating that the construction drawings and specifications have been evaluated and approved by the state fire marshal for compliance with the state fire code under RSA 153:1, VI-a and Saf-Fmo 300, as amended by the state board of fire control and ratified by the general court pursuant to RSA 153:5;

Edit: period

(m) Prior to student occupancy, the school shall obtain an approval to operate from the department in accordance with Ed 320.

(n) All playgrounds shall meet RSA 155:83 regarding accessibility.

Unclear. Who is suppose to get the letter? "All construction" isn't a noun. So what entity(ies) are required to get the letter?

Unclear. A building cannot obtain approval to operate. That is the responsibility of the school district.

~~— Ed 321.03 Minimum Standards for School Sites.~~

~~— (a) A school site shall have safe access, parking, drainage, security, and sufficient buildable area to accommodate a school facility that complies with the minimum gross site sizes as described in Ed 321.03 (f).~~

~~— (b) There shall be access for emergency vehicles from at least 2 directions unless waived by the local fire chief having jurisdiction for enforcement of the state fire code.~~

~~— (c) The first occupied floor of school buildings located within a 100-year flood plain shall be constructed at an elevation at least 10 feet higher than the base flood elevation for a 100-year flood at that location.~~

~~— (d) Prior to acquisition of a site, the school district shall have surveys conducted to ascertain, as much as practicable, that past use of the site has not resulted in conditions hazardous to public health, public safety, or to the environment, or matters of interest for historical preservation under RSA 227-C that cannot be adequately removed, abated, or mitigated.~~

~~— (e) The following shall not be considered buildable land for the purpose of comparing a given site to the minimum site sizes in Ed 321.03 or to the maximum site sizes in Ed 321.04:~~

~~(1) Wetlands, including required setbacks from wetlands;~~

~~(2) Areas with slopes in excess of 60 percent;~~

~~(3) Areas with extensive amounts of bedrock within 6 feet of the surface; and~~

~~(4) Sites known to be contaminated with hazardous materials.~~

~~— (f) The minimum site size approvable for school building aid for new construction, including additions to existing buildings, for elementary schools, middle schools, and high schools shall be as follows:~~

~~(1) For an elementary school the minimum site size shall be 3 acres of contiguous buildable land for schools with a design capacity of less than 150 students and 5 acres of contiguous buildable land for schools with a design capacity of 150 students or higher;~~

~~(2) For a middle school the minimum site size shall be 10 acres of contiguous buildable land. For middle schools with a design capacity greater than 1000 students there shall be one additional acre for each 300 students or fraction thereof above 1000 students; and~~

~~(3) For a high school the minimum site size shall be 15 contiguous acres of buildable land, plus one additional acre for each 300 students or fraction thereof for the design capacity of the school building.~~

~~— (g) Whenever a district has a school site that does not meet the site size requirements in Ed 321.03(f) for a new building or an addition to an existing building, the school board may request a waiver for the minimum site size under Ed 321.28.~~

~~— (h) Renovations and substantial renovations shall apply only to buildings and specifically shall not include site improvements or modifications.~~

~~— (i) Charter schools shall be exempt from the minimum site sizes in this section.~~

Ed 321.04 Building Aid Eligibility.

(a) To be eligible for building aid, project applications are limited to the following:

Edit. Rule language is needed. "Shall be"

- (1) The construction of a new school;*
- (2) Additions to existing buildings;*
- (3) Land and site development associated with (1) or (2) above;*
- (4) Substantial renovation that meets Ed 321.05; and*
- (5) Air quality and energy efficiency projects as described in Ed 321.06.*

(b) If the project requires land acquisition, to be eligible to apply for building aid, land must be acquired before the time of application or have a legal agreement in place subject to receiving building aid.

(c) To be eligible for building aid, applicants shall propose the least costly building project, as shown by a feasibility study completed in accordance with Ed 321.13.

(d) To be eligible for building aid, applicants must have a 5 year or more annual budget history supporting good maintenance and have a preventative maintenance plan in place to support ongoing good maintenance in accordance with Ed 321.15(i).

(e) To be eligible for building aid, projects must receive voter approval from the legislative body of the public school district approving the construction project, even if no local funds are required for the project.

~~— Ed 321.04 Maximum Standards for School Building Aid for Land Acquisition.~~

~~— (a) In accordance with RSA 198:15-b,IV(b)(2) school building aid for land acquisition shall be limited to the cost of:~~

~~(1) Twenty acres of buildable land plus one acre for every 100 students or fraction thereof for elementary schools;~~

~~(2) Twenty five acres of buildable land plus one acre for every 100 students or fraction thereof for middle schools; and~~

~~(3) Thirty acres of buildable land plus one acre for every 100 students or fraction thereof for high schools.~~

~~— (b) Wetlands, including required setbacks, areas with slopes in excess of 60 percent, areas with extensive amounts of bedrock within 6 feet of the surface, or sites known to be contaminated with hazardous materials shall not be considered buildable land for the purpose of comparing a given site to the minimum or maximum site sizes in Ed 321.03 or Ed 321.04.~~

~~— (c) For the purposes of Ed 321.04, design capacity shall be based upon reasonable enrollment projections developed through a statistically valid process. In approved situations, educational space may be built to one design capacity while core space is built to a larger capacity in anticipation of future expansion.~~

~~— (d) Renovations and substantial renovations shall apply only to buildings and specifically shall not include site improvements or modifications.~~

~~— (e) A school board or board of directors of a charter school may request a waiver under Ed 321.28 for the maximum amount of school building aid to which its district is entitled for land acquisition.~~

~~— (f) For purposes of this section, every acre of land in a contiguous building site shall be assumed to have equal value which shall be determined by dividing the total cost of the land by the number of acres.~~

Ed 321.05 Substantial Renovation. Eligibility for school building aid for substantial renovations as authorized by RSA 198:15-b, II(f) shall be determined as follows:

Unclear: Incorrect citation. There does not appear to be a II(f). Is RSA 198:15-b, II(c) what is meant?

(a) The substantial renovation project must bring the space up to new condition or prepare the space for a new or different use;

(b) The substantial renovation project cost shall exceed 25 percent of the construction cost of a new building or \$5 million, whichever is lower;

(c) For the purposes of determining (b) above, 25 percent of the construction costs of a new building shall be calculated as the maximum building size in square feet per Ed 321.09, multiplied by the maximum allowable construction cost in dollars per square foot per Ed 321.21, and multiplied by 25 percent; ← Edit: "; and"

(d) Renovation work done as a result of adding an addition to an existing building or as a result of installing an air quality and energy efficiency projects shall not be subject to (a) and (b) above.

~~— Ed 321.05 Building Aid for School Sites and School Site Development.~~

~~— (a) Aid payments on the purchase price or development costs of a school site shall not begin prior to the authorization of a building project for that site by the legislative body of the school district or board of directors of a charter school and approval for funding by the department.~~

~~— (b) Aid payments shall be made on land acquisitions financed only by the actual expenditure of funds appropriated from taxation. Development costs on these parcels and those acquired by other means and incurred as a consequence of a school building project shall be eligible for aid, however.~~

~~— (c) Aid payments on school sites or school site development shall, upon approval by the department, follow the same protocol as aid payments for building projects.~~

Ed 321.06 Air Quality and Energy Efficiency Projects.

(a) Projects intended to improve air quality or energy efficiency shall be eligible to receive school building aid in accordance with RSA 198:15-b, II(g) and shall not be subject to the requirements of Ed 321.05 or Ed 321.28 (a).

Unclear: Incorrect citation. There does not appear to be a II(g). Is 198:15-b, II(e) what is meant?

(b) Air quality or energy efficiency projects may be financed through a lease-purchase agreement with a vendor.

(c) A copy of the lease-purchase agreement shall be submitted to the department with the notice of completion information in Ed 321.26, and the agreement shall clearly indicate:

(1) The costs of labor and equipment separate from rental costs;

(2) Utility costs;

(3) Maintenance service costs; and

(4) Interest or any other charges that are not eligible for school building aid under per Ed 321.20.

Edit: Delete

(d) All grant amounts awarded for lease-purchase agreements shall be returned to the state if such equipment is removed from the school building by the vendor due to the school district's failure to comply with the terms of the lease-purchase agreement per RSA 198:15-b II (e).

(e) Lease-purchase agreements shall be subject to the requirements of RSA 33:7-e.

~~— Ed 321.06 Maximum Sizes for School Buildings. School building aid for new school buildings or additions to existing school buildings shall be limited to the following under RSA 198:15-b,IV, (b)(1) for:~~

- (a) Elementary schools, 120 square feet/pupil;
- (b) Middle schools, 140 square feet/pupil;
- (c) High schools, not including space in regional vocational centers, 160 square feet/pupil;
- (d) School buildings with a design capacity of less than 250 students shall be allowed 144 square feet/pupil for an elementary school, 168 square feet/pupil for a middle school, and 192 square feet/pupil for a high school;
- (e) Individual buildings that house combinations of 2 or more levels shall be subject to the limits for the highest level to be housed in the building;
- (f) All spaces constructed using building aid in the past 35 years shall be included in the square footage when calculating the limits above. Conditions in the existing building that cause the total project to exceed the maximum size limits shall constitute sufficient justification for a waiver of the limits as authorized by RSA 198:15 b,IV,(d), provided that the size of the newly constructed space is consistent with similar spaces in an entirely new building that meets the limits, there is a financial benefit to the public, or both; and
- (g) The above limits shall be waived by the commissioner of the department or the commissioner's designee upon a written request for a waiver from the school district under Ed 321.28.

Ed 321.07 Maximum Standards for School Building Aid for Land Acquisition.

(a) In accordance with **RSA 198:15-b, IV(b)(2)**, school building aid for land acquisition shall be limited to the cost of:

Unclear: Incorrect citation

- (1) Twenty acres of usable land plus one acre for every 100 students or fraction thereof for elementary schools;
- (2) Twenty-five acres of usable land plus one acre for every 100 students or fraction thereof for middle schools; and
- (3) Thirty acres of usable land plus one acre for every 100 students or fraction thereof for high schools.

(b) Land acquisition for school buildings that house combinations of 2 or more levels shall be subject to the limits for the highest level to be educated in that school.

(c) Wetlands areas and required setbacks, areas with slopes in excess of 60 percent, areas with extensive amounts of bedrock within 6 feet of the surface, and areas known to be contaminated with hazardous materials shall not be considered usable land for the purpose of comparing a given site to the maximum site sizes in Ed 321.07.

(d) For purposes of this section, every acre of land in a contiguous building site shall be assumed to have equal value which shall be determined by dividing the total cost of the land by the number of acres.

(e) Land acquisition costs eligible for building aid shall not exceed market value.

— ~~Ed 321.07 Design Standards.~~ For the purposes of standards for school sites and construction projects for school buildings, design capacity shall be based upon reasonable enrollment projections developed through a statistically valid process.

Ed 321.08 Calculation of Design Capacity.

(a) Design capacity shall be the projected enrollment determined by (b) below, divided by:

- (1) 0.95 for elementary schools;*
- (2) 0.90 for middle schools; and*
- (3) 0.85 for high schools.*

(b) The projected enrollment shall be the maximum published value in the 5-year projection using a statistically valid process and the most updated birth rates published by the New Hampshire division of vital records administration in the office of the secretary of state.

~~— Ed 321.08 Standards for Educational Capacity of a School Building.~~

~~— (a) Spaces currently used as educational space, but not designed as such, shall not be included in determining the educational capacity of a school building. Space in temporary or relocatable facilities shall not be included in determining the educational capacity of a school building.~~

~~— (b) The educational capacity of a school building shall be based upon the physical dimensions of the educational spaces and the space allowances in Ed 321.10(g) (i). Educational capacity shall not be reduced by applying a limit to the number of students in a class below the maximum class size found in Ed 306.17 even though local policy may establish lower maximum class sizes.~~

~~— (c) The definition of educational capacity in Ed 321.02(e) and the provisions of Ed 321.08 shall not preclude districts from establishing local policies concerning the maximum number of students in a particular class provided, however, that such policies shall not be taken into account when determining the educational capacity of a school building.~~

Ed 321.09 Maximum Sizes for School Buildings.

(a) The maximum size of a school building that is eligible for building aid shall be the sum of the baseline square footage determined by (b) below, plus the special education square footage determined by (d) below, plus the concentration of poverty add-on in (f) below, plus the English language learner (ELL) add-on in (h) below.

Edit: "(g)"

Edit: "(i)"

(b) Subject to (c) below, for the purpose of determining the maximum building size eligible for building aid, the maximum allowable gross square footage (GSF) per student shall be limited to the following:

Table 321-1 Baseline Gross Square Footage

<i>Design Capacity</i>	<i>Elementary School GSF per Student</i>	<i>Middle School GSF per Student</i>	<i>High School GSF per Student</i>
<i>100 students or less</i>	<i>167</i>	<i>180</i>	<i>200</i>
<i>101-150</i>	<i>161</i>	<i>180</i>	<i>200</i>
<i>151-200</i>	<i>156</i>	<i>176</i>	<i>200</i>
<i>201-250</i>	<i>152</i>	<i>172</i>	<i>198</i>
<i>251-300</i>	<i>149</i>	<i>169</i>	<i>195</i>
<i>301-350</i>	<i>147</i>	<i>167</i>	<i>193</i>
<i>351-400</i>	<i>146</i>	<i>166</i>	<i>192</i>
<i>401-450</i>	<i>145</i>	<i>165</i>	<i>191</i>
<i>451-500</i>	<i>144</i>	<i>164</i>	<i>190</i>

<i>501-550</i>	<i>143</i>	<i>163</i>	<i>189</i>
<i>551-600</i>	<i>142</i>	<i>162</i>	<i>188</i>
<i>601-650</i>	<i>141</i>	<i>161</i>	<i>187</i>
<i>651-700</i>	<i>140</i>	<i>160</i>	<i>186</i>
<i>701-750</i>	<i>139</i>	<i>159</i>	<i>185</i>
<i>751-800</i>	<i>138</i>	<i>158</i>	<i>184</i>
<i>More than 800 students</i>	<i>137</i>	<i>157</i>	<i>183</i>

(c) Individual buildings that house combinations of 2 or more levels shall be subject to the limits for the highest level to be educated in the building.

(d) The special education add-on, in square feet (sf), shall be based on the table below:

Table 321-2 Special Education Add-On

<i>Special Education Students</i>	<i>Grades k-12</i>
<i>1-24 students</i>	<i>1,200 sf</i>
<i>24 or more students</i>	<i>50 sf per student</i>

(e) The number of special education students with an Individuals with Disabilities Educational Act (IDEA) shall be used in Table 321-2 above.

(f) The number of special education students for (e) above shall be averaged over the previous 5 years and rounded up.

(g) The concentration of poverty add-on, in square feet (sf), shall be based on the table below:

Table 321-3 Concentration of Poverty Add-On

<i>Free or Reduced Cost Meal Rate</i>	<i><600 students</i>	<i>600-900 students</i>	<i>>900 students</i>
<i>Below 55%</i>	<i>0 sf</i>	<i>0 sf</i>	<i>0 sf</i>
<i>55%</i>	<i>1,000 sf</i>	<i>1,500 sf</i>	<i>2,000 sf</i>
<i>60%</i>	<i>1,300 sf</i>	<i>1,800 sf</i>	<i>2,300 sf</i>
<i>65%</i>	<i>1,600 sf</i>	<i>2,100 sf</i>	<i>2,600 sf</i>
<i>70%</i>	<i>1,900 sf</i>	<i>2,400 sf</i>	<i>2,900 sf</i>
<i>75%</i>	<i>2,200 sf</i>	<i>2,700 sf</i>	<i>3,200 sf</i>
<i>80% or more</i>	<i>2,500 sf</i>	<i>3,000 sf</i>	<i>3,500 sf</i>

(h) The free or reduced cost meals rate for (g) above shall be averaged over the previous 5 years and the square footage add-on for rates that fall between the published values shall be scaled proportionally and rounded up to the nearest square foot.

(i) The ELL add-on, in square feet (sf), shall be based on the table below:

Table 321-4 ELL Add-On

<i>ELL Rate</i>	<i><600 students</i>	<i>600-900 students</i>	<i>>900 students</i>
<i>Below 10%</i>	<i>0 sf</i>	<i>0</i>	<i>0</i>

10%	500 sf	1,000 sf	1,500 sf
20%	750 sf	1,250 sf	1,750 sf
30%	1,000 sf	1,500 sf	2,000 sf
40% or more	1,250 sf	1,750 sf	2,250 sf

(j) The ELL rate for (j) above shall be averaged over the previous 5 years, and the square footage add-on for rates that fall between the published values shall be scaled proportionally and rounded up to the nearest square foot.

Edit: "(i)"

(k) For the purposes of determining the maximum size of a school building that is eligible for building aid, the following shall apply:

- (1) The size of a school building is measured as a gross area from the outside face or exterior walls, and shall include all enclosed areas including existing spaces, except as specified in (2) below;
- (2) For renovations, existing areas open to below and areas dedicated to mechanical systems, shall not be included in the size of the school building; and
- (3) For new construction, areas open to below, except for gymnasiums, auditoriums, and other areas which require open areas to function as its intended use, shall be included in the calculation of the maximum building size.

(l) Selected areas within a school facility may be constructed in a size large enough to accommodate use of the facility for community purposes other than education. School building aid, however, shall be limited to the maximum allowable size and maximum allowable construction cost limits as described in Ed 321.09 and Ed 321.21.

(m) Required educational space shall not be eliminated or reduced in order to provide community use space within the maximum size and cost limits.

Unclear. Does this mean that the requirements only apply to projects funded in 2024/25? What will be the standard for projects funded after FY 2025?

(n) The GSF baselines shall be used for determining the maximum building size eligible for building aid. The baselines are intended to support all of the spaces required to deliver the educational programs required by the state of New Hampshire and to encourage multiple uses of spaces and other utilization-maximizing strategies that can reduce facility size and therefore the long-term costs of ownership.

(o) A school board may challenge the baselines for a given project by submitting a waiver request in accordance with Ed 321.32 at least 90 days prior to submitting a building aid application.

(p) The limits in this section shall not apply to projects that were funded with appropriation from fiscal years 2024 and 2025. These projects shall be limited to the maximum eligible building size listed in the "intent to fund letter" per Ed 321.17.

~~— Ed 321.09 Calculating Utilization Rate. The utilization rate of a school building shall be calculated by dividing the design capacity by the educational capacity and expressing the figure as a percentage. A 100 percent utilization rate shall not be required. For a proposed new building or addition to an existing building, the educational capacity shall be calculated by dividing the design capacity by the planned utilization rate. For purposes of determining eligibility for school building aid, planned utilization rates shall not be less than 85% for high schools, 90% for middle schools, and 95% for elementary schools. The minimum utilization rate shall not apply when only one general purpose classroom is assigned per grade.~~

Ed 321.10 Minimum Safety Construction Standards for School Building Aid Recipients.

(a) School building aid projects for the construction of a new school shall implement, at a minimum, the following best practices:

(1) The project shall have the following site planning and traffic flow measures in place, including but not limited to:

- a. In consultation with the local police and local fire departments, fencing with site security gates at fire lanes to prevent non-authorized vehicles from driving around the sides or back of the building;*
- b. Exterior signage at all exterior doors to clearly indicate where the front office is located;*
- c. Traffic patterns in the parking lot that are clearly marked and lead visitors to the main entrance;*
- d. Proper staging areas for emergency operations;*
- e. Traffic flow that separates regular vehicles and bus traffic;*
- f. Well lighted parking areas, primary entrance, and pedestrian pathways; and*
- g. If supported by the local emergency personnel, a secure lock box in a safe location away from the building, such as near the driveway entrance that allows the school to store entrance keys, access cards, and critical documents such as blueprints, floor plans, pre-fire plans, evacuation procedures, shut-off valve locations, and disclosures of hazardous materials;*

(2) The project shall have the following building entry control measures in place, including but not limited to the following:

- a. An electronic door locking system that can control access with a proximity reader, or similar, and allows administrators to effectively restrict access remotely;*
- b. A secure and monitored single point of entry;*
- c. Internal and external cameras as part of a surveillance system that school officials have access to onsite and remotely;*
- d. All exterior emergency egress doors equipped with alerting systems that signals if the doors are opened;*
- e. All windows and doors labeled with identifiers such as a number or letter that is clearly visible to first responders to assist them to effectively respond to an emergency;*
- f. If the building will be used as a polling place, a way to secure the offices and classrooms from the voting area;*
- g. A locked security vestibule at the main entrance of the building that allows visitors to enter the vestibule and be identified by the main office before they are approved for entrance into the school;*
- h. At a minimum, a dehumidification system for temperature and comfort control; and*
- i. Consider installing ballistic glass on the first floor exterior windows;*

Unclear/Edit: This does not follow the introductory language. The introductory language says "shall have", but the wording here makes it an option, not a requirement.

(3) The project shall have the following communication and alarm systems installed and in place, including but not limited to the following: Edit: "on how"

- a. A fire alarm system that incorporates a positive alarm sequence to clearly and quickly inform building occupants how to take action;*
- b. A security alarm system that incorporates intrusion detection, access control, video surveillance, and fire alarm testing into one system;*
- c. The necessary transmitters, receivers, and repeaters to ensure radio communications by emergency personnel;*
- d. A public address (PA) system that can be accessed from inside of the main office, classrooms, and common areas, with interior and exterior speakers to be properly heard, and that have the ability to make an all call in the event of an emergency. The PA system shall be interoperable with the first responders' system, if applicable;*
- e. Panic buttons to notify the authorities and put out a message to the rest of the school; and*
- f. Fire doors that are programmed to remain locked upon fire alarm activation and power loss so they allow exiting the building but not entry; and*

(4) The project shall have the following classroom features in place, including but not limited to the following:

- a. Door locking mechanisms on all interior doors to education spaces that students can access such that the door can be locked from both sides and unlocked from inside without a key, tool, or special knowledge; and*
- b. Where possible, an established area in the classroom that is not readily visible when looking into the classroom from the hallway.*

(b) School building aid for additions to existing buildings shall include the items listed in (a)(1)-(4) above for the addition section of the building, where applicable.

(c) School building aid for substantial renovation projects, as defined by Ed 321.05, shall include the items listed in (a)(1)-(4) above for the areas that are being substantially renovated.

(d) A school board may request a waiver under Ed 321.32 for the minimum safety construction standards, provided that the local police and fire departments support the request.

~~— Ed 321.10 Standards for Educational Space.~~

~~— (a) Educational space shall include, but not be limited to, classrooms, laboratories, gymnasiums, and libraries.~~

~~— (b) School facilities shall provide educational space sufficient to meet the requirements identified in the educational specifications in Ed 321 and the New Hampshire minimum standards for public school approval as specified in Ed 306.~~

~~— (c) Approval of the size of classrooms or instructional spaces shall be determined by the acceptable number of square feet per student established in Ed 321.10(g) (k), multiplied by the total projected number of the class or group or the minimum size specified in Ed 321.10 whichever is larger.~~

~~—(d) The requirements of Ed 321.10 shall be waived by the commissioner of the department or the commissioner's designee upon a written request for a waiver from the requesting school district under Ed 321.28.~~

~~—(e) Every educational space, except gymnasiums and music rooms, shall contain a seat and work surface for each student, teacher, and teacher's aide, appropriate for the normal activity conducted in that space.~~

~~—(f) Every general purpose classroom shall:~~

~~(1) Contain an erasable surface of at least 32 square feet and a surface suitable for projection purposes; and~~

~~(2) Be furnished with:~~

~~a. Desks for students and teachers;~~

~~b. Bookshelves; and~~

~~c. Other common furniture and equipment.~~

~~—(g) A kindergarten classroom shall provide at least 1,000 square feet, including storage, or 50 square feet per child, whichever is greater.~~

~~—(h) For the elementary and middle schools, a general purpose classroom shall provide a minimum of 900 square feet, including storage, or 36 square feet per child, whichever is greater.~~

~~—(i) For high schools, a general purpose classroom shall contain a minimum of 800 square feet, including storage, or 32 square feet per student, whichever is greater.~~

~~—(j) Science laboratories and combination lab classrooms shall be sized according to the joint recommendation of the National Association of Science Teachers and the Laboratory Safety Institute at 45 square feet per pupil for separate labs and 60 square feet per pupil for combination lab classrooms or a minimum of 900 square feet for separate labs and 1200 square feet for combination lab classrooms. There shall be a maximum of 24 laboratory work stations, at least one of which shall be suitable for students with disabilities and in compliance with RSA 275-C.~~

~~—(k) Library media centers shall be sized at 4 square feet per student times the design capacity or a minimum of 1800 square feet.~~

~~—(l) When an area in a school building is used as multi-purpose space, standards for educational space shall take precedence over standards for support space. Multi-purpose space includes, but is not limited to, an area used for physical education that becomes the dining area at meal time.~~

~~—(m) Required educational space shall not be reduced or eliminated in order to provide additional support space or space for extracurricular activities.~~

~~—(n) Charter schools shall be exempt from the minimum space sizes in this section.~~

Ed 321.11 Educational Specifications.

(a) Educational specifications shall be established by the school district with input from the community, educators, the facility manager, school board members, and school administration.

(b) Educational specifications shall include the following:

(1) The goals and objectives of the project;

(2) Policies that relate to space needs such as class size limits, grade configurations, and multi-age classrooms;

(3) The number of people to be housed and how that number was determined;

(4) A description of the programs to be housed; ← Edit: "; and"

(5) A description of the general facility needs to meet the goals and objectives of the project, including:

a. The individual spaces needed in the building and the desired characteristics of each space in general terms;

b. The desired adjacencies between spaces;

c. Clear objectives and priorities for design elements such as minimum requirements for acoustics, daylighting, energy efficiency, indoor air quality, thermal and visual comfort, use of environmentally preferable materials, siting considerations, and any other factors which the school considers important;

d. Other facility characteristics such as limits on exterior glass or glass in high-capacity areas, space needs for check-in procedures, and space needs for voting use or other community uses; and

e. The necessary site considerations.

(c) Educational specifications submitted as part of the building aid application shall be approved by the local school board prior to submitting the application.

~~— Ed 321.11 Special Education Space.~~

~~— (a) In addition to the requirements of Ed 321.10, space shall be provided in every school to meet the unique requirements of special education students, and to meet the requirements of Ed 1119.06.~~

~~— (b) Exclusive use space shall be provided for speech therapy, physical therapy, occupational therapy, and private counseling. Physical and occupational therapy may be co-located.~~

~~— (c) The minimum total amount of exclusive use space for special education shall be 600 square feet. An area for private meetings with parents and staff shall be available, although it need not be used exclusively for special education use.~~

~~— (d) Locked, fire proof containers shall be provided for record storage.~~

~~— (e) A private office shall be provided for the special education coordinator if there is a position on the school staff.~~

~~— (f) Charter schools shall be exempt from the minimum space sizes in this section.~~

Ed 321.12 Needs Assessment.

(a) The needs assessment shall assess the current condition of the facility including by not limited to, the following:

(1) Building envelope and interior spaces;

(2) Life safety code;

Edit: "but"

- (3) Building code;*
- (4) Mechanical, electrical, plumbing, and structural systems;*
- (5) Accessibility;*
- (6) Environmental conditions, including but not limited to:*
 - a. Indoor air quality;*
 - b. Lighting;*
 - c. Acoustics; and*
 - d. Sanitation;*
- (7) Building systems and equipment;*
- (8) Safety and security; and*
- (9) Energy use.*

(b) The condition of the facility shall be assessed by a third-party licensed engineer, a licensed architect, or other qualified professional.

(c) In addition to the above, the needs assessment shall assess, including but not limited to, the following:

- (1) The suitability of the facility to meet the educational needs of the school, as identified in the educational specifications;*
- (2) A summary of the space needed; and*
- (3) The gap that exists between the current state and desired state of the school's programmatic needs, and the factors that can be attributed to this gap.*

~~— Ed 321.12 Standards for Support Space.~~

~~— (a) Support space shall include, but shall not be limited to, offices, the nurse suite, kitchens, cafeterias, teacher preparation areas, gym locker rooms, team rooms, weight training rooms, storage areas, parking, and restrooms.~~

~~— (b) The following standards shall apply to offices:~~

~~(1) The school principal, each assistant principal, and each guidance counselor shall be provided a private office;~~

~~(2) The chief building maintenance individual, chief food service individual, and each administrative staff person shall be provided with administrative space exclusive of storage space and waiting areas;~~

~~(3) All offices and administrative areas shall be provided with sufficient furniture appropriate to the work performed at that location; and~~

~~(4) The minimum total amount of administrative office space in a school building shall be 1200 square feet. The minimum size shall be based on an administrative staff of 6 individuals. For schools with more than 6 staff members who require office space, the minimum total amount of administrative office space shall be increased~~

by 120 square feet for each additional person requiring a private office and by 60 square feet for each additional person in an open office arrangement.

—(c) The following standards shall apply in schools that have a school nurse:

(1) The nurse shall be provided with:

a. Exclusive administrative space;

b. A waiting area;

c. Space for examining patients that includes a sink with hot and cold water;

d. Secure dry and refrigerated storage for medications; and

e. A patient isolation area which includes one cot for every 200 pupils in the design capacity;

(2) A separate restroom shall be provided which meets current accessibility requirements; and

(3) The minimum size of the nurse suite shall be 625 square feet for schools with a design capacity greater than 750 pupils. The minimum size of the nurse suite for schools with a design capacity of 750 pupils or less shall be 300 square feet.

—(d) The following standards shall apply to kitchens and cafeterias:

(1) The kitchen and cafeteria shall be sized so as to allow each student a minimum of 10 minutes, not including serving time, to sit at a table and consume his or her meal during a specified lunch period;

(2) The cafeteria shall be sized based upon 12-15 square feet per student for the maximum number of diners in any given lunch period. The throughput of the serving line or lines shall ensure that all students can be served in the allotted time and that no student has to wait for a seat to become vacant before eating; and

(3) The kitchen shall be of sufficient size to allow the proper installation of all necessary equipment with the necessary spacing between appliances to meet the applicable safety requirements as specified by the manufacturer, the state building code under RSA 155-A, and the New Hampshire department of labor.

—(e) Each teacher shall be provided with at least 64 square feet of shared administrative space to be used for lesson preparation and grading student work during periods when that teacher is not conducting classroom instruction. Shared administrative space shall include a desk or other work surface, a seat, and task lighting. This requirement may be fulfilled within educational space if that space is exclusively assigned to one teacher.

—(f) Sufficient lockers, changing areas, and showers shall be provided for the maximum number of students in any scheduled physical education class for grades 7-12.

—(g) One team room may be provided for each athletic team in season.

—(h) One weight training room may be provided for grades 9-12.

—(i) The following standards shall apply to storage space:

(1) Each student and staff member shall be provided with adequate space to store outer garments, books, and other personal items for the duration of the school day. Food service workers, custodians, and other staff who require special clothing shall be provided sufficient storage as required;

(2) Sufficient storage space shall be provided for general office supplies, text books, classroom equipment and similar items as required for administrative purposes;

- ~~(3) Sufficient space shall be provided to properly store athletic equipment, musical instruments, uniforms and other items of school property used by students or activities;~~
- ~~(4) Sufficient storage shall be provided to properly store cleaning supplies, tools, spare parts, unused furniture, equipment not in use, and other like items required for custodial and maintenance activities;~~
- ~~(5) Adequate dry and cold storage shall be provided to meet the requirements of the food service program for food storage and shall be sufficient to allow foodstuffs and paper products to be purchased in bulk; and~~
- ~~(6) Sufficient dumpsters or other type containers shall be provided to adequately handle refuse based upon the refuse collection schedule.~~

~~—(j) The following standards shall apply to parking space:~~

- ~~(1) Outside vehicle parking space shall be provided for at least 100 percent of the staff and 75 percent of the students eligible to drive a vehicle; and~~
- ~~(2) Additional parking areas shall be provided for visitors, parents, and school buses as required;~~
- ~~(3) A waiver of these requirements may be requested by the school district under Ed 321.28. The waiver request shall include detailed information and statistics which shall demonstrate that a lesser amount of parking will meet the needs of the facility in question.~~

~~—(k) Charter schools shall be exempt from the minimum space sizes in this section.~~

Unclear: When shall this be done? prior to project approval?

Edit: "feasibility"

Ed 321.13 Feasibility Study.

(a) A feasibly study shall be created to evaluate alternatives to consider.

(b) The feasibility study shall include at least the four options, including but not limited to, renovation only, renovation with new construction, new construction only, and not constructing at all.

(c) The feasibility study shall include but not be limited to:

Edit "4".

(1) A life-cycle cost estimate for each option that considers the following costs:

- a. Capital;***
- b. Maintenance;***
- c. Transportation;***
- d. Energy;***
- e. Staff salary and benefits; and***
- f. Any other costs associated with the operation and maintenance of the building; and***

(2) The pros and cons for each option based on the educational specifications created in accordance with Ed 321.11 and the needs assessment completed in accordance with Ed 321.12.

(d) The feasibility study shall be completed by a licensed architect, or other qualified professional.

~~—Ed 321.13 Fire Safety Requirements.~~

~~—(a) All construction of school facilities shall meet the requirements of the state fire code under Saf C 6000 as adopted by the commissioner of the department of safety under RSA 153 and as amended pursuant to RSA 153:5, I by the state fire marshal with the board of fire control. The drawings and specifications of public school construction shall be evaluated by the state fire marshal according to the state fire code. Pursuant to RSA 153, the state fire marshal shall judge the drawings and specifications according to other related parts and standards of the Life Safety Code under NFPA Doc. No. 101, and the state building code under RSA 155 A.~~

~~—(b) The certificate of substantial completion shall not be issued to the construction contractor prior to receipt of a letter of approval of the design from the state fire marshal.~~

~~—(c) Variances for the provisions of Ed 321.13 may be granted by the state fire marshal in accordance with the provisions of Saf C 6005 as adopted by the commissioner of the department of safety under RSA 153 and as amended pursuant to RSA 153:5, I by the state fire marshal with the board of fire control.~~

Ed 321.14 School Building Aid Application Submittal.

(a) To be considered for building aid, complete applications shall be filed with the department no later than April 1.

(b) The application submitted shall include the information identified in Ed 321.15.

(c) Hard copies of the application and attachments shall be submitted upon request of the department.

(d) The department shall notify the applicant within 30 days of receipt of an application that either:

(1) The application is complete and approved for project ranking; or

(2) The application is incomplete and is not approved for project ranking.

~~—Ed 321.14 Construction Costs.~~

~~—(a) For a new building or addition to an existing building, construction cost shall include the cost of labor and materials to erect the building and foundation. The cost of site development shall not be included in construction cost.~~

~~—(b) Equipment that is normally fastened to the structure shall be included in construction costs. Components of heating, ventilating, and air conditioning (HVAC) systems, electrical wiring and equipment, plumbing fixtures, components of fire protection systems, and door hardware shall be included in construction costs, as defined in Ed 321.02(b).~~

~~—(c) In renovation projects, construction costs shall include the cost of labor and materials for repairing, replacing, remodeling, or altering the existing structure or building systems.~~

Ed 321.15 School Building Aid Application Information. The following information shall be included when submitting a building aid application:

(a) General project information including:

(1) Project location;

(2) Contact person;

(3) Estimated cost of the project;

(4) Grade span; and

- (5) **Brief description of the project;**
- (b) **Identification of architect and the owner's project manager, if required by RSA 198:15-c;**
 - (c) **Identification of the total number of students, full-time staff, student drivers, and the anticipated number of parking spaces after project completion;**
 - (d) **The educational specifications in accordance with Ed 321.11;**
 - (e) **A needs assessment of the existing building in accordance with Ed 321.12;**
 - (f) **A feasibility study in accordance with Ed 321.13;**
 - (g) **If seeking ranking points for school security per Ed 321.16(b)(2), a copy of a school security assessment not more than 3 years old, completed by the New Hampshire homeland security and emergency management;**
 - (h) **A description of the current deficiencies, a statement of how the proposed project will correct the deficiencies, and a citation of where those deficiencies are called out in the needs assessment;**
 - (i) **A summary of the of the district's commitment to good maintenance including, but not limited to:**
 - (1) **A description of the capital reserves program;**
 - (2) **The history of the district's annual budget for the past 5 years, to support good maintenance; and**
 - (3) **A description of how the district budgets for preventative maintenance and long-term capital improvements;**
 - (j) **The design capacity and the calculations and data used to determine the design capacity in accordance with Ed 321.08;**
 - (k) **Square footage of the building before and after construction;**
 - (l) **Budget and financial information, including but not limited to, the following:**
 - (1) **Estimated project budget and unit costs;**
 - (2) **Anticipated funding sources and anticipated amounts from each source;**
 - (3) **Amount of district debt;**
 - (4) **Total assessed valuation; and**
 - (5) **Percent debt to valuation;**
 - (m) **A statement of assurance, signed by the chair of the school board, which indicates the following:**
 - (1) **The school intends to maintain and service all installed equipment according to the manufacturer's instructions;**
 - (2) **The school shall maintain property insurance to pay for damages resulting from weather and other natural events;**
 - (3) **That ongoing operations and maintenance shall be provided in accordance with Ed 321.29;**

Unclear. "School" has been defined as a building. A building cannot do these tasks or make these assurances. The noun should be the person/entity responsible for the tasks- school district. Or (1)&(2) should be rewritten: "That maintenance and service for all installed equipment shall be according to the manufacturer's instructions at the school;" and "That property insurance on the school to pay for damages resulting from weather or natural events shall be maintained;".

Unclear: Is this citation correct. This statute is Electricity Utility Restructuring.

Unclear: not seeing where in RSA 198:15-c submitting an energy efficiency reimbursement application is required. The statute does have requirements for energy efficiency in II(b)(8) about high performance design that provides environments that are energy and resource efficient, but does not talk about reimbursement.

- (4)** *That plans shall be submitted to the state fire marshal's office for a plan review prior to construction; and*
- (5)** *That energy efficiency reimbursement applications shall be submitted to the regulated utility under RSA 374-F, as required by RSA 198:15-c;*
- (n)** *School board meeting minutes approving the project, which clearly identify the following:*
- (1)** *The project as described in the building aid application;*
 - (2)** *The total project costs listed in the building aid application; and*
 - (3)** *A statement that the project shall be put forth for voter consideration subject to receiving building aid;*
- (o)** *A plan view of the existing building(s) with the total square footage and the year of construction labeled for the original building and any additions;*
- (p)** *Site plan which indicates the boundaries of school-owned property to be developed, the location of proposed construction, location of wetlands and bodies of water, and location of existing structures;*
- (q)** *Preliminary design plans that have the following:*
- (1)** *Labels for the proposed use of each space;*
 - (2)** *Labels for the square footage of each space, excluding spaces less than 100 square feet;*
 - (3)** *The total square footage of each level; and*
 - (4)** *The overall exterior building dimensions;*
- (r)** *A plan with each space color coded by the primary use as follows:*
- (1)** *General studies shaded green;*
 - (2)** *Specialized educational spaces such as world language, art, and music, shaded blue;*
 - (3)** *Special education areas such as speech and language pathology, occupational therapy and physical therapy rooms, and case manager rooms, shaded purple;*
 - (4)** *Core spaces such as library and media center, kitchen, cafeteria, and gymnasium spaces shaded yellow;*
 - (5)** *Administrative areas such as reception areas, vestibule areas, copy and storage rooms, nurse's office, guidance offices, social worker offices, staff rooms, conference rooms, shaded orange; and*
 - (6)** *Building services and miscellaneous areas such as bathrooms, server rooms, custodial closets, mechanical rooms, corridors, stairs shaded gray;*
- (s)** *A summary table of the total square footage for each of the color-coded categories listed in (q) above;*
- (t)** *If the project includes a new site location, site information including but not limited to:*
- (1)** *The total usable area;*
 - (2)** *Descriptions of the restrictions the site might have;*

Edit: comma

Edit: either insert "rooms" after pathology, or delete "rooms" after therapy

Edit: insert "and"

Edit: comma

Edit: "(r)"

(3) The status of any necessary testing and permitting; and

(4) The proposed grading plan; and

(u) A digital copy of the application.

~~— Ed 321.15 Total Cost of School Building Construction.~~

~~— (a) For purposes of calculating school building aid, total eligible costs include:~~

~~(1) The costs for acquisition of land and site development;~~

~~(2) Construction costs;~~

~~(3) Planning and design costs, including:~~

~~a. Architectural fees;~~

~~b. Engineering fees; and~~

~~c. Project manager fees if required by RSA 198:15-e IV;~~

~~(4) Purchase of furniture, fixtures, and equipment necessary for the completion of a building, including commissioning fees, computers and software necessary to operate the security, HVAC, or other building system components, fire retardant window treatments, seating, lockers, clock systems, sound systems, and other equipment that is integral to the building and educational services; and~~

~~(5) Purchase or lease-purchase of mechanical, structural, or electrical equipment, including the cost of installation of such equipment, which is designed to improve energy efficiency or indoor air quality in buildings.~~

~~— (b) Costs related to financing such as bonding charges and interest shall not be included in the total cost of school building construction and shall not be eligible for inclusion in the calculation of school building aid.~~

~~— (c) Costs for construction work that is not located on school property shall not be eligible for inclusion in the calculation of school building aid. This shall include, but not be limited to, costs for construction of municipally owned sidewalks, costs for improvements to municipally owned roadways, costs for installation of traffic control devices, and costs to construct or improve utility plant to bring service to the school.~~

Ed 321.16 Steps in the Procedure for Approval of School Building Aid.

(a) The department shall conduct a site visit to the location of each application, subject to the availability of time and funds for making such visits, and award a score using the criteria in (b) below.

(b) Projects shall be scored according to the following criteria:

(1) Correcting unsafe conditions that are identified in the needs assessment submitted as part of the application per Ed 321.15(e), 200 points possible;

(2) Correcting building or site deficiencies that involve construction or substantial site modifications and that are identified in the school security assessment submitted as part of the application per Ed 321.15(g), 100 points possible;

(3) Updating obsolete, inefficient, and unsuitable mechanical, electrical, plumbing, or structural building systems, including correcting deficiencies with ADA, identified in the needs assessment submitted as part of the application per Ed 321.15(e), 100 points possible;

Unclear: There are no criteria for the determination of points. At a minimum, need a broad criterion to indicate, generally, how they determine the number of points. Under the wording in the rule a lack of uniform application of the rule could lead to oral rulemaking. The rule doesn't say how the dept will decide to give all of the 200 points or just some of them. How will the dept determine that one entity gets 200 and another 150? In other rules with scoring, the scoring seems to be flat- not "possible".

(4) *Updating obsolete, inefficient, and unsuitable educational spaces, identified in the educational specifications and needs assessment submitted as part of the application per Ed 321.15(d) and (e), 100 points possible;*

(5) *Correcting overcrowding conditions and associated influences to instructional areas and programming, as identified in the needs assessment submitted as part of the application per Ed 321.15(e), 75 points possible;*

(6) *Addressing enrollment projections and population shifts, as identified in the needs assessment submitted as part of the application per Ed 321.15(e), 50 points possible;*

(7) *Contributing to operational cost efficiencies which reduce the school budget such as consolidating buildings, reducing transportation costs, and updating to modern mechanical equipment, as identified in the feasibility study submitted as part of the application per Ed 321.15(f), 75 points possible;*

(8) *Total student enrollment eligible for free or reduced cost meals, averaged over the previous 5 years, expressed as a percentage multiplied by 80, 80 points possible;*

Edit: comma

Edit: "resource"

(9) *Building aid rate expressed as a whole number multiplied by 2; 120 points possible; and*

(10) *Designing a high-performance facility that provides an environment that is energy and resource efficient, 100 points possible.*

(c) *Projects shall be ranked in descending order with the project receiving the highest score ranked first, with the following exceptions:*

(1) *An emergency project, defined by RSA 198:15(e), 1(c), shall rank ahead of all the others;*

(2) *Except as allowed by (1) above, an application that was on the prioritized list in the previous year and has provided the required items in Ed 321.17(k) shall be ranked ahead of any application that was not on the list in the previous year;*

(3) *If 2 or more applications receive the same number of points, the tie scores shall be ranked according to the number of points scored in (b)(1) above, the unsafe conditions category;*

(4) *If a tie score remains after ranking for unsafe conditions, the remaining tie scores shall be ranked according to the sum of the points scored in (b)(8) above, the free and reduced lunch category and (b)(9) above, building aid rate category; and*

(5) *If a tie score remains after ranking for in (4) above, the school building authority shall determine the ranking of those applications.*

(d) *Conditions that result from insufficient maintenance or neglect as described in Ed 321.30(g) shall not be considered for points.*

(e) *By August 1, the department shall submit a prioritized list of applications to the school building authority, along with the scoring results of each criterion in (b) above, and the maximum award amount calculated in accordance with Ed 321.18.*

(f) *The school building authority shall verify the ranking submitted by the department.*

(g) *By October 15, the school building authority shall submit a list in descending rank order to the state board.*

Edit/Unclear: check citation. RSA 198:15 is repealed. And based on a quick search, there is no definition for "emergency project" anywhere in Chapter 198.

Edit: check citation. (g) is for claims not covered by legal proceedings. Was (f)(2) intended?

(h) If the school building authority determines that the department failed to comply with the requirements of Ed 321 or RSA 198:15-c in developing the prioritized list, the list shall be returned to the department for appropriate corrective actions.

(i) By November 15, the state board shall approve and publish the descending rank ordered list.

(j) Projects listed on the descending rank order list approved by the state board on November 10, 2022, shall be placed on the prioritized list in 2025 in the same rank order ahead of any new applications received, provided that the applicant submits the items in Ed 321.17 (k) and Ed 321.33 by May 1, 2025.

(k) Schools shall have 14 calendar days following the publication of the prioritized list of applications to file a motion for reconsideration of the prioritized list to the state board.

(l) The state board shall consider any motions for reconsideration of the prioritized list at the next regularly scheduled meeting of the state board.

~~— Ed 321.16 Construction Standards.~~

~~—(a) All school construction shall comply with the requirements of the state building code under RSA 155-A. School design drawings and specifications shall bear the stamp and signature of individuals licensed to perform architecture or engineering in the appropriate disciplines in the state of New Hampshire. The stamp and signature of the design professionals shall be understood to certify that the project has been designed in compliance with all applicable building codes and standards.~~

~~—(b) Verification that construction has been performed according to state and local building codes and approval of variances shall be the responsibility of the local code enforcement official in the municipality in which the construction takes place, or the state fire marshal in accordance with RSA 155-A:7.~~

Ed 321.17 Intent to Fund (ITF) Letter and Grant Award Notification (GAN).

(a) The department shall issue an ITF letter for the top-ranked projects until all building aid funds available are allocated, or until no projects remain on the list.

(b) The ITF letter shall include the following:

- (1) Name and address of the school;*
- (2) Project title;*
- (3) Maximum grant amount calculated pursuant to Ed 312.18;*
- (4) Documentation of building aid rate pursuant to RSA 198:15-b;*
- (5) Approved design capacity in accordance with Ed 321.08;*
- (6) Maximum eligible land size in accordance with Ed 321.07;*
- (7) Maximum eligible building size in accordance with Ed 321.09;*
- (8) Maximum allowable construction cost standard in accordance with Ed 321.21;*
- (9) Documentation of any waiver decisions requested as part of the application in accordance with Ed 321.32; and*
- (10) Any other information the department deems necessary to ensure a successful project.*

Unclear. School has been defined as a building. A building cannot reapply or seek approval. "school district".

(c) *The superintendent shall have 14 calendar days to sign and submit the ITF letter to the department before the funds are offered to the next highest-ranked project.*

(d) *Except as allowed in (g) below, project applicants that did not sign and submit the ITF letter within 14 calendar days shall not return to the prioritized list, but the school may reapply.*

(e) *By submitting the signed ITF letter, the school shall have 30 months to obtain approval from the school district's legislative body.*

(f) *For applicants that signed and submitted the ITF letter, the superintendent or designee shall submit to the department quarterly updates on the project status until construction begins.*

(g) *Project applicants that were offered a reduced award due to the lack of state building aid funds and did not sign and submit the ITF letter within 14 calendar days, shall return to the prioritized list.*

(h) *The department shall issue a GAN to a school upon submittal of:*

- (1) *A copy of the signed ITF letter submitted in accordance with (c) above;*
- (2) *Proof of voter approval from the legislative body of the public school district approving the construction project and appropriating the local share of funds necessary to complete the project;*
- (3) *Updated construction plans and specifications as prepared by a licensed architect and engineers as required for the project scope;*
- (4) *Final project budget for review and approval;*
- (5) *A copy of a signed construction contract between the school district and a contractor authorized to conduct construction business in New Hampshire by the secretary of state; and*
- (6) *Proof of federal, state, and local permits necessary to start construction.*

(i) *The GAN shall include required items for initial and final payment in accordance with Ed 321.24 and Ed 321.25.*

(j) *The GAN shall include the maximum eligible costs calculated in accordance with Ed 321.21 and may be adjusted each year.*

(k) *Projects that did not receive an ITF letter but were on the prioritized list the previous year, and projects that declined a reduced award described in (g) above, shall remain on the prioritized list in the same ranked order of applications provided the following is submitted by May 1 each year:*

- (1) *An attestation that construction has not started;*
- (2) *Updated estimated project costs and documents, if applicable;*
- (3) *Meeting minutes from the school board or board of trustees approving the following:*

Edit. "board's"

- a. *The boards desire to have the project remain on the prioritized list;*
- b. *The estimated project cost listed on the application or as revised in (2) above; and*
- c. *A statement that if the project is selected for building aid, the project shall be put forth for voter consideration subject to receiving building aid; and*

Unclear/Edit. Need to insert who may reapply. "but the school district may reapply." For (n) below, school has been defined as a building and a building cannot reapply.

(4) *If applicable, an updated project scope, revised plans, and a description of why these changes do not impact the ranking.*

(l) *Projects that fail to have the items requested in (k) above updated, shall not return to the prioritized list but may reapply.*

(m) *Changes to the proposed project that impact the ranking shall not return to the prioritized list but may reapply.*

(n) *Projects that have a signed ITF letter but were unable to obtain approval from the school district's legislative body within 30 months of the date of issuance shall forfeit the award and not return to the prioritized list, but the school may reapply.*

(o) *Willful failure to follow any requirement of these rules shall be grounds for withdrawal of the GAN to the school district and includes repayment of funds previously disbursed to the school district, if so ordered by the state board.*

Edit. "and shall include"

— Ed 321.17 Heating, Ventilating, and Air Conditioning (HVAC) Requirements.

— (a) Schools shall be designed, constructed, and maintained to provide:

(1) ~~Code compliant outside air ventilation and exhaust systems to aid in the maintenance of indoor air quality; and~~

(2) ~~Code compliant heating temperatures throughout occupied building areas.~~

— (b) ~~In cases where air conditioning is provided, schools shall be designed, constructed, and maintained to provide code compliant cooling temperatures throughout all air conditioned spaces.~~

— (c) The design and installation of all HVAC systems shall comply with:

(1) ~~The state building code under RSA 155-A;~~

(2) ~~The code for energy conservation in new building construction under RSA 155-D; and~~

(3) ~~The state fire code under Saf C 6000 as adopted by the commissioner of the department of safety under RSA 153 and as amended pursuant to RSA 153:5, I by the state fire marshal with the board of fire control.~~

— (d) ~~A school district may use energy recovery ventilation equipment in its school buildings for transfer of sensible and latent or sensible or latent energy from exhaust air to outside air. For the purposes of this paragraph, the transfer of sensible and latent or sensible or latent energy from exhaust air to outside air means the practice of extracting heat from exhaust air to limit the amount of new energy that is used to heat additional air from outside.~~

— (e) ~~Project construction documents shall require the HVAC contractor to provide the school maintenance personnel with record drawings, appropriate training, operating and maintenance manuals, and any other relevant information concerning the HVAC systems and components thereof.~~

— (f) ~~Project construction documents shall require a formal commissioning process for HVAC systems start up and initial operation. At a minimum, the construction documents shall identify the requirement for the development of a written commissioning plan specific to the project. The commissioning plan shall identify a process of ensuring that prior to completion of a construction project, new and/or modified HVAC systems perform in accordance with the design intent and the construction documents. The commissioning process shall include, but shall not be limited to, verification and functional performance testing on all HVAC equipment and controls, in all operating modes.~~

~~—(g) Verification that construction has been performed according to state and local building codes and approval of variances shall be the responsibility of the local code enforcement official in the municipality in which the construction takes place, or the state fire marshal in accordance with RSA 155-A:7.~~

Ed 321.18 Maximum Building Aid Award Amount.

(a) The maximum building aid award amount shall be the maximum amount of building aid the school is eligible for based on the application submitted to the department.

(b) The maximum building aid award amount shall be the estimated project costs multiplied by the building aid rate or the balance of the building aid appropriation that fiscal year, whichever is lower.

(c) The estimated project cost is the sum of the following:

(1) Eligible site costs per Ed 321.19;

(2) Eligible construction costs per Ed 321.20;

(3) Eligible administrative costs and contingency per Ed 321.22; and

(4) Eligible fees and services costs per Ed 321.23.

(d) Project costs not included in the maximum building aid amount and not eligible for building aid, include the following:

(1) Site acquisition and site development costs that exceed Ed 321.07 maximum standards for school building aid for land acquisition;

(2) Project costs for buildings that exceed Ed 321.09 maximum sizes for school buildings;

(3) Construction costs that exceed Ed 321.21 maximum allowable construction costs; and

(4) Costs for ineligible items known at the time of the application, including but not limited to items in Ed 321.30.

(e) If available building aid funds in a given fiscal year are insufficient to meet the maximum building aid award, the maximum building aid award shall be reduced to the balance of funding available in that fiscal year.

(f) The actual amount of building aid granted shall be determined upon completion of construction and by a review of the eligible project costs submitted to the department in accordance with Ed 321.25.

~~—Ed 321.18 Plumbing Requirements.~~

~~—(a) Schools shall be designed, constructed, and maintained to provide code compliant plumbing systems, including potable water, sanitary sewer and vent, storm drain, and other specialty plumbing systems.~~

~~—(b) The design and installation of all plumbing systems shall comply with:~~

~~(1) The state building code under RSA 155-A;~~

~~(2) The code for energy conservation in new building construction under RSA 155-D;~~

~~(3) The state fire code under Saf C 6000 as adopted by the commissioner of the department of safety under RSA 153 and as amended pursuant to RSA 153:5, I by the state fire marshal with the board of fire control; and~~

~~(4) The state code for barrier-free design, Abdf 300.~~

~~—(c) At a minimum, the following plumbing fixture ratios shall be provided for in each school building unless a higher number is required by the state building code under RSA 155-A:~~

~~(1) The ratio of water closets to the number of students shall be one water closet per 30 students or fraction thereof;~~

~~(2) For boys and girls in all grade levels, the ratio of lavatories to the number of students shall be 1-40. Wash fountain sinks may be substituted for lavatories as permitted by the state building code under RSA 155-A;~~

~~(3) If the state plumbing code requires a larger number of fixtures, the number required by the code shall be provided, unless a written waiver is received from an appropriate authority empowered to grant such waivers; and~~

~~(4) Whenever a school building is designed to allow restricted access to parts of the building such as the gymnasium or the auditorium, a sufficient number of restrooms and water closets or urinals shall be included within the restricted area to accommodate the maximum occupancy of the restricted area in accordance with the state building code under RSA 155-A.~~

~~—(d) For the purposes of Ed 321.18(c)(1):~~

~~(1) Fifty percent of the enrollment will be assumed to be girls and 50 percent boys unless there is strong information to indicate that a different ratio is appropriate; and~~

~~(2) Urinals may be used in lieu of water closets as permitted by the state building code under RSA 155-A.~~

~~—(e) Sinks and wash fountain sinks shall be provided in laboratories and other instructional spaces as required. Corrosion resistant fixtures, special waste systems, and waste interceptors shall be provided as required by the project program demands and the state building code under RSA 155-A.~~

~~—(f) A minimum of one custodial sink shall be provided in each school building.~~

~~—(g) A minimum of one school nurse sink compliant with the accessibility requirements under Abdf 300 shall be provided in each school building where a school nurse is assigned.~~

~~—(h) Where integral to hand washing sinks, receptors for drinking fountains shall be directed to a receptor basin separate from the hand washing sink. One drinking fountain or water cooler shall be provided for every 40 students or fraction thereof, unless a larger number is required by the state building code under RSA 155-A, in which case the code requirement shall be met.~~

~~—(i) Emergency shower and eye wash stations shall be provided in all science labs, automotive shops, and other places where hazardous liquids or open flames are frequently used and shall comply with the American National Standards Institute Z-358.1 Eyewash standards 2014 as referenced in Appendix II.~~

~~—(j) Project construction documents shall require the plumbing contractor to provide the school maintenance personnel with record drawings, appropriate training, operating and maintenance manuals, and any other relevant information concerning the plumbing systems and components thereof.~~

~~—(k) Project construction documents shall require a formal commissioning process for plumbing systems start up and initial operation. At a minimum, the construction documents shall identify the requirement for the development of a written commissioning plan specific to the project. The commissioning plan shall identify a process of ensuring that new and modified or new or modified plumbing systems perform in accordance with~~

~~the design intent and the construction documents. The process shall include, but shall not be limited to, verification and functional performance testing on all plumbing equipment and controls, in all operating modes.~~

~~(1) Verification that construction has been performed according to state and local building codes and approval of variances shall be the responsibility of the local code enforcement official in the municipality in which the construction takes place, or the state fire marshal in accordance with RSA 155-A:7.~~

Ed 321.19 Site Costs Eligibility.

Edit. Rule language is needed. "shall be eligible"

(a) The following site costs are eligible for building aid:

(1) Land acquisition costs, including land purchased in years prior, provided it was purchased for the purposes of constructing a school;

(2) Legal or administrative costs associated with the acquisition; and

(3) Site development costs, including:

a. The work required to prepare the land for construction;

b. Work required to bring and connect utility services from the property boundary to the building; and

Edit. "and shall not be included".

c. Work for onsite utility infrastructure such as power, fuel connections and storage, onsite septic, sewer, data and cabling, and site lighting.

Unclear. School has been defined as a building. A building cannot own a building. What is meant is the organization that owns the building.

(b) Site acquisition costs for land that exceed the maximum site standards in Ed 321.07 are not eligible for building aid and not included in the maximum building aid award.

(c) Only work on the site owned by the school shall be eligible for building aid. Work to bring utilities to the site from locations that are not immediately adjacent to the school property is not eligible for building aid.

Edit/Unclear. "shall not be"

(d) For the purposes of calculating the maximum building aid award, site acquisition costs shall be limited to market value.

(e) For the purposes of calculating the maximum building aid award, eligible site development costs shall not exceed 15 percent of the total eligible project costs less site costs.

~~***Ed 321.19 Electrical Requirements.***~~

~~(a) Schools shall be designed, constructed, and maintained to provide code compliant electrical systems that include:~~

~~(1) Power distribution;~~

~~(2) Lighting;~~

~~(3) Fire alarms;~~

~~(4) Telecommunications systems that include but are not limited to the following specialty electrical systems:~~

~~a. Data;~~

~~b. Phone and intercom;~~

~~e. Community access television (CATV); and~~

~~d. Closed-circuit television; and~~

~~(5) Security.~~

~~—(b) The design and installation of all electrical systems shall comply with:~~

~~(1) The state building code under RSA 155-A;~~

~~(2) The code for energy conservation in new building construction under RSA 155-D; and~~

~~(3) The state fire code under Saf C 6000 as adopted by the commissioner of the department of safety under RSA 153 and as amended pursuant to RSA 153:5, I by the state fire marshal with the board of fire control.~~

~~—(c) In addition to being in compliance with the state code for energy conservation in new building construction under RSA 155-D, the design and installation of all lighting systems shall comply with the Illuminating Engineering Society of North America (IESNA) *Lighting Handbook* 10th edition—2011 as referenced in Appendix II. Multiple use school spaces such as cafeterias and auditoriums shall have illumination for the highest level required by any planned use.~~

~~—(d) In addition to complying with the state building code under RSA 155-A, the design and installation of all telecommunication systems shall also comply with the Building Industries Consulting Services International (BICSI) standards, the American National Standards Institute (ANSI), and the National Electrical Contractors Association (NECA) standards as follows:~~

~~(1) The BICSI *Telecommunications Distribution Methods Manual* 13th edition 2014 as referenced in Appendix II;~~

~~(2) The BICSI *Outside Plant Design Reference Manual* 6th edition 2018 as referenced in Appendix II;~~

~~(3) ANSI/BICSI 001-2017, *Information and Communication Technology Systems Design and Implementation Best Practices for Educational Institutions and Facilities* as referenced in Appendix II;~~

~~(4) ANSI/NECA/BICSI N1-2019, *Installation Practices for Telecommunications and ICT Cabling and Related Cabling Infrastructure*, June 2019 edition, as referenced in Appendix II;~~

~~(5) BICSI *Information Technology Systems Installation Methods Manual*, 7th edition—2017 as referenced in Appendix II; and~~

~~(6) NECA/BICSI 607-2011, *Standard for Telecommunications Bonding and Grounding Planning and Installation Methods for Commercial Buildings* as referenced in Appendix II.~~

~~—(e) Project construction documents shall require the electrical contractor to provide the school maintenance personnel with record drawings, appropriate training, operating and maintenance manuals, and any other relevant information concerning the electrical systems and components thereof.~~

~~—(f) Project construction documents shall require a formal commissioning process for electrical systems start-up and initial operation. At a minimum, the construction documents shall identify the requirement for the development of a written commissioning plan specific to the project. The commissioning plan shall identify a process of ensuring that new and modified or new or modified electrical systems perform in accordance with the design intent and the construction documents. The process shall include, but shall not be limited to, verification and performance testing on all electrical equipment and controls, in all operating modes.~~

~~—(g) Verification that construction has been performed according to state and local building codes and approval of variances shall be the responsibility of the local code enforcement official in the municipality in which the construction takes place, or the state fire marshal in accordance with RSA 155-A:7.~~

Ed 321.20 Construction Costs.

(a) The following construction costs shall be eligible for building aid:

Edit. "foundation, except for the cost of site development beyond..."

(1) For a new building or addition to an existing building, costs of labor and materials to erect the building and foundation. This does not include the cost of site development beyond 4 feet from the foundation;

(2) In renovation projects, costs of labor and materials for repairing, replacing, remodeling, or altering the existing structure or building systems;

(3) Equipment that is normally fastened to the structure; and

(4) Purchase or lease-purchases of mechanical, structural, or electrical equipment.

(b) Construction costs that exceed the maximum allowable construction costs, calculated in accordance with Ed 321.21, shall not be eligible for building aid.

~~—Ed 321.20 Acoustics.~~

~~—(a) Educational spaces shall be constructed so as to meet or exceed the requirements of the ANSI S12.60 American National Standard Acoustical Performance Criteria, Design Requirements for Schools part 1, 2010 edition and part 2, 2009 edition, as referenced in Appendix~~

Informational note. RSA 198:15-b, III(a) says that the agency shall issue annually the maximum eligible cost standards, and requires them to be published annually. It also requires the adoption of rules relative to the maximum eligible size standards.

~~—(b) The school district may request a waiver under Ed 321.28 for meeting in Ed 321.21(a) for educational spaces.~~

~~—(c) Compliance with the acoustics standard shall be certified in writing by the lead architect or engineer.~~

Ed 321.21 Maximum Allowable Construction Cost.

(a) School building aid grants shall be subject to the maximum allowable construction cost under RSA 198:15-b, III (a).

(b) The department shall use construction cost and inflation indices developed by the R.S. Means Company of Kingston, Massachusetts, as the basis for setting the annual maximum allowable construction cost and publish the maximum allowable construction cost no later than November 30 of each year.

(c) Subject to (d) below, for the purposes of calculating the maximum building aid award in Ed 321.18, eligible construction costs shall be forecasted out to the expiration date of the GAN using the 5-year average of the inflation indices reported by the R.S. Means Company of Kingston, Massachusetts.

(d) If the department has sufficient localized and school type specific construction cost data, this data may be used in place of R.S. Means Company of Kingston data.

(e) The actual amount of building aid granted for construction shall be based upon the actual construction cost or the eligible construction costs forecasted in the GAN, whichever is lower.

(f) For areas of renovation, the maximum building aid award shall be calculated as the maximum allowable construction cost as calculated in this section, multiplied by the renovation factor listed in table 321-4 below.

Edit: "321-5"

Unclear. The rule needs to provide more information on when the agency shall use this localized data rather than the data by RS Means. What does "sufficient" mean in this context? Receipts from the school district/ applicant? What data would be considered "insufficient"? Can examples be provided?

Table 321-5 Renovations Factor for Calculating the Maximum Allowable Building Aid Costs

<i>Age of Renovated Area (years)</i>	<i>Renovation Factor for Maximum Allowable Construction Costs</i>
<i>41 & older</i>	<i>100%</i>
<i>36-40</i>	<i>94%</i>
<i>31-35</i>	<i>83%</i>
<i>26-30</i>	<i>70%</i>
<i>21-25</i>	<i>50%</i>
<i>0-20</i>	<i>0%</i>

~~— Ed 321.21 Steps in the Procedure for Approval of School Building Aid.~~

~~— (a) Approval for a school site by the department shall not be given until the requirements in Ed 321.21(b)-(u) are completed.~~

~~— (b) A letter of intent shall consist of:~~

~~(1) Project information on the name, location, contact person, description, anticipated district approval date, estimated total cost, and anticipated commencement and completion dates for the project;~~

~~(2) Description of the deficiencies in the existing building; and~~

~~(3) A statement to be signed by the superintendent of schools of the district making application which indicates that the school board has reviewed the requirements of RSA 198:15-a, 15-b, and 15-c and Ed 321, and that a copy of Ed 321 has been provided to the lead architect or engineer responsible for design of the project.~~

~~— (c) The letter of intent shall be received no later than 18 months prior to the beginning of the biennium in which school building aid grants are to be dispersed. If requested, the commissioner shall waive the letter of intent or its submittal deadline pursuant to the waiver provisions under Ed 321.28.~~

~~— (d) An application for school building aid shall consist of:~~

~~(1) School building aid application for each building where eligible construction work is to be accomplished, which shall include the following information from the school district:~~

~~a. Project information including the location, contact person, estimated cost of the project, school approval level, project type, and project delivery method;~~

~~b. Identification of architect and project manager, if required by RSA 198:15-c;~~

~~c. Identification of the total number of students, staff, and student drivers, the design capacity, educational capacity, and utilization rate;~~

~~d. A brief description of the project;~~

~~e. Description of the project alternatives considered and rationale for selecting the alternative chosen;~~

~~f. Description of the current and proposed energy use of the facility;~~

~~g. A list of the deficiencies and, if applicable, a statement of how the proposed project will correct the deficiencies;~~

- ~~h. A description of the maintenance requirements identified in RSA 198:15-b, I a;~~
 - ~~i. Square footage of the building before and after construction;~~
 - ~~j. Anticipated project costs and unit costs;~~
 - ~~k. Anticipated funding sources and anticipated amounts from each source; and~~
 - ~~l. Amount of district debt, total assessed valuation, and percent debt to valuation;~~
- ~~(2) The school building application shall include the following attachments:~~
- ~~a. A completed and signed “Condition Evaluation Form” dated February 5, 2020;~~
 - ~~b. A statement of assurance, signed by the chair of the school board, which indicates that the district intends to maintain and service all installed equipment according to the manufacturer’s instructions;~~
 - ~~c. A copy of the school or district’s 20-year maintenance plan in accordance with RSA 198:15 I a. (1);~~
 - ~~d. Minutes of the meeting to put forth the project for voter consideration and funding;~~
 - ~~e. Most recent fire and health inspection reports;~~
 - ~~f. Copy of completed request for project review from the department of cultural resource, division of historical resources;~~
 - ~~g. Acknowledgement that plans shall be submitted to the state fire marshal’s office for a plan review prior to construction;~~
 - ~~h. Acknowledgement that the applicant shall submit for energy efficiency reimbursement from their regulated utility under RSA 374 F, as required by RSA 198:15-e;~~
 - ~~i. Copy of engineering reports, space utilization studies, or other appropriate documents that confirm the need to remediate the existing conditions;~~
 - ~~j. Life cycle cost analysis, in accordance with RSA 198:15-b I.(b)(2);~~
 - ~~k. Documentation on the selected design capacity;~~
 - ~~l. Educational capacity calculations;~~
 - ~~m. An aerial view of the existing building(s) with the total square footage and the year of construction labeled for the original building and any additions;~~
 - ~~n. Site plan which indicates the boundaries of school owned property to be developed, location of proposed construction, location of wetlands and bodies of water, and location of existing structures;~~
 - ~~o. Preliminary architectural drawings including outside elevations, and dimensioned floor plans that are labeled as to the use of each space;~~
 - ~~p. Outline of technical specifications;~~
 - ~~q. The completion of the data collection survey or the general description of major building systems, including but not limited to heating, ventilation, electrical, plumbing, and fire protection;~~

~~r. If the project includes the purchase of land, attach site information such as the total buildable area, descriptions of the restrictions the site might have, the status of any necessary testing and permitting, and the proposed grading plan; and~~

~~s. A digital copy of the application and attachments.~~

~~— (e) To be considered for building aid in the following biennium, complete applications shall be filed with the department no later than July 1 of the year prior to the biennium in which school building aid grants are to be dispersed in accordance with RSA 198:15-e.~~

~~— (f) The department shall notify the applicant within 30 days of receipt of an application that either:~~

~~(1) The application is complete and approved for project ranking; or~~

~~(2) The application is incomplete and is not approved for project ranking.~~

~~— (g) The department shall award a score to each application using the “Condition Evaluation Form” dated February 5, 2020. The department shall conduct a site visit to the location of each application subject to the availability of time and funds for making such visits. The department shall present the applications including the completed condition evaluation to the school building authority.~~

~~— (h) Projects shall be scored according to the following criteria:~~

~~(1) Correcting unsafe conditions, 250 points possible;~~

~~(2) Updating obsolete, inefficient, and unsuitable facilities, including correcting deficiencies with the Americans with Disabilities Act, 100 points possible;~~

~~(3) Correcting overcrowding conditions and addressing increased enrollment projections, 50 points possible;~~

~~(4) Having an active maintenance program that tracks scheduled and unscheduled repairs, upkeep, minor alterations, enhancements to buildings, and preventive maintenance necessary to achieve the design life expectancy of building systems and components, 125 points possible;~~

~~(5) Percent of student enrollment eligible for free or reduced cost meals, 200 points possible;~~

~~(6) Adding and integrating school security systems, 100 points possible;~~

~~(7) Contributing to operational cost efficiencies, consolidation, or reduced property taxes, 50 points possible;~~

~~(8) Designing a high performance facility that provides an environment that is energy and resource efficient, 100 points possible; and~~

~~(9) Preserving historical elements of the facility, as requested by the New Hampshire department of natural and cultural resources, division of historical resources, 25 points possible.~~

~~— (i) Projects shall be ranked in descending order with the project receiving the highest score ranked first with the following exceptions:~~

~~(1) No application which receives at least half of the possible points for unsafe conditions in (h)(1) above shall be ranked below any application that receives fewer than half of the possible points for unsafe conditions;~~

~~(2) Except as allowed by (i)(1) above an application that was on the prioritized list in the previous biennium and approved by the district’s legislative body, but did not receive a grant due to insufficient funds in the previous biennium, shall be ranked ahead of any application that was not on the list in the previous biennium; and~~

~~(3) In the event that 2 or more applications receive the same number of points, they shall be ranked according to the number of points scored in the unsafe conditions category. If a tie score remains after ranking for unsafe conditions, the school building authority shall determine the ranking of those applications.~~

~~—(j) Points for unsafe conditions shall be awarded only for conditions caused by normal wear and tear, code changes since construction of the building, or a natural event. Conditions that result from insufficient maintenance or neglect as described in Ed 321.25(g) or Ed 321.25(h) shall not be considered for points.~~

~~—(k) In accordance with RSA 198:15-c II(a), by December 1 of each year prior to the biennium in which school building aid grants are to be dispersed, the school building authority shall verify the ranking submitted by the commissioner and submit a list in descending rank order to the state board of education for approval. If the submitted list differs from the preliminary ranking from the department of education, the school building authority shall justify the new ranking list using the same criteria identified in (h) and (i) above.~~

~~—(l) The prioritized list of applications shall be approved by majority vote of the school building authority.~~

~~—(m) In accordance with RSA 198:15-c, II.(a), the state board shall approve and publish the descending rank ordered list of applications by January 15 of the year prior to the biennium in which school building aid grants are to be dispersed. If the state board determines that the school building authority or the department failed to comply with the requirements of Ed 321 or RSA 198:15-c in developing the prioritized list, the list shall be returned for appropriate corrective actions.~~

~~—(n) School districts and charter schools shall have 15 business days following the publication of the prioritized list of applications to appeal the prioritization of their applications. Appeals shall be submitted in writing to the state board and signed by the chair of the local school board or chair of the board of directors of a charter school.~~

~~—(o) Final drawings and technical specifications shall be provided to the department for review and approval as soon as they become available.~~

~~—(p) The department shall approve final drawings and technical specifications upon receiving the following information:~~

~~(1) Drawings and technical specifications signed and stamped by individuals licensed in the appropriate disciplines to practice architecture or engineering in the state of New Hampshire;~~

~~(2) A signed letter of certification provided by the designers indicating that the design meets the state building code under RSA 155-A, the code for energy conservation in new building construction under RSA 155-D, the New Hampshire code for barrier free design under Abfd 300, the requirements of Ed 321, and that no asbestos containing materials have been specified; and~~

~~(3) Certification that reference any properly approved code or permit variances or waivers.~~

~~—(q) Certification that the design meets the state energy code shall be provided to the public utilities commission as required by Puc 1803.03.~~

~~—(r) The department shall provide review comments in writing. Corrections shall be made if the review comments indicate that the design fails to meet one or more state requirements. Documentation of the corrections shall be provided to the department.~~

~~—(s) Drawings and specifications shall be provided to the office of the state fire marshal. A letter of approval by the state fire marshal shall be issued and distributed upon the fire marshal's approval of drawings and specifications. A copy of the letter of approval shall be provided to the department.~~

~~—(t) If the project involves construction or extensive renovations of food service facilities, drawings and specifications shall be reviewed and approved by the bureau of food protection in the department of health and human services as required by He P 2304. A copy of the letter of approval shall be provided to the department.~~

~~—(u) If the project includes a well or septic system, approval shall be obtained from the department of environmental services as required by RSA 485 and Env Dws 406 and RSA 485 A and Env Wq 1000, respectively. A copy of the approval(s) shall be provided by the applicant to the department.~~

~~—(v) If the project includes an addition to a building using an existing well or septic system, but does not expand the capacity of the system, certification that the existing system is adequate shall be provided by an individual properly licensed in New Hampshire to give such certification.~~

~~—(w) Upon receipt and approval of all required documents, the department shall approve a project for a school building aid grant and disburse funds to a school district or charter school as described in Ed 321.22.~~

~~—(x) Following completion of all construction work and final actual costs have been determined, the school district or charter school shall submit a request for final payment with the following information:~~

~~(1) Project information including the name of the project, contact person, the contracted date for project completion, and overall cost of the project;~~

~~(2) Final space information;~~

~~(3) Actual project costs;~~

~~(4) Final unit costs;~~

~~(5) Actual project funding sources and documentation of each source;~~

~~(6) Explanation of all deviations from the approved design and cost;~~

~~(7) A summary of invoices with date of invoice, vendor, description of item, amount of invoice, and category of item type such as a site acquisition or development cost, a construction cost, a planning and design cost, or a furniture, fixtures and equipment cost;~~

~~(8) A signed statement from the school administrator, the person in charge of finances, and school board members or board of trustees, that the project is complete, the summary of invoices submitted are accurate, and that the project was built in accordance with all applicable building aid rules and law to the best of their knowledge;~~

~~(9) Other information on code compliance, income sources, and required approval from other state agencies, not previously submitted; and~~

~~(10) A digital copy of the information in (1) through (9) above.~~

~~—(y) After review and verification of the information submitted in Ed 321.21(z), the department shall issue a project completion letter stating that all necessary requirements have been met and that all payments are final.~~

Ed 321.22 Administrative Costs and Contingency.

(a) The following administrative costs and contingency shall be eligible for building aid:

(1) Moveable equipment costs;

(2) Advertising and legal costs; and

(3) Project contingency.

(b) For the purposes of calculating the maximum building aid award, eligible administrative costs and contingency shall not exceed 20 percent of the total eligible project costs, less site acquisition and site development costs.

~~— Ed 321.22 School Building Aid Payments.~~

~~— (a) School building aid shall be provided by the department from funds appropriated by the legislature to eligible local school districts and charter schools in accordance with RSA 198:15-a and Ed 321. School building aid shall be paid for construction as authorized by RSA 198:15-b,II on property owned by a school district or , city in cities with school departments, or a charter school.~~

~~— (b) By April 30 of each year, the department shall verify with each district the anticipated amount of school building aid to be provided in the following fiscal year.~~

~~— (c) For applications approved prior to July 1, 2013 school building aid payments shall be made semi-annually in October and April of each fiscal year. Semi-annual payments shall be in approximately equal amounts. In the event that payments are prorated in accordance with RSA 198:15-e, the October payment shall be 50 percent of the annual total with the full prorated reduction occurring in the April payment.~~

~~— (d) For applications approved after July 1, 2013, school building aid payments shall be made in 2 increments. The department shall encumber the full eligible amount of the grant in the fiscal year in which construction is expected to begin. Eighty percent of the estimated eligible grant shall be paid upon approval for payment by the department. The balance of the total grant shall be paid upon completion of construction and verification by the department. The amount of the total grant shall be calculated based on the actual cost of construction financed from eligible sources. Payment for actual costs that exceed the amount estimated at the time of approval for payment shall be subject to the availability of funds.~~

~~— (e) Approval for payment by the department shall be given upon completion of all of the following:~~

~~(1) Vote of the legislative body of the district or the board of directors of a charter school approving the construction project and appropriating the local share of funds necessary to complete the project;~~

~~(2) Approval of the project by the state board;~~

~~(3) Receipt of all project documentation required by the department;~~

~~(4) Approval of the project design, technical specifications, and cost estimate by the department;~~

~~(5) Availability of funds in the state budget according to the priorities established by the state board pursuant to RSA 198:15-e; and~~

~~(6) Receipt by the department of a copy of a signed construction contract between the school district or charter school and a contractor authorized to conduct construction business in New Hampshire by the secretary of state.~~

~~— (f) The department shall disburse 80% of the estimated school building aid grant to the school district or charter school. The remainder of the grant shall be encumbered until the completion of the project.~~

~~— (g) School districts shall submit quarterly project status updates to the department until the project is completed.~~

~~— (h) The department shall disperse the final grant payment based on actual costs of the project after review and verification of the information submitted with the request for final payment identified in Ed 321.21(x).~~

Ed 321.23 Fees and Services Costs.

(a) The following fees and services costs shall be eligible for building aid:

- (1) Architectural and engineering fees;**
- (2) Permitting and approval fees;**
- (3) Site survey and site soil fees;**
- (4) Construction testing fees;**
- (5) Owner’s project manager, if required by RSA 198:15-c IV;**
- (6) Commissioning fees; and**
- (7) Subject to (b) below, other professional services.**

Unclear: There is no IV in this section. Incorrect citation.

Edit/Unclear. This needs to be "shall".

(b) Fees paid to a cost estimator, construction manager, or a construction manager at risk may only be included as fees and services costs if they are incurred prior to the start of construction. Fees incurred after the start of construction shall be included under construction costs.

(c) When hiring consultants such as an architect, engineer, or owner’s project manager, preference may be given to consultants registered to conduct business and with headquarters in the state of New Hampshire.

(d) For the purposes of calculating the maximum building aid award, eligible fees and services costs shall not exceed 10 percent of the total eligible project costs.

Ed 321.23 Unclear. Who is giving this preference? The dept or the project/school district? if it is on the school district then disregard the comment and keep "may". If it is the dept that is making the determination, that needs to be described at a high level in this rule. **Ed 321.23** architectural, engineering, or construction services for modifications to existing facilities as authorized by RSA 198:15-b, II(b) and (c) shall not be paid until construction has been approved by the legislative body of the school district or board of directors of a charter school and the project has been approved for funding by the department.

Ed 321.24 School Building Aid Payments for Projects Approved After July 1, 2023. For projects that were approved after July 1, 2023, the following shall apply:

- (a) School building aid shall be provided by the department from funds appropriated by the legislature to eligible local schools in accordance with RSA 198:15-a and Ed 321;**
- (b) School building aid shall be paid for construction as authorized by RSA 198:15-b, II on property owned by a school district or a city in cities with school departments;**
- (c) For public school district construction projects, the department shall disburse a sum equal to 80 percent of the maximum building aid award subject to (f) below, and the balance of the total grant paid upon completion of construction and verification by the department in accordance with Ed 321.25;**
- (d) Approval for initial payment by the department shall be given upon receipt of the following:**
 - (1) Updated cost estimates and proof of funding sources for the project, including but not limited to:**

a. A copy of the bond schedules;

Unclear/Legis. Intent. This appears to be a retroactive requirement. These requirements will reach back into time to impact projects that have already been approved. Is it possible that a previously approved project will no longer be eligible based on this section?

b. Proof of approval for capital revenue expenditures; or

Unclear/Legis. Intent: This could also be retroactive as I think we are in this FY now.

c. Proof of other sources of funding;

(2) A letter from the state fire marshal’s office approving the construction project; and

(3) Proof of federal, state, and local permits necessary, including but not limited to wetlands, alteration of terrain, and water and sewer;

(e) For projects that were funded with fiscal 2024 or fiscal 2025 funds, project eligibility and final building aid grant amount shall be calculated in accordance with the project’s ITF letter and shall be subject to the Ed 321 regulations in place at the time of application; and

(f) For projects that received a GAN after July 1, 2025, final building aid grant amount shall be calculated as the building aid rate multiplied by the eligible project costs or the maximum amount of building aid award calculated in accordance with Ed 321.18, whichever is less.

~~— Ed 321.24 Maximum Allowable Construction Cost.~~

~~—(a) School building aid grants shall be subject to the maximum allowable construction cost under RSA 198:15-b,IV(a).~~

~~—(b) School building aid shall be calculated based upon the actual construction cost or the maximum allowable construction cost, whichever is lower. The department shall publish the maximum allowable construction cost no later than November 1 of each year. The annually published maximum allowable construction cost shall apply to construction which begins after March 31 of the following year.~~

~~—(c) The department shall use construction cost and inflation indices developed by the R.S. Means Company of Kingston, Massachusetts as the basis for setting the annual maximum allowable construction cost. The department shall compare the R.S. Means data to actual construction costs for the previous 3 years, and shall adjust the maximum allowable cost upward if the R.S. Means data is lower than the average cost for the previous 3 years after adjusting the actual costs for inflation.~~

~~—(d) The school district may request a waiver under Ed 321.28 for the maximum construction cost allowed under Ed 321.24.~~

Unclear. A building cannot submit a notice. need to insert who/what entity is responsible. Would that be the school board as in (d) below?

Ed 321.25 Notice of Project Completion Submittal.

(a) Upon completion of the project, the school shall submit a notice of project completion to the department with the information described in Ed 321.26.

Edit. "shall be"

(b) Schools shall have 5 years from the initial payment to complete the project and submit a notice of project completion to the department, otherwise the award shall be forfeited and the district will be required to repay the state 100 percent of the state grant received.

(c) After review and verification of the information in (a) above, the department shall:

(1) Determine the final building aid grant as the building aid rate multiplied by the eligible projects costs or the maximum amount of building aid award cited in the signed GAN, whichever is less; and

(2) Issue a project completion letter stating that all necessary requirements have been met.

(d) A school board may request a waiver under Ed 321.32 for the amount of time needed to complete (b) above.

~~— Ed 321.25 Substantial Renovation. Eligibility for school building aid for substantial renovations as authorized by RSA 198:15-b, II(f) shall be determined as follows:~~

~~— (a) The construction cost of the renovation project shall be compared to the construction cost of a complete new building equal in size to the building to be renovated using the maximum allowable construction cost as set by Ed 321.24.~~

~~— (b) The construction cost of the renovation project shall exceed 25 percent of the construction cost of a new building or \$5 million, whichever is lower.~~

~~— (c) In order to allow school districts to complete large renovation projects without borrowing, school districts may propose projects to be funded over several years through direct appropriations. A complete building aid application identified in Ed 321.21(e), including design drawings and technical specifications for all phases of the project shall be submitted in the fiscal year prior to the start of construction. The scope of work and estimated cost of each phase shall be attached to the building aid application. The total cost of all phases shall be used to determine the eligibility of projects which are scheduled to be phased over 2 or more consecutive years, subject to the approval of funding for subsequent phases by the legislative body of the school district. In the event the district fails to fund subsequent phases of the project, school building aid payments shall cease and the district shall return all state funds received for the project. A lapse of one year shall be approved upon request of the district. Multi-year projects shall be evaluated for prioritization under Ed 321.21(g)-(n) in the first year in which funding is requested. Grants shall be calculated each year based on the amount appropriated by the district in that year.~~

~~— (d) If the construction cost of the renovation project exceeds 60 percent of the cost of new construction, the following additional criteria shall be met:~~

~~(1) The school district shall provide documentation that new construction was considered in lieu of renovation and explain why the renovation alternative was chosen; and~~

~~(2) The scope of the renovation project shall provide that all building systems shall be upgraded to the most current codes and standards and that the building shall be fully accessible to individuals with disabilities.~~

~~— (e) Renovation work done in conjunction with additions to existing buildings shall not be subject to paragraphs (a) through (c) above, but shall be subject to paragraphs (f) through (j) below.~~

~~— (f) School districts shall maintain adequate property insurance to pay for damages resulting from weather and other natural events. School building aid shall not be provided for work that is covered by insurance or that should reasonably be expected to be covered by insurance.~~

~~— (g) School building aid shall not be paid for repairs to equipment or structures that are covered by a valid warranty or guarantee. If a warranty has been invalidated by the actions of a school district or its staff, school building aid shall not be paid for damages incurred during the warranty period.~~

~~— (h) School building aid shall not be paid for repairs to buildings, systems, or components that result from failure to perform proper maintenance. In making this determination, the department shall compare the age of the damaged materials or equipment to the expected useful life of the materials or equipment based on commonly accepted industry standards. School districts shall provide maintenance records and other documentation concerning their maintenance program if necessary for the department to clearly understand the cause of equipment or system damage.~~

~~— (i) School building aid shall not be paid for work that results from failure to follow building codes or previous guidance from the department.~~

~~(j) School building aid shall not be paid for repairs for which the school district makes a legal claim for damages until the legal proceeding has been resolved. In such cases, any portion of the claim that is not satisfied by the legal proceeding shall be eligible for school building aid subject to the limitations in Ed 321.25(a) to (i).~~

~~(k) A school district may request a waiver under Ed 321.28 for how eligibility for school building aid for substantial renovations is determined under Ed 321.25.~~

Ed 321.26 Notice of Project Completion Information. The following information shall be provided in the notice of project completion:

(a) General project information, including the name of the project and contact person;

(b) The contracted date for project completion;

(c) The actual cost of the project with supporting invoices that identify the following:

(1) Amount of invoice;

(2) Date of invoice;

(3) Vendor;

(4) Description of item; and

(5) The eligible category type:

a. Site acquisition or development cost, as defined by Ed 321.19;

b. Construction cost, as defined by Ed 321.20;

c. Administrative costs and contingency cost, as defined by Ed 321.22; or

d. Fees and services cost, as defined by Ed 321.23;

(d) Final building square footage and final unit cost per square foot;

(e) Project funding sources and documentation of each source;

(f) Explanation of all deviations from the approved design and cost;

(g) A signed statement from the superintendent, business administrator, and the chair of the school board that:

(1) The project is complete;

(2) The summary of invoices submitted is accurate; and

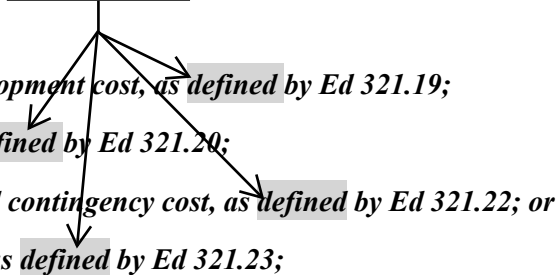
(3) The project was built in accordance with all applicable building aid rules and law to the best of their knowledge;

(h) Record drawings signed and stamped by individuals licensed in the appropriate disciplines to practice architecture or engineering in the state of New Hampshire;

(i) Commissioning plan, if applicable;

(j) Copy of any energy efficiency rebates or if not eligible, a copy of the application submitted in accordance with Ed 321.15 (m)(5);

Edit: "described"
or "required"



- (k) Copy of the food service license in accordance with RSA 143-A, if applicable;*
- (l) Copy of the certificate of occupancy issued by the municipality;*
- (m) Copy of the septic system approval by the department of environmental services (DES), if applicable, in accordance with Env-Wq 1000;*
- (n) Copy of the water system design approval from the drinking water and groundwater bureau at DES, in accordance with Env-Dw 406;*
- (o) A statement that the drinking water has been tested for lead in accordance with RSA 485:17-a;*
- (p) A statement that an updated emergency operations plan has been submitted to homeland security and emergency management, and updated floor plans have been submitted to local emergency personnel;*
- (q) A signed letter by a licensed architect or engineer stating that the project has been designed to meet the following:*
 - (1) State building code in accordance with RSA 155-A;*
 - (2) State building energy code in accordance with RSA 155-A:1, IV;*
 - (3) Barrier-free access regulations in accordance with Abfd 303;*
 - (4) Acoustical standards as outlined in this section; and*
 - (5) School building construction standards outlined in Ed 321;*
- (r) Certification that no known asbestos containing building material was used in construction in accordance with 15 U.S.C. § 2641-2656;*
- (s) Certification that references any properly approved code or permit waivers;*
- (t) A copy of the lease-purchase agreement required by Ed 321.06(c), if applicable;*
- (u) An approval to operate required by Ed 320; and*
- (v) A digital copy of the information in (a) through (u) above.*

~~— Ed 321.26 Community Use.~~

~~— (a) Selected areas within a school facility may be constructed in a size large enough to accommodate use of the facility for community purposes other than education. School building aid, however, shall be limited to the maximum allowable size and maximum allowable construction cost limits as described in Ed 321.04, Ed 321.06, and Ed 321.24.~~

~~— (b) Required educational space shall not be eliminated or reduced in order to provide community use space within the maximum size and cost limits.~~

~~— (c) A school district may request a waiver under Ed 321.28 for the limitation on school building aid and required educational space under Ed 321.26(a) and (b).~~

Ed 321.27 School Building Aid Payments for Projects Approved Before July 1, 2013. For projects that were approved before July 1, 2013, the following shall apply:

Unclear/Legis. Intent: Possible retroactive requirements. May be clarified by adding "as of the 2024 effective date of these rules." Are there still projects from before 2013?

(a) School building aid payments shall be made semi-annually, in October and April of each fiscal year;

(b) Semi-annual payments shall be in approximately equal amounts; and

Unclear: Incorrect citation.
Is RSA 198:15-e meant?

(c) In the event that payments are prorated in accordance with ~~RSA 195:15-e~~, the October payment shall be 50 percent of the annual total, with the full prorated reduction occurring in the April payment.

~~— Ed 321.27 Ineligibility for School Building Aid.~~

~~— (a) The following shall be considered ineligible for school building aid under RSA 198:15-e unless a waiver is granted under Ed 321.28:~~

- ~~(1) Swimming pools or natatoriums;~~
- ~~(2) Field houses;~~
- ~~(3) Indoor tennis courts;~~
- ~~(4) Indoor tracks except suspended tracks that do not increase the overall size of the building;~~
- ~~(5) Ice rinks;~~
- ~~(6) Artificial turf on athletic fields;~~
- ~~(7) Auditoriums with a seating capacity including seating capacity for staff greater than 50 percent of the building support space design capacity;~~
- ~~(8) All auditoriums in elementary schools;~~
- ~~(9) Resurfacing of tracks, courts, and playing fields;~~
- ~~(10) Motor vehicles;~~
- ~~(11) School administrative unit facilities;~~
- ~~(12) Career and technical centers receiving project funding under RSA 188-E; and~~
- ~~(13) Text books;~~
- ~~(14) Computers and software that are not integral to the building systems;~~
- ~~(15) Portable classrooms; and~~
- ~~(16) Leases.~~

~~— (b) The following one-time expenses for newly formed schools shall be eligible for school building aid under RSA 198:15-e:~~

- ~~(1) Library books;~~
- ~~(2) Computer software; and~~
- ~~(3) Outdoor athletic facilities.~~

~~— (c) School districts may submit a written request to the commissioner for inclusion of such items in their school building aid grant. The request shall include an explanation of how approval of the request will support~~

the educational needs of the school district. The written request shall be submitted according to the waiver provisions in Ed 321.28.

~~(d) Appeals of decisions concerning eligibility may be made to the state board of education under Ed 200. Nothing in this section shall preclude a school district from constructing such facilities or purchasing items with local funds.~~

Ed 321.28 Owner's Project Manager.

(a) Pursuant to RSA 198:15-c, III, a school that accepts school building aid for construction shall engage the services of an owner's project manager for construction or reconstruction projects of \$1,000,000 or more.

(b) The owner's project manager shall provide the following services and have responsibilities, including, but not limited to the following:

(1) Evaluate the project master schedule submitted to the superintendent of schools and provide the school a written recommendation on whether to approve such schedule;

(2) Take and maintain or receive from the contractor photographic records of construction activities and project progress on a regular basis;

(3) Prepare and distribute monthly reports to the superintendent of schools from information provided by the architect and the contractor on the project budget, the status of the project schedule, and on general project information;

(4) Submit quarterly reports to the department through the superintendent of schools until a notice of completion has been submitted to the department in accordance with Ed 321.25;

(5) Work with the assistance of the architect, the contractor, and other consultants, to confirm that all permits necessary for construction of the project are obtained in a timely manner prior to the commencement of applicable construction and shall inform the superintendent of schools of any failure to timely obtain such permits;

(6) Coordinate the district's consultants and contractors on the design and purchase of items such as telephone, internet, and furniture;

(7) Assist the assigned responsible party of the school in arranging for and overseeing the delivery, storage, protections, and security of any school-purchased materials, systems, and equipment that are part of the project until such items are incorporated into the project;

(8) While on-site, observe the work of contractors and observe the quantity and quality of materials and equipment received and stored on-site to protect the school against defects, deficiencies, noncompliance with the contract documents, or failures of performance by contractors, including recommendations to avoid any potential cost overruns or delays caused by sequencing. The above shall not relieve the architect of duties for site observations detailed above and for providing site inspection reports to the superintendent of schools and the owner's project manager;

(9) Review the inspection and test reports provided, with the recommendations of the architect, making recommendations to the superintendent of schools and the architect regarding inspection and test results, and maintain copies of all inspection and test results;

Edit. delete extra space.

Unclear. This should probably be the organization; not the building.

Unclear/Edit. Using the phrase "the above" is usually used in conjunction with a citation. Here it is not and seems to mean the previous sentence in (8) when it says "detailed above". Thus, the last sentence in (8) needs to be rewritten to be clear. Consider: "This shall not relieve the architect of duties for site observations and for providing..."

(10) Confer with the superintendent of schools and the architect in assisting to resolve contractor's suggestions and any problems or concerns that arise on the project;

(11) In consultation with the superintendent of schools and the architect, and with the review and written review comments of the architect, evaluate and make recommendations to the superintendent of schools on change orders, including making investigations and recommendations on the value and validity of proposed change orders, and discussing proposed change orders with contractors;

(12) Assist the architect in the architect's duties to determine whether substantial completion and final completion have been achieved, assist in maximizing warranty deadlines, identify any items remaining to be completed or repaired, regardless of whether the contractor has identified such items, and identify the cost to repair or complete remaining work;

Edit: "and in assisting"

(13) Assist the architect in monitoring the contractor's requirements to collect and catalog all operating and instruction manuals for equipment and building systems and submit this information and all warranty documentation to the superintendent of schools;

(14) In consultation with the superintendent of schools and assisting the architect, coordinate close-out activities including the completion of deficiencies, submittals of close-out documents, resolution of change orders, and recommendations for payment of retainage;

Unclear. Is there anything contrary to this requirement listed above? Why is this phrase needed?

(15) Assist the superintendent of schools to ensure the architect has gathered and submitted to the superintendent of schools all project documentation including files, records, drawings, submittals, samples, and other information in an organized and usable form;

(16) Notwithstanding anything to the contrary listed above, assist the superintendent of the school to ensure the architect, upon completion of the project, certifies that, to the best of their professional knowledge, the building conforms to the approved plans, specifications, and shop drawings; and

Edit: "(b)(1)-(16)"

(17) Continue to provide all applicable services listed in (b) above throughout construction and close-out until notice of completion has been submitted to the department in accordance with Ed 321.25.

(c) Minimum qualifications for an owner's project manager shall include the following:

(1) An architect or professional engineer registered by the state of New Hampshire with at least 5 years' experience in the construction and supervision of construction of buildings; or

(2) An individual with at least 7 years' experience in the construction and supervision of construction of buildings.

(d) The owner's project manager shall not be an individual currently employed by the school unless that individual is given sufficient time by the school district to complete the requirements identified in this section.

(e) No individual or employee of any business which has a contract with the school district to complete any portion of the design or construction of the project shall be designated as the owner's project manager.

(f) The owner's project manager may be hired before entering into a contract for design services in order to represent the school throughout the design process, including assisting the superintendent of schools with hiring the architect, analyzing the project feasibility, and selecting a project delivery system.

Unclear. What does "sufficient time" mean in this context and who gets to make that determination? the owner? the project manager?

Unclear. This should probably be "school district" and not the school building. See (e) below in which the rule clearly says "school district".

Edit: "do not"

(g) Projects that don't involve the construction of a new building, an addition to an existing building, or a substantial renovation shall be exempt from (a)-(e) above.

~~— Ed 321.28 Waiver Provisions.~~

~~— (a) The commissioner of the department or the commissioner's designee may grant waivers for the standards required in Ed 321.03, Ed 321.04, Ed 321.06, Ed 321.10, Ed 321.12, Ed 321.20, Ed 321.21(bc), Ed 321.24, Ed 321.25, Ed 321.26, and Ed 321.27.~~

~~— (b) All waiver requests shall:~~

~~(1) Be submitted in writing;~~

~~(2) Be signed by the superintendent of schools of the district requesting the waiver;~~

~~(3) Include:~~

~~a. Reference to the specific section of Ed 321 for which a waiver is requested;~~

~~b. A detailed explanation of the standard to be waived and the degree to which the standard will be met if the request for waiver is approved;~~

~~c. A detailed explanation of the conditions that prevent compliance with the standards of Ed 321, or an explanation of how the waiver is in the best interest of education or is the most effective use of resources;~~

~~d. An explanation of the district's attempts to achieve compliance with the standard;~~

~~e. Maps, drawings, or diagrams as appropriate to illustrate and clarify the waiver request;~~

~~f. An explanation of the impact of a denial of the request for a waiver; and~~

~~g. Other information to support the request that the district would like to have considered.~~

~~— (c) Waiver requests for Ed 321.03(f) shall also include the following information:~~

~~(1) A site utilization plan showing all pertinent features for meeting the requirements of the educational specifications that includes:~~

~~a. The location for parking;~~

~~b. Outdoor play areas;~~

~~c. Other municipal playing fields; and~~

~~d. Any other spaces available for student use;~~

~~(2) A long range plan for any planned expansion of future spaces, such as additions, playing fields, parking lots and any other spaces available for student use; and~~

~~(3) Any pertinent data relative to land values and the availability of other property, contiguous or not, that can be acquired to enlarge a school site.~~

~~— (d) The commissioner or the commissioner's designee shall request additional information as necessary for a ruling on the request for a waiver.~~

~~— (e) A written ruling shall be provided to the district by the department within 60 days of receipt of the request for a waiver or following receipt of any additional information requested by the department. A waiver~~

shall be approved if in the determination of the commissioner of the department or the commissioner's designee, approval of the request for a waiver will not compromise the quality of education required in Ed 306 and is the best use of available resources.

—(f) Any part of construction work that is dependent upon or otherwise affected by the results of the request for waiver shall not proceed until a ruling on the request has been received from the department.

—(g) School districts may appeal the decision of the commissioner or the commissioner's designee to the state board as provided in Ed 200.

Ed 321.29 Ongoing Operation.

(a) *Building systems shall be operated and maintained with the manufacturers' instructions.*

(b) *Schools shall be maintained to provide code compliant outside air ventilation and exhaust systems to aid in the maintenance of healthy indoor air quality.*

(c) *School buildings shall be approved and maintained in accordance with Ed 320.*

—Ed 321.29 Air Quality and Energy Efficiency Projects. Projects intended to improve air quality or energy efficiency shall be eligible to receive school building aid in accordance with RSA 198:15 b,II,(g) and shall not be subject to the requirements of Ed 321.25. Air quality or energy efficiency projects may be financed through a lease purchase agreement with a vendor. A copy of the lease purchase agreement shall be submitted to the bureau of school approval and facility management, with the final application for school building aid. The ~~shall clearly indicate the costs of labor and equipment separate from rental costs, utility costs, service costs, interest, or any other charges that are not eligible for school building aid under RSA 198:15 b,II.~~

Edit/Unclear. "in compliance with".

Edit. Delete. Need to use direct language in rules.

Note to agency. Here in (c) "school buildings" is used but it is not used in (b). "School" has been defined as a building so to say "school building" is redundant. But if the definition of "school" is changed, then keep "school building" here and add it to (b).

Ed 321.30 Ineligibility for School Building Aid.

(a) *The following shall be considered ineligible for school building aid under RSA 198:15:*

- (1) *Swimming pools or natatoriums;*
- (2) *Field houses;*
- (3) *Indoor tennis courts;*
- (4) *Indoor tracks, except suspended tracks that do not increase the overall size of the building;*
- (5) *Ice rinks;*
- (6) *Resurfacing of tracks, courts, and playing fields;*
- (7) *Motor vehicles, lawn mowers, tractors, or similar machines;*
- (8) *School administrative unit facilities;*
- (9) *Career and technical center spaces that are eligible for funding for aid under RSA 188-E;*
- (10) *Textbooks and library books;*
- (11) *Computers and software that are not integral to the building systems;*
- (12) *Portable, temporary, or modular classrooms;*

Edit: RSA 198: 15 is a repealed statute, so need to specify which statutes. For example, "RSA 198:15-a through RSA 198:15-z".

Edit: delete the extra space

Unclear/Edit. Need to insert the citations, if these items are considered eligible in other places in this rule. Readers shouldn't have to go searching through the entire chapter to figure it out.

- (13) Leases, except for lease-purchases of mechanical, structural, or electrical equipment which is designed to improve energy efficiency or indoor air quality in buildings;**
 - (14) Items not affixed to the building, including but not limited to sports equipment, television, vending machines, and air conditioner wall units, unless identified as eligible for reimbursement elsewhere in this rule;**
 - (15) Cell phones;**
 - (16) Storage units and storage containers;**
 - (17) Tools;**
 - (18) Travel and associated costs;**
 - (19) Moving expenses;**
 - (20) Food and party supplies for grand openings; and**
 - (21) Building dedication plaques or time stones.**
- (b) Construction work started prior to signing the GAN per Ed 321.17(g) shall not be eligible for building aid.**
- (c) Costs related to financing, such as bonding charges and interest, shall not be eligible for inclusion in the calculation of school building aid.**
- (d) Fees paid to local municipalities and other state agencies, including but not limited to wetland mitigation fees, building permit fees, alternation of terrain fees, and planning board or zoning fees, shall not be eligible for inclusion in the calculation of school building aid.**
- (e) School building aid shall not be provided for work that is covered by insurance or should reasonably be expected to be covered by insurance.**
- (f) School building aid shall not be used to pay for any of the following:**
- (1) Repairs for damages incurred to equipment or structures that are covered by a valid warranty or guarantee that has been invalidated by the actions of a school district or its staff;**
 - (2) Repairs to buildings, systems, or components that result from failure to perform proper maintenance, which shall be determined by:
 - a. The department comparing the age of the damaged materials or equipment to the expected useful life of the materials or equipment based on commonly accepted industry standards; and**
 - b. The school district providing maintenance records and other documentation concerning their maintenance program, if necessary for the department to clearly understand the cause of equipment or system damage;****
 - (3) Work that results from failure to follow building codes or previous guidance from the department; or**
 - (4) Repairs for which the school district makes a legal claim for damages until the legal proceeding has been resolved.**

Unclear: Ed 321.17 does not say anything about signing a GAN. The only thing requiring a signature is the ITF, which is required by (c).

(g) In such cases as described in (f)(4) above, any portion of the claim that is not satisfied by the legal proceeding shall be eligible for school building aid subject to the limitations in Ed 321.18.

Ed 321.31 Reporting Requirements.

(a) By November 30 of each year, the department shall publish:

- (1) The school building aid rates as calculated according to RSA 198:15-b and RSA 198:15-v;*
- (2) The maximum allowable construction cost under RSA 198:15-b, III(a) per Ed 321.21; and*
- (3) The ranked list of school building aid applications approved by the state board in accordance with Ed 321.16 (i).*

(b) By April 30 of each year, the department shall verify with each district the anticipated amount of school building aid to be provided in the following fiscal year.

Ed 321.32 Waiver Provisions.

(a) The commissioner of the department or the commissioner’s designee may grant waivers for the standards required in Ed 321.09, Ed 321.10, and Ed 321.25 (b).

(b) All waiver requests shall be submitted in writing and signed by the superintendent;

↑ Edit: period

(c) All waivers shall include in the following:

Edit: "waiver requests"

(1) A reference to the specific section of Ed 321 for which a waiver is requested;

(2) A detailed explanation of the standard to be waived and the degree to which the standard will be met if the request for waiver is approved;

Unclear. Again, "school" is defined as a building. This should probably say "school district's"

(3) A detailed explanation of the conditions that prevent compliance with the standards of Ed 321, or an explanation of how the waiver is in the best interest of education or is the most effective use of resources;

(4) An explanation of the school's attempts to achieve compliance with the standard;

(5) An explanation of the impact of a denial of the request for a waiver; and

(6) Other information to support the request that the school would like to have considered.

(c) Waivers for Ed 321.09 shall be submitted at least 90 days prior to submitting the building aid application and shall also include the following information:

(1) A table of each room, room number or name, the square footage of each individual space, and the number of students anticipated to be educated in that space;

(2) An explanation of how that space meets the minimum requirements and what regulation requires the program to be provided;

(3) An explanation of what utilization-maximizing strategies were considered such as multi-grade education and multiple uses of spaces and why these strategies were not sufficient to reduce the total gross square footage of the building; and

(4) Other information sufficient that the department can analyze the proposed spaces and uses.

Edit: Fix formatting

(d) *The commissioner or the commissioner’s designee shall request additional information as necessary for a ruling on the request for a waiver.*

(e) *A written ruling shall be provided to the school by the department within 60 days of receipt of the request for a waiver or following receipt of any additional information requested by the department.*

(f) *A waiver shall be approved if, in the determination of the commissioner of the department or the commissioner’s designee, approval of the request for a waiver will not compromise the quality of education required in Ed 306 and is the best use of available resources.*

Edit: "shall not".

(g) *Any part of construction work that is dependent upon or otherwise affected by the results of the request for waiver shall not proceed until a ruling on the request has been received from the department.*

Ed 321.33 Requirements for Projects Listed on the November 2022 Rank Order List.

(a) *Project applicants on the November 10, 2022, rank order list approved by the state board shall submit the following documentation to the department by May 1, 2025:*

(1) *A summary of the district’s commitment to good maintenance in accordance with Ed 321.15(i); and*

Edit: "that fail to submit the documentation in (a) above, shall not".

Edit: "the acquisition"

(2) *If the project requires land acquisition, an attestation that the land has been acquired or that a legal agreement is in place for acquisition that is subject to receiving building aid.*

(b) *Projects that fail to have the items requested in (a) above updated, shall not return to the prioritized list but may reapply.*

(c) *Projects listed on the descending rank order list shall comply with all the rules that are currently in place, regardless of when the rank order was approved.*

Unclear/Legis. Intent: (c) in effect is a retroactive requirement as it is saying that all projects listed on the list shall comply with the currently effective rules. So that would reach back into time.

APPENDIX I

Rule	Statute
Ed 321.01	RSA 21-N:9, II(c); RSA 198:15-a, V
Ed 321.02	RSA 21-N:9, II(c); RSA 198-15-a, V
Ed 321.03	RSA 198:15-c, I(a)
Ed 321.04	RSA 198:15-a, III; RSA 198:15-b, II;
Ed 321.05	RSA 198:15-b, II(f)
Ed 321.06	RSA 198:15-b, II(g); RSA 198:15-b II(e)
Ed 321.07	RSA 198:15-b, IV(b)(2)
Ed 321.08	RSA 21-N:9, II(c)
Ed 321.09	RSA 198:15-b, III(a)-(b)
Ed 321.10	RSA 21-N:9, II(c)
Ed 321.11	RSA 198:15-c, I(a)-(b)
Ed 321.12	RSA 21-N:9, II(c); RSA 198:15-c, I(a)-(b)
Ed 321.13	RSA 198:15-c, I(a)-(b)
Ed 321.14 – Ed 321.15	RSA 198:15-c, I(a)-(b); RSA 198:15-c, II(a)
Ed 321.16	RSA 198:15-c, II(a)-(b)
Ed 321.17	RSA 198:15-c, II(a)
Ed 321.18	RSA 198:15-a, II; RSA 198:15-c, III
Ed 321.19 – Ed 321.23	RSA 198:15-b, II; RSA 198:15-b, III

Ed 321.24	RSA 198:15-a, I; RSA 198:15-b, I(b)
Ed 321.25 – Ed 321.26	RSA 198:15-c, I
Ed 321.27	RSA 198:15-b, I(a)
Ed 321.28	RSA 198:15-c, III
Ed 321.29	RSA 21-N:9, II(c)
Ed 321.30	RSA 21-N:9, II(c); RSA 198:15-a, II
Ed 321.31	RSA 198:15-b, III(a); RSA 198:15-c, II(a)
Ed 321.32	RSA 198:15-b, III(e)
Ed 321.33	RSA 21-N:9, II(s); RSA 198:15-c

APPENDIX II

Rule	Title	Obtain at
Ed 321.03(h)	illuminating Engineering Society. ANSI/IES RP-3-20, <i>Recommended Practice: Lighting Educational Facilities</i> . New York: IES; 2020.	https://store.ies.org/product/rp-3-20-recommended-practice-lighting-educational-facilities/?v=7516fd43adaa Available as downloadable secure PDF only. \$120; member price \$84.
Ed 321.03(j)	ANSI S12.60 <i>American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools Part 1</i> , 2010 edition	ANSI/ASA S12.60/Part 1-2010 (R2020) - Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools, Part 1: Permanent Schools Available as downloadable PDF, \$143.

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street, Suite 304
Concord, NH 03301
TEL. (603) 271-3495

EXECUTIVE SUMMARY

Adopt Expedited Revision to Forms, Ed 505.08 Bureau of Credentialing Applications

Submitted to the State Board of Education, May 9, 2024:

A. ACTION NEEDED

A vote is needed adopt Ed 505.08 and BOC Forms 1-18, regarding credentialing applications.

B. RATIONALE FOR ACTION

At the April 19th meeting, JLCAR approved the board's preliminary objection response (included), and the board may now adopt.

C. EFFECTS OF THIS ACTION

If the board votes to adopt Ed 505.08, the rule and forms will become effective next day at 12:01.

D. POSSIBLE MOTION

I motion to adopt Ed 505.08 and BOC forms 1-18.



STATE OF NEW HAMPSHIRE
JOINT LEGISLATIVE COMMITTEE ON ADMINISTRATIVE RULES
ROOM 219
25 CAPITOL STREET
CONCORD, NEW HAMPSHIRE 03301-6312

April 23, 2024

Board of Education
c/o Department of Education
25 Hall St.
Concord, NH 03301

Re: Proposed Expedited Revision to Agency Forms EXRF 2024-2

Dear Board Members:

At its meeting on April 19, 2024, the Joint Legislative Committee on Administrative Rules (Committee) voted, pursuant to RSA 541-A:19-c, VI, to approve the Proposed Expedited Revision to Agency Forms EXRF 2024-2 containing the Bureau of Credentialing Educator Forms.

You may now adopt and file the revised forms, and address the editorial comments, as described in Part 6 of Chapter 3 of the *Drafting and Procedure Manual for Administrative Rules*.

If you have any questions concerning the provisions of RSA 541-A relative to objections, responses, or adoptions, please contact me at christina.muniz@leg.state.nh.us.

Sincerely,

A handwritten signature in black ink that reads "Christina R. Muñiz".

Christina R. Muñiz
Sr. Committee Attorney

cc: Julie Shea, Administrative Rules Coordinator, Department of Education

Readopt with amendment Ed 505.08, effective 2-22-23 (Document #13562), to read as follows:

Ed 505.08 General Application Instructions.

(a) Persons interested in holding a New Hampshire educator credential shall complete and submit an application with the bureau either online or by mail as follows:

(1) By creating an account on the myNHDOE Educator Information System (EIS) at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>; or

(2) Bureau of Credentialing
Department of Education
101 Pleasant Street
Concord, NH 03301.

(b) Applicants for any credential shall complete their application through the portal in (a)(1) above, or complete and submit the appropriate form as follows:

(1) DOE-BOC 1 “Application – Statement of Eligibility (SOE)” form, April 2024, for applicants seeking an SOE as outlined in Ed 505.06(a);

(2) DOE-BOC 2 “Approved Educator Preparation Program Application” form, April 2024, for all applicants seeking initial licensure or additional endorsements as outlined in Ed 505.05;

(3) DOE-BOC 3 “Educator Transmittal Form”, April 2024, for all New Hampshire licensed educators seeking to renew after recommendation as outlined in Ed 509.01;

(4) Renewal application forms for New Hampshire licensed educators seeking to renew directly to the bureau, as outlined in Ed 509.02, as follows:

a. DOE-BOC 4a “DOE Renewal Application – Educator” form, April 2024;

b. DOE-BOC 4b “DOE Renewal Form Paraeducator I and II and Educational Interpreter and Transliterator License” form, April 2024; or

c. DOE-BOC 4c “License Renewal Form for School Nurse I, II, and III” form, April 2024;

(5) DOE-BOC 5 “Emergency Authorization (EA)” form, April 2024, for senior educational officials requesting to employ an unlicensed educator as described in Ed 504.04;

(6) DOE-BOC 6 “Application- Emergency Authorization (EA)” form, April 2024, for any unlicensed educator employed by a school district for which the employer is seeking an emergency authorization as described in Ed 504.04;

(7) DOE-BOC 7 “In Process of Licensure Authorization (IPLA)” form, April 2024, for any senior educational official who seeks to hire an educator who is in the process of becoming a licensed educator as outlined in Ed 504.05;

(8) DOE-BOC 8 “Paraeducator License Application” form, April 2024, for any applicant seeking a paraeducator license as outlined in Ed 504.06 and Ed 504.07;

(9) DOE-BOC 9 “School Nurse Application” form, April 2024, for any applicant seeking a school nurse I or III license, or renewal of a school nurse II license, as outlined in Ed 504.08 through Ed 504.10;

(8) DOE-BOC 10 “Name Change Request” form, April 2024, for any credential holder seeking a credential issued with an official name change;

- (11) DOE-BOC 11 “Application- Educational Interpreter and Transliterater for Children and Youth ages 3-21 Inclusive” form, April 2024, as outlined in Ed 504.11;
- (12) DOE-BOC 12 “Application- Credential Verification Request” form, April 2024, for any credential holder seeking a verification of their New Hampshire credential;
- (13) DOE-BOC 13 “Application for Licensure – Demonstrated Competencies” form, April 2024, for any applicant seeking licensure as outlined in Ed 505.07(b), Ed 505.07(c), and Ed 505.07(d);
- (14) DOE-BOC 14 “Application for Portfolio and Oral Board Review” form, April 2024, for all applicants seeking licensure as outlined in Ed 505.07(a);
- (15) DOE-BOC 15 “Intern Authorization Application” form, April 2024, for all applicants seeking licensure as outlined in Ed 504.03;
- (16) DOE-BOC 16 “Site-Based Licensing Plan Completer Application” form, April 2024, for all applicants who have completed their SBLP and are ready for full licensure as outlined in Ed 505.10(f)(17);
- (17) DOE-BOC 17 “Criminal History Record Check Clearance” form, April 2024, for bus drivers, transportation monitors, and Education Preparation candidates, as referenced in Ed 504.12; or
- (18) DOE-BOC 18 “Criminal History Record Check Clearance First time NH licenses only” form, April 2024, including the certification in (f) below.

(c) The applicant’s social security number shall be used by the department for the purposes of generating data on teacher salaries or such other purposes as authorized by law including but not limited to RSA 161-B:11,VI-a.

(d) The applicant shall provide a social security number and agrees that the social security number shall be used to search the “National Association of State Directors for Teacher Education and Certification (NASDTEC) Clearinghouse” for action taken against the applicant’s license by other member states or jurisdictions. If any action is found in the NASDTEC Clearinghouse database, the application shall be referred to the governance unit for review, pursuant to Ed 511 and Ed 512.

(e) For Ed 505.08(b)(15), if an assessment of an applicant’s background determines that some or all of the education requirements have been completed prior to application, the applicant shall not be required to repeat any requirement already completed.

(f) All individuals who have not previously held a New Hampshire state board of education issued credential shall be considered first time applicants, and shall:

- (1) Agree to a criminal history record check as required under RSA 189:13-c, III;
- (2) Agree to a central registry check as described in RSA 169-C:35, VIII; and
- (3) Agree to waive the time limits prescribed by RSA 541-A:29 and acknowledge that the application will not be deemed approved or granted prior to the agency’s actual receipt and review of the applicant’s criminal history record check clearance.

(g) Filing of the completed application, supporting documentation, and application fee shall be the responsibility of the applicant.

(h) All applicants for any credential or endorsement issued by the state board shall acknowledge the following statements:

“By checking this box, I certify that I have read the Educator Code of Ethics.

https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf

By checking this box, I certify that I have read the Educator Code of Conduct. In so certifying, I understand that the Educator Code of Conduct, Ed 510 sets forth 4 Principles: (1) Responsibility to the Education Profession and Educational Professionals; (2) Responsibility to Students; (3) Responsibility to the School Community; and (4) Responsible and Ethical Use of Technology, which as a certified educator, I am obligated to follow. A founded violation of any of the principles of the Educator Code of Conduct may result in a written reprimand, suspension or revocation of my Educator credential. Additionally, in so certifying, I understand that pursuant to Ed 510.05, I have a duty to report any suspected violation of the code of conduct. Failure to report a suspected violation of the Educator code of conduct may result in a written reprimand, suspension or revocation of my Educator credential. https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf".

Appendix I

Rule	Statute
Ed 505.08	RSA 21-N:9, II(s); RSA 186:11, X(a)-(b); RSA 541-A:29

Readopt with amendment the following forms incorporated by reference in Ed 505.08(b)(1)-(18), effective 2-22-23 (Document #13562), to read as follows:

- DOE-BOC 1, “Application – Statement of Eligibility (SOE)”, February 2023**
- DOE-BOC 2, “Application for Licensure – Educator Preparation Program Completer”, February 2023**
- DOE-BOC 3, “Educator Transmittal Form”, February 2023**
- DOE-BOC 4a, “DOE Renewal Application – Educator”, February 2023**
- DOE-BOC 4b, “DOE Renewal Form Paraeducator I/ II and Educational Interpreter/Transliterator License”, February 2023**
- DOE-BOC 4c, “License Renewal Form for School Nurse I, II, and III”, February 2023**
- DOE-BOC 5, “Emergency Authorization (EA)”, February 2023**
- DOE-BOC 6, “Application for Emergency Authorization”, February 2023**
- DOE-BOC 7, “In Process of Licensure Authorization (IPLA)”, February 2023**
- DOE-BOC 8, “Paraeducator License Application”, February 2023**
- DOE-BOC 9, “School Nurse Application”, February 2023**
- DOE-BOC 10, “Name Change Request”, February 2023**
- DOE-BOC 11, “Application for Educational Interpreter/Transliterator for Children and Youth ages 3-21 Inclusive”, February 2023**
- DOE-BOC 12, “Application for Credential Verification Request”, February 2023**
- DOE-BOC 13, “Application for Licensure – Demonstrated Competencies”, February 2023**
- DOE-BOC 14, “Application for Portfolio and Oral Board Review”, February 2023**
- DOE-BOC 15, “Intern Authorization Application”, February 2023**
- DOE-BOC 16, “Site-Based Licensing Plan Completer Application”, February 2023**

DOE-BOC 17, “Criminal History Record Check Clearance”, February 2023

DOE-BOC 18, “Criminal History Record Check First-Time NH Licenses Only”, February 2023

All the forms have the following changes:

- The word “optional” has been removed and replaced by an asterisk for the Social Security number field, with statutory reference to RSA 21-N:9, II(s) giving the Department of Education authority to require Social Security numbers, pursuant to 2022, 222:1, effective 8-16-22;
- The option of “Other” was added to the Gender field; and
- Additional options were added in the Ethnicity field, and the fillable field asking to indicate race is removed.

DOE-BOC 4b amends the title of the form to change the “/” to “and” to accurately reflect the title of the credential;

DOE-BOC 11 amends the title of the form to change the “/” to “and” to accurately reflect the title of the credential;

DOE-BOC 18 also amends the language in the certification by adding the following: “I understand that the central registry check will identify whether there are any substantiated allegations of child abuse against me and/or the existence of any open child abuse investigations, where I have been identified as an alleged perpetrator of child abuse. Further, I understand that any investigatory reports related to such substantiated allegations and/or open investigations may be received as part of this application.”



State of New Hampshire, Department of Education
 Bureau of Credentialing
 25 Hall Street
 Concord, NH 03301
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

APPLICATION -STATEMENT OF ELIGIBILITY (SOE)

INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.

PAYMENT: Cash, money order or cashier’s check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

Important Notice

If you are a first time applicant you must complete the Criminal History Records Check (CHRC) application and submit a copy of your Driver's License with this application.

A first time applicant is one who has never held a credential in New Hampshire including but not limited to BEL, EEL, IPLA, IA, EA, SOE, PARA, School Nurse, and MTL

ALL *Fields are Required

Social Security Number * _____ - _____ - _____ EdID # (if known)
The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name: * First Name MI * Last Name Previous Name

* Gender: Male Female Other *Date of Birth

*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

* Mailing Address:

Street / PO Box City State Zip

*Primary Telephone Number Allow SMS/Text *Alternate Telephone Number Allow SMS/Text

*Primary Email Address *Alternate Email Address

*COLLEGE INFORMATION

DEGREE COLLEGE STATE MAJOR DATE GRANTED

**PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY
(example: Biology (SHORT); Mathematics (CLGRCS); Elementary Education (EEEK8) ;Health Science (CTESA)**

SHORT (Critical Shortage List) **CLGRCS** College-Level Courses **CTESA** Career and Technical Pathway Specialty Area

EEEECE Elementary Education K-6 or Early Childhood Education **EEK8** Elementary Education K-8

NEWEND New Endorsement **NOPATH** No other Available

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

*Have you had any type of Education Credential suspended or revoked in New Hampshire or any other jurisdiction?

*Have you had a corrective action related to an Educator Credential imposed upon you in New Hampshire or any other jurisdiction that did not result in suspension or revocation of your Education Credential?

*Have you ever surrendered any Educator Credential in New Hampshire or any other jurisdiction to settle a disciplinary action?

*Have you ever been investigated in your role as (including, but not limited to) an Educator, Education Personnel, Para-educator, Classroom Aid, or "Designated Volunteer" for allegations involving educator misconduct in New Hampshire or any other jurisdiction?

*Are you currently under investigation in New Hampshire or any other jurisdiction related to allegations of educator misconduct against you while employed as (including, but not limited to) an Educator, Para-educator, Classroom Aid, Transportation Personnel, Education Personnel or "Designated Volunteer" in any public school, private school, charter school, or public academy?

IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION

	<p>*By checking this box, I certify that I have read the Educator Code of Ethics. https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</p>
	<p>*By checking this box, I certify that I have read the Educator Code of Conduct. In so certifying, I understand that the Educator Code of Conduct, Ed 510 sets forth 4 Principles: (1) Responsibility to the Education Profession and Educational Professionals; (2) Responsibility to Students; (3) Responsibility to the School Community; and (4) Responsible and Ethical Use of Technology, which as a certified educator, I am obligated to follow. A founded violation of any of the principles of the Educator Code of Conduct may result in a written reprimand, suspension or revocation of my Educator credential. Additionally, in so certifying, I understand that pursuant to Ed 510.05, I have a duty to report any suspected violation of the code of conduct. Failure to report a suspected violation of the Educator code of conduct may result in a written reprimand, suspension or revocation of my Educator credential. https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf</p>

I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

*SIGNATURE

*DATE



State of New Hampshire, Department of Education
 Bureau of Credentialing
 25 Hall Street
 Concord, NH 03301
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

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ALL *Fields are Required

Social Security Number * _____ - _____ - _____ EdID # (if known)

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name: * First Name MI * Last Name Previous Name

* Gender: Male Female Other *Date of Birth

*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

* Mailing Address:

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*Primary Telephone Number Allow SMS/Text *Alternate Telephone Number Allow SMS/Text

*Primary Email Address *Alternate Email Address

*COLLEGE INFORMATION

DEGREE COLLEGE STATE MAJOR DATE GRANTED

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(example: Biology (SHORT); Mathematics (CLGRCS); Elementary Education (EEEK8) ;Health Science (CTESA)**

SHORT (Critical Shortage List) **CLGRCS** College-Level Courses **CTESA** Career and Technical Pathway Specialty Area

EEEECE Elementary Education K-6 or Early Childhood Education **EEK8** Elementary Education K-8

NEWEND New Endorsement **NOPATH** No other Available

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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

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State of New Hampshire, Department of Education
Bureau of Credentialing
25 Hall Street
Concord, NH 03301
Help Desk

Bureau of Credentialing office use only:
Date Received:
Fee amount:
Check #:

Approved Educator Preparation Program Application

INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.

PAYMENT: Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See Fee Schedule on our website for all fees.

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ALL *Fields are Required

Form fields including: Social Security Number, EdID #, Name (First Name, MI, Last Name, Previous Name), Gender, Date of Birth, Ethnicity, Mailing Address, Telephone Numbers, and Email Addresses.

*COLLEGE INFORMATION

DEGREE COLLEGE STATE MAJOR DATE GRANTED

PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY
Example: Life Science (AEPPNH) ; Upper Level Mathematics (AEPPoS)

AEPPNH Approved Educator Preparation Program New Hampshire AEPPoS Approved Educator Preparation Program Out of State

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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* First Name MI * Last Name Previous Name

*Gender: Male Female Other *Date of Birth

*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic
 African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

*** Mailing Address:**

Street / PO Box City State Zip

*Primary Telephone Number Allow SMS/Text *Alternate Telephone Number Allow SMS/Text

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***COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY
Example: Life Science (AEPPNH) ; Upper Level Mathematics (AEPPoS)

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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

 *SIGNATURE

 *DATE



State of New Hampshire, Department of Education
Bureau of Credentialing
 25 Hall Street
 Concord, NH 03301
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

Educator Transmittal Form

License Renewal for Educators recommended for renewal by employer who choose to pay by check

Note: Senior Educational Official will make the renewal recommendation online.

INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.

PAYMENT: Cash, money order or cashier’s check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

ALL *Fields are Required

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The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name:

* First Name MI * Last Name Previous Name

*Gender: Male Female Other *Date of Birth

*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

* Mailing Address:

Street / PO Box City State Zip

*Primary Telephone Number Allow SMS/Text *Alternate Telephone Number Allow SMS/Text

*Primary Email Address *Alternate Email Address

***COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

PLEASE NOTE: ANY EMPLOYED EDUCATOR WHOSE CREDENTIAL HAS EXPIRED AND HAS NOT RENEWED BY JUNE 30th OF THE YEAR THE CREDENTIAL IS DUE, WILL BE SUBJECT TO A LATE FEE.

See [Fee Schedule](#) on our website for all fees.

NOTE: The Special Education Teacher/Early Childhood Special Education Teacher endorsement must be maintained in order to renew a categorical area (Emotional and Behavioral Disabilities, Specific Learning Disabilities, Intellectual and Developmental Disabilities and Physical and Health Disabilities)

I **DO NOT** wish to renew this endorsement(s) from my list:

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION

	<p>*By checking this box, I certify that I have read the Educator Code of Ethics. https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</p>
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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

 *SIGNATURE

 *DATE



State of New Hampshire, Department of Education
 Bureau of Credentialing
 25 Hall Street
 Concord, NH 03301
 Help Desk

Bureau of Credentialing office use only:

Date Received: _____

Fee amount: _____

Check #: _____

Educator Transmittal Form

License Renewal for Educators recommended for renewal by employer who choose to pay by check

Note: Senior Educational Official will make the renewal recommendation online.

INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.

PAYMENT: Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See Fee Schedule on our website for all fees.

ALL *Fields are Required

Social Security Number * - - EdID # (if known)

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name:

* First Name MI * Last Name Previous Name

*Gender: Male Female Other *Date of Birth

*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic
 African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

* Mailing Address:

Street / PO Box City State Zip

*Primary Telephone Number Allow SMS/Text *Alternate Telephone Number Allow SMS/Text

*Primary Email Address *Alternate Email Address

***COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

PLEASE NOTE: ANY EMPLOYED EDUCATOR WHOSE CREDENTIAL HAS EXPIRED AND HAS NOT RENEWED BY JUNE 30th OF THE YEAR THE CREDENTIAL IS DUE, WILL BE SUBJECT TO A LATE FEE.

See [Fee Schedule](#) on our website for all fees.

NOTE: The Special Education Teacher/Early Childhood Special Education Teacher endorsement must be maintained in order to renew a categorical area (Emotional and Behavioral Disabilities, Specific Learning Disabilities, Intellectual and Developmental Disabilities and Physical and Health Disabilities)

I **DO NOT** wish to renew this endorsement(s) from my list:

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

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 *SIGNATURE

 *DATE

Section A

(indicate if Professional Development already entered online in EIS)

45 Continuing Education Units aligned with Ed 505.03 Professional Education

Additional sheets may be attached if necessary.

Activity Type

Date

of Hours

Activity Title Description

Provider/Location

Section B Goals for next 3 years

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Describe how your Individual Plan (IPDP) is linked to the [NH Department of Education Statewide Professional Development Master Plan](#) or for employed Superintendents, your local Professional Development Master Plan.

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

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State of New Hampshire, Department of Education
Bureau of Credentialing
25 Hall Street
Concord, NH 03301
Help Desk

Box for Bureau of Credentialing office use only, containing fields for Date Received, Fee amount, and Check #.

DOE RENEWAL APPLICATION - Educator

INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.

PAYMENT: Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See Fee Schedule on our website for all fees. Note: Please add the late fee for renewing an expired license

ALL *Fields are Required

Social Security Number * EdID # (if known)

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name:

* First Name MI * Last Name Previous Name

*Gender: Male Female Other *Date of Birth

*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

* Mailing Address:

Street / PO Box City State Zip

*Primary Telephone Number Allow SMS/Text *Alternate Telephone Number Allow SMS/Text

*Primary Email Address

*Alternate Email Address

If you have entered your Professional Development online in EIS and are using this form to pay by check/money order or with cash at the office, please enter "COMPLETED ONLINE" in Section A. Sections B (Individual Professional Development Plan - IPDP)

Section A

(indicate if Professional Development already entered online in EIS)

30 Continuing Education Units specific to each endorsement Additional sheets may be attached if necessary.

Activity Type Date # of Hours Activity Title Description Provider/Location

Section A

(indicate if Professional Development already entered online in EIS)

45 Continuing Education Units aligned with Ed 505.03 Professional Education

Additional sheets may be attached if necessary.

Activity Type

Date

of Hours

Activity Title Description

Provider/Location

Section B Goals for next 3 years

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Describe how your Individual Plan (IPDP) is linked to the [NH Department of Education Statewide Professional Development Master Plan](#) or for employed Superintendents, your local Professional Development Master Plan.

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION

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*SIGNATURE

*DATE



State of New Hampshire, Department of Education
 Bureau of Credentialing
 25 Hall Street
 Concord, NH 03301
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

DOE RENEWAL FORM

Paraeducator I and II and Educational Interpreter and Transliterater License

INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.

PAYMENT: Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

ALL *Fields are Required

Social Security Number *

- -

EdID # (if known)

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Name:

* First Name

MI

* Last Name

Previous Name

*Gender:

Male

Female

Other

*Date of Birth

*Select Ethnicity: (check one)

American Indian/Alaskan Native

Asian/Pacific Islander

Hispanic

one)

African American/Non-Hispanic

White/Non-Hispanic

Other/do not wish to specify

Multi-ethnic

* Mailing Address:

Street / PO Box

City

State

Zip

*Primary Telephone Number

Allow SMS/Text

*Alternate Telephone Number

Allow SMS/Text

*Primary Email Address

*Alternate Email Address

Section A

(indicate if Professional Development already entered online in EIS)

50 Continuing Education Units of related professional development activities is required

Additional sheets may be attached if necessary.

Activity Type	Date	# of Hours	Activity Title Description	Provider/Location
---------------	------	------------	----------------------------	-------------------

PLEASE CHECK APPROPRIATE ANSWERS

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Name:

* **First Name** _____ **MI** _____ * **Last Name** _____ **Previous Name** _____

***Gender:** **Male** **Female** **Other** ***Date of Birth** _____

***Select Ethnicity: (check one)** **American Indian/Alaskan Native** **Asian/Pacific Islander** **Hispanic**
African American/Non-Hispanic **White/Non-Hispanic** **Other/do not wish to specify** **Multi-ethnic**

* **Mailing Address:**

_____ **Street / PO Box** _____ **City** _____ **State** _____ **Zip** _____

***Primary Telephone Number** _____ Allow SMS/Text ***Alternate Telephone Number** _____ Allow SMS/Text

***Primary Email Address** _____ ***Alternate Email Address** _____

Section A

(indicate if Professional Development already entered online in EIS)

50 Continuing Education Units of related professional development activities is required

Additional sheets may be attached if necessary.

Activity Type	Date	# of Hours	Activity Title Description	Provider/Location
---------------	------	------------	----------------------------	-------------------

PLEASE CHECK APPROPRIATE ANSWERS

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License Renewal Form for School Nurse I, II, and III

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MI

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***Date of Birth**

***Select Ethnicity: (check one)**

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Asian/Pacific Islander

Hispanic

African American/Non-Hispanic

White/Non-Hispanic

Other/do not wish to specify

Multi-ethnic

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Street / PO Box

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State

Zip

***Primary Telephone Number**

Allow SMS/Text

***Alternate Telephone Number**

Allow SMS/Text

***Primary Email Address**

***Alternate Email Address**

License Renewal: Please Check one
School Nurse I

School Nurse I- Please submit a verification of enrollment in a BSN program with an expected completion date within 6 years of date of hire
School Nurse II

School Nurse III

Section A

(indicate if Professional Development already entered online in EIS)

45 Continuing Education Units of School Nurse related professional development activities is required

Additional sheets may be attached if necessary.

Activity Type

Date

of Hours

Activity Title Description

Provider/Location

PLEASE CHECK APPROPRIATE ANSWERS

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Other

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American Indian/Alaskan Native

Asian/Pacific Islander

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Other/do not wish to specify

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 School Nurse I

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Section A

(indicate if Professional Development already entered online in EIS)

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Activity Type	Date	# of Hours	Activity Title Description	Provider/Location
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PLEASE CHECK APPROPRIATE ANSWERS

YES NO

*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

*Have you had any type of Education Credential suspended or revoked in New Hampshire or any other jurisdiction?

*Have you had a corrective action related to an Educator Credential imposed upon you in New Hampshire or any other jurisdiction that did not result in suspension or revocation of your Education Credential?

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*Have you ever been investigated in your role as (including, but not limited to) an Educator, Education Personnel, Para-educator, Classroom Aid, or "Designated Volunteer" for allegations involving educator misconduct in New Hampshire or any other jurisdiction?

*Are you currently under investigation in New Hampshire or any other jurisdiction related to allegations of educator misconduct against you while employed as (including, but not limited to) an Educator, Para-educator, Classroom Aid, Transportation Personnel, Education Personnel or "Designated Volunteer" in any public school, private school, charter school, or public academy?

IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION

	*By checking this box, I certify that I have read the Educator Code of Ethics. https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf
	*By checking this box, I certify that I have read the Educator Code of Conduct. In so certifying, I understand that the Educator Code of Conduct, Ed 510 sets forth 4 Principles: (1) Responsibility to the Education Profession and Educational Professionals; (2) Responsibility to Students; (3) Responsibility to the School Community; and (4) Responsible and Ethical Use of Technology, which as a certified educator, I am obligated to follow. A founded violation of any of the principles of the Educator Code of Conduct may result in a written reprimand, suspension or revocation of my Educator credential. Additionally, in so certifying, I understand that pursuant to Ed 510.05, I have a duty to report any suspected violation of the code of conduct. Failure to report a suspected violation of the Educator code of conduct may result in a written reprimand, suspension or revocation of my Educator credential. https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf

I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

*SIGNATURE

*DATE



State of New Hampshire, Department of Education
Bureau of Credentialing
 25 Hall Street
 Concord, N.H. 03301
[Click here for the Help Desk](#)

<p>For Bureau of Credentialing use only:</p> <p>Date Received:</p>

EMERGENCY AUTHORIZATION (EA)

ALL *Fields are Required

Social Security Number *

Ed ID # (if known)

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name:

* **First Name** **MI** * **Last Name** **Former name**

***Gender:** **Male** **Female**

***Date of Birth**

* **Mailing Address:**

Street / PO Box **City** **State** **Zip**

* **Primary Telephone Number** ***Alternate Telephone Number**

***Primary Email Address** ***Alternate Email Address**

Information from Employer:

* Date of Hire *Major Assignment Endorsement Area

* Is this a Title I School? YES NO * Is this a Title I Position? YES NO

* SAU # or Agency Name * School Name

An Emergency Authorization is not a license and shall not be renewable. Employment by the SAU is authorized for the above individual for one school year.

School Year

***Print Name: Senior Educational Official**

***Date**

* **Senior Educational Official Signature**

School Email Address

***Date**

Authorized NHDOE Credentialing Signature

TDD ACCESS: RELAY NH 711

EQUAL OPPORTUNITY EMPLOYER – EQUAL EDUCATIONAL OPPORTUNITIES



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 25 Hall Street
 Concord, N.H. 03301
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Social Security Number *

Ed ID # (if known)

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Name:

* First Name MI * Last Name Former name

*Gender: Male Female

*Date of Birth

* Mailing Address:

Street / PO Box City State Zip

* Primary Telephone Number *Alternate Telephone Number

*Primary Email Address *Alternate Email Address

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*Date

* Senior Educational Official Signature

School Email Address

*Date

Authorized NHDOE Credentialing Signature



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Bureau of Credentialing
 25 Hall Street
 Concord, NH 03301
 Help Desk

Bureau of Credentialing office use only:	
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Fee amount:	_____
Check #:	_____

APPLICATION -EMERGENCY AUTHORIZATION (EA)

This is not an application for licensure.

INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.

Please also submit with this form a transcript with registrar's signature conferring at least a Bachelor's degree.

PAYMENT: Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

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ALL *Fields are Required

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Name:

* First Name	MI	* Last Name	Previous Name
*Gender: Male Female Other		*Date of Birth	
*Select Ethnicity: (check one)	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic
	African American/Non-Hispanic	White/Non-Hispanic	Other/do not wish to specify
			Multi-ethnic

*** Mailing Address:**

Street / PO Box	City	State	Zip
*Primary Telephone Number Allow SMS/Text	*Alternate Telephone Number Allow SMS/Text		
*Primary Email Address	*Alternate Email Address		

***COLLEGE INFORMATION**

DEGREE	COLLEGE	STATE	MAJOR	DATE GRANTED
--------	---------	-------	-------	--------------

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Emergency Authorization --- School Year

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

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 *SIGNATURE

 *DATE



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 Bureau of Credentialing
 25 Hall Street
 Concord, NH 03301
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
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APPLICATION -EMERGENCY AUTHORIZATION (EA)

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INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.

Please also submit with this form a transcript with registrar's signature conferring at least a Bachelor's degree.

PAYMENT: Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

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ALL *Fields are Required

Social Security Number * _____ - _____ - _____ EdID # (if known)
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Name: * First Name MI * Last Name Previous Name

*Gender: Male Female Other *Date of Birth

*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

* Mailing Address:

Street / PO Box City State Zip

*Primary Telephone Number Allow SMS/Text *Alternate Telephone Number Allow SMS/Text

*Primary Email Address *Alternate Email Address

***COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

An Emergency Authorization is not a license. Employment by the SAU is authorized for the above individual for one school year.

Emergency Authorization --- School Year

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

 *SIGNATURE

 *DATE

Information from Employer

We have confirmed with the Department of Education Credentialing Office that this candidate has applied/paid the fee for full licensure. This candidate has been found by the Credentialing Office to be eligible for issuance of full licensure upon receipt of passing test scores as indicated below.

Date of Hire

Major Assignment Endorsement Area

SAU# or Agency Name

School Name

Praxis Core Test Scheduled (Provide Date)

Praxis Content Test Scheduled (Provide Date and Test Number)

Pearson’s Foundations of Reading Test Scheduled (Provide Date)

Please visit [Credentialing HD Knowledge Base](#) to find out more about test center closure status and remote testing options.

THIS FORM ALLOWS THE CANDIDATE UP TO **ONE SCHOOL YEAR** TO COMPLETE THE LICENSURE PROCESS.

AN IPLA IS NOT RENEWABLE.

THIS IPLA IS ISSUED FOR THE SCHOOL YEAR

AN IPLA IS NOT RENEWABLE.

Email for SAU receipt of finalized form

***Print Name: Senior Educational Official**

Date

***Senior Educational Official Signature**

Date

Authorized NHDOE Credentialing Signature

IF YOU FAX or EMAIL THIS FORM, PLEASE DO NOT ALSO MAIL THE ORIGINAL



State of New Hampshire, Department of Education
 Bureau of Credentialing
 25 Hall Street
 Concord, N.H. 03301
[Click here for the Help Desk](#)

Bureau of Credentialing Use Only
 Date Received

IN PROCESS OF LICENSURE AUTHORIZATION (IPLA)

School Year

ALL *Fields are Required

Information from Candidate

Social Security Number *

- -

EdID # (if known)

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Name:

* First Name

MI

* Last Name

Previous Name

*Gender:

Male

Female

Other

*Date of Birth

*Select Ethnicity: (check one)

American Indian/Alaskan Native

Asian/Pacific Islander

Hispanic

African American/Non-Hispanic

White/Non-Hispanic

Other/do not wish to specify

Multi-ethnic

* Mailing Address:

Street / PO Box

City

State

Zip

*Primary Telephone Number

Allow SMS/Text

*Alternate Telephone Number

Allow SMS/Text

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***Senior Educational Official Signature**

Date

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 Help Desk

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Check #:	_____

PARAEDUCATOR LICENSE APPLICATION

INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.

PAYMENT: Cash, money order or cashier’s check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

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ALL *Fields are Required

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Name: * First Name MI * Last Name Previous Name

*Gender: Male Female Other *Date of Birth

*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic
 African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

* Mailing Address:
 Street / PO Box City State Zip

*Primary Telephone Number Allow SMS/Text *Alternate Telephone Number Allow SMS/Text

*Primary Email Address *Alternate Email Address

***EDUCATIONAL INFORMATION**

DEGREE School STATE MAJOR DATE GRANTED

PLEASE CHECK WHICH PARAEDUCATOR LEVEL YOU ARE REQUESTING:

Paraeducator I: Submit a copy of High School Diploma or GED with the application.

Submit the documents described in ONE of the following options.

Paraeducator II:

Official college transcript of Associate’s or Bachelor’s degree conferred OR showing a minimum of 48 college credits.

OR

Official High School transcript in a school sealed envelope OR copy of High School Diploma or GED AND A copy of passing scores for the ParaPro Assessment Praxis test or equivalent.

OR

Official High School transcript in a school sealed envelope OR copy of High School Diploma or GED

AND

Assessment of Candidate’s Strengths and Professional Development Needs form. All competencies must be checked as met with evidence indicated in the assessment column. Activities used as evidence must be at the college level. Evidence for English and Math must be at the second year college level.

All documentation of evidence indicating how all competencies have been met.

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

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***EDUCATIONAL INFORMATION**
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Bureau of Credentialing office use only:

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Fee amount: _____

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SCHOOL NURSE APPLICATION

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ALL *Fields are Required

Social Security Number *

- -

EdID # (if known)

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* First Name

MI

* Last Name

Previous Name

*Gender: Male

Female

Other

*Date of Birth

*Select Ethnicity: (check one)

American Indian/Alaskan Native

Asian/Pacific Islander

Hispanic

African American/Non-Hispanic

White/Non-Hispanic

Other/do not wish to specify

Multi-ethnic

* Mailing Address:

Street / PO Box

City

State

Zip

*Primary Telephone Number

Allow SMS/Text

*Alternate Telephone Number

Allow SMS/Text

*Primary Email Address

*Alternate Email Address

***COLLEGE INFORMATION**

DEGREE

COLLEGE

STATE

MAJOR

DATE GRANTED

Application Type (Please check one)

School Nurse I: Submit an official transcript (Associate’s nursing degree level or higher), a copy of a valid New Hampshire issued RN license, an employer verified letter showing 3 years of clinical pediatric nursing or related work experience under a valid RN license.
****Must be enrolled in a Nursing Program leading to a BSN within 6 years of hire.**

School Nurse III: Submit an official transcript (Bachelor’s nursing degree level or higher), a copy of a valid New Hampshire BSN RN license, an employer verified letter showing 3 years of clinical pediatric nursing or related work experience under a valid BSN RN license.

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION

	<p>*By checking this box, I certify that I have read the Educator Code of Ethics. https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf</p>
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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

 *SIGNATURE

 *DATE



State of New Hampshire, Department of Education
Bureau of Credentialing
 25 Hall Street
 Concord, NH 03301
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

SCHOOL NURSE APPLICATION

INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.

PAYMENT: Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

Important Notice

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A first time applicant is one who has never held a credential in New Hampshire including but not limited to BEL, EEL, IPLA, IA, EA, SOE, PARA, School Nurse, and MTL

ALL *Fields are Required

Social Security Number * _____ - _____ - _____ EdID # (if known)
The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name: * First Name MI * Last Name Previous Name

*Gender: Male Female Other *Date of Birth

*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

* Mailing Address:

Street / PO Box City State Zip

*Primary Telephone Number Allow SMS/Text *Alternate Telephone Number Allow SMS/Text

*Primary Email Address *Alternate Email Address

***COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

Application Type (Please check one)

School Nurse I: Submit an official transcript (Associate’s nursing degree level or higher), a copy of a valid New Hampshire issued RN license, an employer verified letter showing 3 years of clinical pediatric nursing or related work experience under a valid RN license.
****Must be enrolled in a Nursing Program leading to a BSN within 6 years of hire.**

School Nurse III: Submit an official transcript (Bachelor’s nursing degree level or higher), a copy of a valid New Hampshire BSN RN license, an employer verified letter showing 3 years of clinical pediatric nursing or related work experience under a valid BSN RN license.

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

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Name Change Request

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OLD INFORMATION

I have changed my: Name Address

Former Name on file*

ALL *Fields are Required

Social Security Number * - - EdID # (if known)

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.0:8(d) and RSA 21-N:9, II(s).

*New Name:

* First Name MI * Last Name Previous Name

*Gender: Male Female Other *Date of Birth

*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

* Mailing Address:

Street / PO Box City State Zip

*Primary Telephone Number Allow SMS/Text *Alternate Telephone Number Allow SMS/Text

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PLEASE CHECK APPROPRIATE ANSWERS

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 25 Hall Street
 Concord, NH 03301
 Help Desk

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APPLICATION FOR LICENSURE -DEMONSTRATED COMPETENCIES

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Important Notice

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ALL *Fields are Required

Social Security Number * _____ - _____ - _____ EdID # (if known)
The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Excellence and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name: * First Name MI * Last Name Previous Name

*Gender: Male Female Other *Date of Birth

*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

* Mailing Address:

Street / PO Box City State Zip

*Primary Telephone Number Allow SMS/Text *Alternate Telephone Number Allow SMS/Text

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***COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY

Example: Life Science (DCNR) ; Upper Level Mathematics (DCEX); Principal (DCTA)

DCNR National/Regional License DCEX Experience Out-of-State DCTA Transcript Analysis

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

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State of New Hampshire, Department of Education
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 Concord, NH 03301
 Help Desk

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* Mailing Address:
 Street / PO Box City State Zip
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***COLLEGE INFORMATION**
 DEGREE COLLEGE STATE MAJOR DATE GRANTED

PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY

Example: Life Science (DCNR) ; Upper Level Mathematics (DCEX); Principal (DCTA)

DCNR National/Regional License DCEX Experience Out-of-State DCTA Transcript Analysis

PLEASE CHECK APPROPRIATE ANSWERS

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APPLICATION FOR PORTFOLIO AND ORAL BOARD REVIEW

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Name:				
* First Name	MI	* Last Name	Previous Name	
*Gender: Male	Female	Other	*Date of Birth	
*Select Ethnicity: (check one)	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	
African American/Non-Hispanic	White/Non-Hispanic	Other/do not wish to specify	Multi-ethnic	
* Mailing Address:				
Street / PO Box		City	State	Zip
*Primary Telephone Number		Allow SMS/Text	*Alternate Telephone Number	Allow SMS/Text
*Primary Email Address		*Alternate Email Address		

***COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY

Example: Life Science (DCPOB)

DCPOB Demonstrated Competencies portfolio oral board

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

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***COLLEGE INFORMATION**

DEGREE	COLLEGE	STATE	MAJOR	DATE GRANTED
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PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY

Example: Life Science (DCPOB)

DCPOB Demonstrated Competencies portfolio oral board

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION

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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

*SIGNATURE

*DATE



State of New Hampshire, Department of Education
 Bureau of Credentialing
 25 Hall Street
 Concord, NH 03301
 Help Desk

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Date Received:	_____
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Intern Authorization Application

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Your Site-Based Licensing plan for _____ has been submitted.
 (endorsement to be filled in by applicant)

ALL *Fields are Required

Social Security Number * _____ - _____ - _____ **EdID # (if known)** _____
The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name:

* First Name	MI	* Last Name	Previous Name
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***Gender:** **Male** **Female** **Other** ***Date of Birth**

***Select Ethnicity: (check one)** **American Indian/Alaskan Native** **Asian/Pacific Islander** **Hispanic**

African American/Non-Hispanic **White/Non-Hispanic** **Other/do not wish to specify** **Multi-ethnic**

*** Mailing Address:**

Street / PO Box	City	State	Zip
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***Primary Telephone Number** _____ Allow SMS/Text ***Alternate Telephone Number** _____ Allow SMS/Text

***Primary Email Address** _____ ***Alternate Email Address** _____

***COLLEGE INFORMATION**

<i>DEGREE</i>	<i>COLLEGE</i>	<i>STATE</i>	<i>MAJOR</i>	<i>DATE GRANTED</i>
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**PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH
PATHWAY Example: Life Science (SBLP)**

SBLP Site Based Licensing Plan

PLEASE CHECK APPROPRIATE ANSWERS

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SBLP Site Based Licensing Plan

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PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH PATHWAY Example: Life Science (SBLP)

SBLP Site Based Licensing Plan

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Site-Based Licensing Plan Completer Application

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 (endorsement to be filled in by applicant)

ALL *Fields are Required

Social Security Number *		-		-		EdID # (if known)
<small>The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).</small>						
Name:						
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***COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

**PLEASE LIST THE SPECIFIC AREAS IN WHICH YOU WISH TO BE CERTIFIED AND BY WHICH
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SBLP Site Based Licensing Plan

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Criminal History Record Check Clearance

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Name:

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*Gender: Male Female Other *Date of Birth

*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

*** Mailing Address:**

Street / PO Box City State Zip

*Primary Telephone Number Allow SMS/Text *Alternate Telephone Number Allow SMS/Text

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***COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

Application Type

Is this a new Application or Renewal? Please check one New Applicant Renewal

School Bus Driver Submit this application, a copy of a valid drivers license, and fee.
All applicants for school bus driver licensure are subject to a criminal history records check in accordance with RSA 189:13-b.

Ed Prep Program Candidates Submit this application, a government issued ID, and fee.
All Educational Preparation Program candidates are subject to a criminal history records check in accordance with RSA 189:13-a,c.

Institution Name:

PLEASE CHECK APPROPRIATE ANSWERS

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Criminal History Record Check Clearance
First time NH licenses only

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PLEASE CHECK APPROPRIATE ANSWERS

YES NO

*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

*Have you had any type of Education Credential suspended or revoked in New Hampshire or any other jurisdiction?

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*Have you ever surrendered any Educator Credential in New Hampshire or any other jurisdiction to settle a disciplinary action?

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IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION

***By checking this box, I certify that I have read the Educator Code of Ethics.**

https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf

***By checking this box, I certify that I have read the Educator Code of Conduct. In so certifying, I understand that the Educator Code of Conduct, Ed 510 sets forth 4 Principles: (1) Responsibility to the Education Profession and Educational Professionals; (2) Responsibility to Students; (3) Responsibility to the School Community; and (4) Responsible and Ethical Use of Technology, which as a certified educator, I am obligated to follow. A founded violation of any of the principles of the Educator Code of Conduct may result in a written reprimand, suspension or revocation of my Educator credential. Additionally, in so certifying, I understand that pursuant to Ed 510.05, I have a duty to report any suspected violation of the code of conduct. Failure to report a suspected violation of the Educator code of conduct may result in a written reprimand, suspension or revocation of my Educator credential.**

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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge. By signing this document I agree that I am subject to a criminal history records check in accordance with RSA 189:13-c as well as a check for findings of abuse on the Division for Children Youth & Families (DCYF) central registry pursuant to RSA 169:C-35, and subject to other states central registry lists. I understand that the central registry check will identify whether there are any substantiated allegations of child abuse against me and/or the existence of any open child abuse investigations, where I have been identified as an alleged perpetrator of child abuse. Further, I understand that any investigatory reports related to such substantiated allegations and/or open investigations may be received as part of this application. By executing this agreement, I hereby waive the time limits prescribed by RSA 541-A:29 and acknowledge that this application will not be deemed approved or granted prior to the agency's actual receipt and review of my Criminal History Record Check.

*SIGNATURE

*DATE



State of New Hampshire, Department of Education
Bureau of Credentialing
 25 Hall Street
 Concord, NH 03301
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

Criminal History Record Check Clearance
First time NH licenses only

INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.

PAYMENT: Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

Important Notice

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A first time applicant is one who has never held a credential in New Hampshire including but not limited to BEL, EEL, IPLA, IA, EA, SOE, PARA, School Nurse, and MTL

ALL *Fields are Required

Social Security Number * _____ - _____ - _____ EdID # (if known)

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name: * First Name MI * Last Name Previous Name

*Gender: Male Female Other *Date of Birth

*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

* Mailing Address:

Street / PO Box City State Zip

*Primary Telephone Number Allow SMS/Text *Alternate Telephone Number Allow SMS/Text

*Primary Email Address *Alternate Email Address

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

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State of New Hampshire, Department of Education
 Bureau of Credentialing
 25 Hall Street
 Concord, NH 03301
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
Fee amount:	_____
Check #:	_____

APPLICATION -Educational Interpreter and Transliterators for Children and Youth ages 3-21
 Inclusive

INSTRUCTIONS: This is a fillable form, please type directly into it, print and sign before mailing.

PAYMENT: Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

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Social Security Number * _____ - _____ - _____ EdID # (if known)
The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Education and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name: * First Name MI * Last Name Previous Name

*Gender: Male Female Other *Date of Birth

*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic

African American/Non-Hispanic White/Non-Hispanic Other/do not wish to specify Multi-ethnic

* Mailing Address:

Street / PO Box City State Zip

*Primary Telephone Number Allow SMS/Text *Alternate Telephone Number Allow SMS/Text

*Primary Email Address *Alternate Email Address

***COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

Educational interpreter/transliterater” means a person licensed by the board who facilitates communication between individuals who are deaf or hard of hearing, or who use signed language as a primary mode of communication, and individuals who are hearing;

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

*Have you ever been convicted or charged pending disposition of a Class A Misdemeanor or ANY Felony in New Hampshire or any other jurisdiction? (Minor traffic violations with the exception of DWI and drug related motor vehicle offenses are not reportable.)

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Bureau of Credentialing
 25 Hall Street
 Concord, NH 03301
 Help Desk

Bureau of Credentialing office use only:	
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**APPLICATION -Educational Interpreter and Transliterater for Children and Youth ages 3-21
 Inclusive**

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Social Security Number *			EdID # (if known)		
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Name:					
* First Name		MI	* Last Name		Previous Name
*Gender:	Male	Female	Other	*Date of Birth	
*Select Ethnicity: (check one)			American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic
African American/Non-Hispanic		White/Non-Hispanic		Other/do not wish to specify	Multi-ethnic
* Mailing Address:					
Street / PO Box			City	State	Zip
*Primary Telephone Number			<small>Allow SMS/Text</small>	*Alternate Telephone Number	
				<small>Allow SMS/Text</small>	
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*COLLEGE INFORMATION					
DEGREE	COLLEGE	STATE	MAJOR	DATE GRANTED	

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Bureau of Credentialing
 25 Hall Street
 Concord, NH 03301
 Help Desk

Bureau of Credentialing office use only:	
Date Received:	_____
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APPLICATION -CREDENTIAL VERIFICATION REQUEST

INSTRUCTIONS: **This is a fillable form, please type directly into it, print and sign before mailing.**

PAYMENT: Cash, money order or cashier’s check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See [Fee Schedule](#) on our website for all fees.

This is not an application for licensure

ALL *Fields are Required

Social Security Number * **EdID # (if known)**

The applicant agrees that the social security number shall be used to search the "National Association of State Directors for Teacher Excellence and Certification (NASDTEC)" Clearinghouse in accordance with Ed 505.08(d) and RSA 21-N:9, II(s).

Name:
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*Gender: Male Female Other *Date of Birth

*Select Ethnicity: (check one) American Indian/Alaskan Native Asian/Pacific Islander Hispanic
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***COLLEGE INFORMATION**

DEGREE COLLEGE STATE MAJOR DATE GRANTED

I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

*SIGNATURE	*DATE



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street, Suite 304
Concord, NH 03301
TEL. (603) 271-3495

EXECUTIVE SUMMARY

Adopt: Ed 504.12 Criminal History Record Check

- A. **ACTION NEEDED**
A vote is needed by the state board of education to adopt Ed 504.12, relative to criminal history record checks completed by the department of education.
- B. **RATIONALE FOR ACTION**
This item was approved on the consent agenda at the April 19 JLCAR meeting.
- C. **EFFECTS OF THIS ACTION**
If the board votes to adopt Ed 504.12, the rules will become effective at 12:01 on May 10.
- D. **POSSIBLE MOTION**
I motion to adopt Ed 504.12, relative to criminal history record checks.

STATE OF NEW HAMPSHIRE



OFFICE OF LEGISLATIVE SERVICES

STATE HOUSE
107 NORTH MAIN STREET, ROOM 109
CONCORD, NEW HAMPSHIRE 03301-4951

NOTICE NO. _____

RULE # _____

RELATIVE TO: _____

The Joint Legislative Committee on Administrative Rules has reviewed the Final Proposal on the above cited rule at its meeting on

The Committee voted to approve the proposal. You may proceed to adopt the rules in the proposal and file them with the Office of Legislative Services, Administrative Rules. If the effective life of any existing, regular rules in your proposal was extended during the rulemaking proceeding pursuant to RSA 541-A: 14-a, then all the rules in the proposal must be adopted within **30 days** of Committee approval. The rules also must be filed with an effective date not more than **60 days** from the date of filing. See Section 1.11 of Chapter 3 in the N.H. Drafting and Procedure Manual for Administrative Rules (Manual).

When filing the final rules, you are also required to file a cover letter indicating the date of final adoption and certifying the final rules are a true copy. See Section 2.21 of Chapter 3 in the Manual. The rules will become effective either at (1) 12:01 a.m. on the day after the filing, (2) 12:01 a.m. on the date specified in the cover letter to me when the rule is filed, or (3) such other date and time as specified in the cover letter, provided that the filing occurs before such effective date and time. Please send one (1) copy of the adopted rules.

Sincerely yours,

David Alukonis, Director
Office of Legislative Services

Readopt with amendment Ed 504.12, eff 2-22-23 (Document #13562) to read as follows:

Ed 504.12 Criminal History Record Check Clearance.

- (a) A criminal history records check clearance shall be required for:
 - (1) Any individual who seeks employment as a school bus driver; and
 - (2) Professional educator preparation program (PEPP) candidates prior to unsupervised placement in a field experience as described in Ed 604.
- (b) Individuals currently employed as a school bus driver shall apply for a criminal history record check clearance no more than 6 months and no less than 60 days prior to the expiration of their current state-issued driver's license.
- (c) An applicant for a criminal history record check clearance shall submit:
 - (1) To the department:
 - a. A completed DOE BOC 17 "Criminal History Record Check Clearance" form, April 2024, which includes the certification in Ed 505.08(f) and the attestation in Ed 505.08(h);
 - b. A copy of a valid government-issued identification (ID) including, but not limited to:
 - 1. A driver's license;
 - 2. A state-issued photo ID;
 - 3. A passport; or
 - 4. A military ID; and
 - c. The applicable credentialing fee as required in Ed 505.09; and
 - (2) To the department of safety:
 - a. A completed department of safety "Criminal History Record Release Form DSSP 382" for SAU employees, along with the fee indicated on the form; or
 - b. A completed department of safety "Contracted School Transportation Providers Form DSSP 434," along with the fee indicated on the form.
- (d) A criminal history records check clearance shall not be issued without the department's receipt of the applicant's criminal history record.
- (e) A criminal history records check clearance shall be denied to any individual in accordance with Ed 512.01.
- (f) A completed application for criminal history records check clearance shall be reviewed by the background check coordinator, as defined in RSA 21-N:8-a, I-a, in accordance with Ed 505.10(a)-(d).
- (g) A criminal history records check clearance for bus drivers shall be valid:
 - (1) For 5 years; or
 - (2) Until the background check coordinator of the department:

- a. Receives actual notice of a basis to deny a criminal history records check clearance in accordance with Ed 512.01; and
 - b. Provides notice of revocation of the criminal history records check clearance to the bus driver and the New Hampshire department of motor vehicles.
- (h) A criminal history records check clearance for new bus driver applicants shall be valid for:
- (1) The duration of the individual’s current state-issued driver’s license; or
 - (2) A period not to exceed 5 years from the date of issuance.
- (i) A criminal history records check clearance for PEPP candidates shall be valid for the period established in RSA 189:13-c, II(c).
- (j) Renewal applications for bus drivers shall be submitted no more than 6 months and no less than 60 days prior to the expiration of the criminal history records check clearance or current driver’s license, as applicable, by submission of the requirements enumerated in (c) above.
- (k) Renewal applications for PEPP candidates shall be submitted no less than 60 days prior to the expiration of the last criminal history records check clearance, as applicable, by submission of the requirements enumerated in (c) above.

Appendix I

Rule	Statute
Ed 504.12	RSA 189:13-a, V-VI; RSA 189:13-b; RSA 189:13-c

Application Type

Is this a new Application or Renewal? Please check one New Applicant Renewal

School Bus Driver Submit this application, a copy of a valid drivers license, and fee.
All applicants for school bus driver licensure are subject to a criminal history records check in accordance with RSA 189:13-b.

Ed Prep Program Candidates Submit this application, a government issued ID, and fee.
All Educational Preparation Program candidates are subject to a criminal history records check in accordance with RSA 189:13-a,c.

Institution Name:

PLEASE CHECK APPROPRIATE ANSWERS

YES NO

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Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street, Suite 304
Concord, NH 03301
TEL. (603) 271-3495

EXECUTIVE SUMMARY

Adopt Ed 507.54 Computer Science Educator

Submitted to the State Board of Education, May 9, 2024

- A. **ACTION NEEDED**
A vote is needed by the board of education to adopt Ed 507.54, relative to licensure requirements for computer science educators.
- B. **RATIONALE FOR ACTION**
The conditional approval response was accepted by OLS.
- C. **EFFECTS OF THIS ACTION**
If the board adopts Ed 507.54, the rules will become effective May 10 at 12:01.
- D. **POSSIBLE MOTION**
I motion to adopt Ed 507.54, relative to licensure requirements for computer science educators.

Readopt with amendment Ed 507.54, effective 12-15-23 (Document #13822, Interim), to read as follows:

Ed 507.54 Computer Science Educator.

(a) A candidate seeking a credential as a computer science educator for grades K-12 shall meet the following education requirements:

(1) Either:

- a. Have at least a bachelor's degree; or
- b. Hold a current eligible industry-recognized credential as defined in RSA 200-O:2, II; and

(2) Meet the requirements of (c) below.

(b) Candidates seeking a credential shall use one of the alternatives in Ed 505.05 - Ed 505.07 after having met the requirements of (c) below.

(c) A candidate seeking a credential as a computer science educator for grades K-12 shall have the following skills, competencies, and knowledge through a combination of learning activities such as, but not limited to, academic and supervised clinical experience in the following areas:

(1) In the area of impacts of computing, the candidate shall have the ability to:

a. Use computing to:

1. Express creativity;
2. Solve problems;
3. Communicate;
4. Collaborate; and
5. Innovate in a variety of fields and careers;

b. Assess obstacles to equal access to computing as well as the impacts of these obstacles;

c. Assess impacts of computing innovations and practices with respect to:

1. Beneficial and harmful effects;
2. Ethical practices; and
3. Privacy, security, and legal issues; and

d. Keep current with knowledge on emerging technologies and their potential impacts;

(2) In the area of algorithms and computational thinking, the candidate shall have the ability to:

a. Analyze algorithmic processes and develop algorithms using:

1. Pattern recognition;
2. Problem decomposition; and

3. Abstraction;
 - b. Convert between binary, decimal, and hexadecimal number systems;
 - c. Use different fonts to represent, develop and analyze algorithms including, but not limited to natural language, flowcharts, and pseudocode;
 - d. Use heuristic solutions to address computing limitations including, but not limited to, time, space, and solvability;
 - e. Use standard algorithms including, but not limited to, searching and sorting algorithms and analyze implementations of those algorithms for correctness, efficiency, and clarity; and
 - f. Use simple recursive algorithms including, but not limited to, fractals, Zeno's paradox, and Towers of Hanoi;
- (3) In the area of programming, the candidate shall have the ability to:
 - a. Write and modify computer programs in block-based and at least one text-based programming language;
 - b. Analyze computer programs in terms of:
 1. Correctness;
 2. Usability;
 3. Readability;
 4. Extensibility;
 5. Modifiability; and
 6. Reusability;
 - c. Program using the following elements:
 1. Basic control structures;
 2. Standard operators;
 3. Variables and data types;
 4. Functions; and
 5. Data structures;
 - d. Write event-driven programs that respond to external events including, but not limited to, sensors, messages, and clicks;
 - e. Use libraries and APIs;
 - f. Use and evaluate multiple development and execution environments;
 - g. Facilitate collaboration in the development of software;

- h. Program user interactions with graphical and other user interface components;
 - i. Demonstrate knowledge of various software development models;
 - j. Model practices in software development, including:
 - 1. User requirements analysis;
 - 2. Program design;
 - 3. Implementation and documentation;
 - 4. Testing and debugging; and
 - 5. Evolution driven by feedback;
 - k. Develop object-oriented programs; and
 - l. Model the process of program compilation and interpretation;
- (4) In the area of data and analysis, the candidate shall have the ability to:
- a. Model concepts of processing data, including:
 - 1. Encoding;
 - 2. Compression; and
 - 3. Encryption;
 - b. Create and use models and simulations;
 - c. Work with data using computational tools, including to:
 - 1. Collect, aggregate, and generate;
 - 2. Store, manage, and manipulate; and
 - 3. Process, analyze, and visualize; and
- (5) In the area of computing systems and networks, the candidate shall have the ability to:
- a. Evaluate and compare computing systems using various criteria;
 - b. Evaluate and compare local, network, and cloud computing and storage;
 - c. Model computer networks in terms of:
 - 1. Protocol stack components; and
 - 2. Network protocols, such as:
 - (i) Transmission control protocol/internet protocol (TCP/IP);
 - (ii) Domain name servers (DNS); and

- (iii) Hypertext transfer protocol secure (HTTPS); and
- d. Demonstrate fundamental concepts of cybersecurity including, but not limited to, confidentiality, integrity, availability, non-repudiation, and authentication.

Appendix I

Rule	Statute
Ed 507.54	RSA 186:11, X (a); RSA 200-O:2, II; RSA 200-O:4, I

DRAFT

Please note this is a draft and not yet approved by the State Board.



**New Hampshire State Board of Education
Department of Education
25 Hall Street, Concord, NH 03301
Minutes of the March 14, 2024, Meeting**

I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 10:00 a.m. Drew Cline presided as chair.

In Attendance: Ryan Terrell, Kate Cassady, Drew Cline (Chair), Jim Fricchione, and Phil Nazzaro. Ann Lane was not able to attend due to a prior commitment.

Also in attendance were Commissioner of Education, Frank Edelblut, and Deputy Commissioner of Education, Christine Brennan.

II. PLEDGE OF ALLEGIANCE

Students from the Academy of Science and Design led the Pledge of Allegiance.

**III. RULEMAKING/LEGISLATIVE UPDATES (part I) – JULIE SHEA, NHED,
Administrative Rules Coordinator**

A. Conditional Approval Response - Visual Arts Teacher Interim (Ed 507.09)

Motion: Kate Cassady made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the condition approval response relative to Ed 507.09, Visual Arts Teacher Interim.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

March 14, 2024

Please note this is a draft and not yet approved by the State Board.

IV. PRESENTATIONS/REPORTS/UPDATES

A. 2024 Teacher of the Year - Elizabeth Duclos

Elizabeth spoke to the board about her positive experience as the New Hampshire 2024 Teacher of the Year.

V. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Public Chartered Schools - TAL BAYER, NHED, Administrator, Office of Public Chartered Schools

1. Arts Academy of New Hampshire - renewal

Motion: Kate Cassady made the motion, seconded by Jim Fricchione, that the State Board of Education approve the renewal of the Arts Academy of New Hampshire.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

2. The Founders Academy Public Charter School - renewal and charter amendment

Motion: Ryan Terrell made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the amendments of the Founders Academy Charter of Public Schools charter, along with the charter renewal of the Founders Academy Charter of Public Schools charter.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

3. Academy for Science and Design - charter amendment

Motion: Phil Nazzaro made the motion, seconded by Ryan Terrell, that the State Board of Education approve the amendment of the Academy for Science and Design School charter.

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Please note this is a draft and not yet approve by the State Board.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

4. Seacoast Classical Academy Charter Public School - charter amendment

Motion: Ryan Terrell made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the amendment of the Seacoast Classical Academy Charter Public School charter.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

B. Office of Learn Everywhere Programs - TIM CARNEY, NHED, Administrator, Educational Pathways

1. UpReach Therapeutic Equestrian Center - new application

Motion: Phil Nazzaro made the motion, seconded by Ryan Terrell, that the State Board of Education approve the new Learn Everywhere Program application for the UpReach Therapeutic Equestrian Center.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

2. Laconia Flight Academy/Sky Bright Aviation – new application

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education approve the new Learn Everywhere Program application for the Laconia Flight Academy/Sky Bright Aviation center.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

12:30 p.m. - 1:30 p.m. - Special student presentations and school building tour.

VI. HEARINGS

March 14, 2024

Please note this is a draft and not yet approve by the State Board.

A. Student/Pittsfield School District (SB-FY-24-11-013) - Open Enrollment

Motion: Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education move to table the Student/Pittsfield School District (SB-FY-24-11-013) open enrollment hearing.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

VII. RULEMAKING/LEGISLATIVE UPDATES (part II) – JULIE SHEA, NHED, Administrative Rules Coordinator

A. Initial Proposal - School Nurse (Ed 504.08 - Ed 504.10)

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education approve the initial proposal for Ed 504.08 though Ed 504.10, School Nurse.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

B. Final Proposal - Criminal History Record Checks (Ed 504.12)

Motion: Phil Nazzaro made the motion, seconded by Ryan Terrell, that the State Board of Education approve the final proposal for Ed 504.12 regarding criminal history record checks.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

C. Final Proposal - Investigations and Disciplinary Procedures (Ed 511)

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education approve the final proposal for Ed 511 regarding investigations and disciplinary procedures.

Please note this is a draft and not yet approve by the State Board.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

D. Final Proposal - Computer Science Teacher (Ed 507.54)

Motion: Phil Nazzaro made the motion, seconded by Ryan Terrell, that the State Board of Education approve the final proposal for Ed 507.54 regarding Computer Science Teacher licensure.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

E. Adopt - Visual Arts Teacher Interim (Ed 507.09)

Motion: Phil Nazzaro made the motion, seconded by Ryan Terrell, that the State Board of Education adopt Ed 507.09, Visual Arts Teacher Interim.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

VIII. COMMISSIONER'S UPDATE

Commissioner Frank Edelblut noted that a contract was awarded to Discovery Education upon Governor and Council approval as a result of the work done by the Commission on New Hampshire Civics.

The Commissioner Edelblut and Chair Cline noted that they have been meeting and working with the Ed 306 Rules Team.

New Hampshire ranks first in the nation for the percentage of Advanced Placement (AP) exams taken.

Governor and Council also approved \$10 million of the safety grant for New Hampshire schools.

IX. OPEN BOARD DISCUSSIONS

There was no open board discussion.

X. CONSENT AGENDA

Please note this is a draft and not yet approve by the State Board.

A. Meeting Minutes of February 15, 2024

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education approve the February 15, 2024, meeting minutes.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

XI. TABLED ITEMS

A. Initial Proposal – Visual Arts Teacher (Ed 507.09)

XII. ADJOURNMENT

Motion: Phil Nazzaro made the motion, seconded by Ryan Terrell, that the State Board of Education adjourn the meeting at 3:00 p.m.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

Secretary

March 14, 2024

Please note this is a draft and not yet approved by the State Board.



**New Hampshire State Board of Education
Department of Education
25 Hall Street, Concord, NH 03301
Minutes of the April 3, 2024, Meeting**

I. CALL TO ORDER

The meeting of the State Board of Education convened at 1:10 p.m. Drew Cline presided as chair.

In Attendance: Ryan Terrell, Ann Lane, Drew Cline (Chair), Jim Fricchione, and Phil Nazzaro (virtual). Kate Cassady was not able to attend due to a prior commitment.

Also in attendance were Commissioner of Education, Frank Edelblut, and Deputy Commissioner of Education, Christine Brennan.

II. PLEDGE OF ALLEGIANCE

Ryan Terrell led the Pledge of Allegiance.

III. PUBLIC HEARINGS ~ Legislative Rulemaking

A. Minimum Standards for Public Schools (Ed 306.01-Ed 306.25)

The following provided public commentary:

1. Fred Bramante, National Center for Competency Based Learning (NCCBL)
2. Mark MacLean, New Hampshire School Administrators Association (NHSAA)
3. Janet Ward, Hopkinton, NH
4. Sarah Robinson, Granite State Progress
5. Adam Osburn, Goffstown, NH
6. Dean Cascadden, Meredith, NH
7. Christine Downing, Goshen, NH

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8. Robb Malay, Keene, NH
9. David Trumble, Weare, NH
10. Eric Frauwirth, New Hampshire Career and Technical Education Association (NHCTA)
11. Megan Tuttle, New Hampshire State Teachers Association (NEA-NH)
12. Micaela Demeter, Dover School Board
13. Brian Balke, New Boston, NH
14. Sydney Leggett, SAU 32 and SAU 100
15. Elizabeth Corell, Concord, NH
16. Greg Leonard, Keene, NH
17. Jacob Bennett, Chester, NH
18. Debrah Howes, American Federation of Teachers (AFT-NH)
19. Karl Hubner, Hampstead, NH

VII. ADJOURNMENT

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education adjourn the meeting at 4:30 p.m.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

Secretary

Please note this is a draft and not yet approved by the State Board.



**New Hampshire State Board of Education
Department of Education
25 Hall Street, Concord, NH 03301
Minutes of the April 11, 2024, Meeting**

I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 10:07 a.m. Drew Cline presided as chair.

In attendance: Kate Cassady, Phil Nazzaro, Ann Lane, Drew Cline (Chair), and Jim Fricchione.

Also in attendance were Commissioner of Education, Frank Edelblut, and Deputy Commissioner of Education, Christine Brennan.

II. PLEDGE OF ALLEGIANCE

Chair Drew Cline led the Pledge of Allegiance.

**III. RULEMAKING/LEGISLATIVE UPDATES (part I) – JULIE SHEA, NHED,
Administrative Rules Coordinator**

April 11, 2024

Please note this is a draft and not yet approved by the State Board.

A. Conditional Approval Response - Learn Everywhere Program (Ed 1400)

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the conditional approval response for Ed 1400 regarding Learn Everywhere.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

IV. PUBLIC COMMENT

SEAN PARR, Manchester School Board, Chair of the Education Legislation Committee, spoke on behalf of the Manchester School Board in opposition to the proposed changes to New Hampshire's minimum standards for public education.

PATRICIA ENO, Salem, spoke about the lack of action that's proposed from the School Board with regards to the Special Education Audit.

LINDA JONES, a parent, who discussed her concerns and struggles surrounding schooling.

KATE CHEER, Derry, New Hampshire, also attended to speak about the March 2024 Audit that was released regarding the Special Education implementation process.

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V. SCHOOL ADMINISTRATIVE UNIT(S) SPOTLIGHT

Students Flo and Noah, Juniors and Student School Board Representatives from Hopkinton High School, gave a presentation to the Board on their positive experience and student engagement at Hopkinton High School.

VI. PRESENTATIONS/REPORTS/UPDATES

- A. Summary Presentation and Report of Educator Cohorts pertaining to the content review sections of the Ed 306 rules - CHRISTINE DOWNING, Educator**

Christine Downing had a PowerPoint she presented to the board that provided an overview of the content review sections of the Ed 306 rules.

VII. HEARINGS

- A. Student/Monroe School Board - SB-FY-23-12-006**
B. Student/Monroe School Board - SB-FY-23-12-007
C. Student/Monroe School Board - SB-FY-23-12-008

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adopt the Hearing Officer's report and recommendation dated August 28, 2023, to grant the students motion for separate decisions with the docket numbers assigned previously.

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Please note this is a draft and not yet approve by the State Board.

Student/Monroe School Board, case 12-006

Student/Monroe School Board, case 12-007

Student/Monroe School Board, case 12-008

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education accept the Hearing Officer's Report and adopt the Hearing Officer's Recommendation dated February 13, 2024 for the following cases:

Student/Monroe School Board, case 12-006

Student/Monroe School Board, case 12-007

Student/Monroe School Board, case 12-008

To the extent the hearing officer found and recommended that MSB should acknowledge that the local board's finding that no bullying occurred was erroneous and retroactively require the MSB to comply with the duties required under JICK by immediately notify the family that a finding of bullying in this matter has been made.

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Please note this is a draft and not yet approve by the State Board.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

**D. Student/Governor Wentworth School Board - SB-FY-24-11-011
(Nonpublic Session)**

Motion: Ann Lane made the motion, seconded by Jim Fricchione, that the State Board of Education reject the Hearing Officer's Report and find that the student is not homeless under the McKinney-Vento Act, but Orders that the student shall remain in the Governor Wentworth School District school district for the remainder of the school year. The parents shall be responsible for providing transportation to the Governor Wentworth School District.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

E. Student/Pittsfield School District (SB-FY-24-11-013)

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education reject the Hearing Officer's Report and Recommendation and for a finding that RSA 194-

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D requires a resident district to pay the tuition of their pupils attending on open enrollment school outside the resident district regardless of whether the sending district has adopted the provisions of RSA 194-D.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

VIII. PUBLIC HEARINGS – It is encouraged when providing in-person oral testimony to also provide a written copy of that testimony to more accurately be reflected in the official record.

12:00 p.m. Legislative Rulemaking

A. Emergency Authorization (Ed 504.04)

Started at 12:03 p.m. and ended at 12:33 p.m. with no public commentary.

12:30 p.m. Legislative Rulemaking

B. Elementary Education Teacher (Ed 507.11)

Started at 12:33 p.m. and ended at 1:00 p.m. with no public commentary.

1:00 p.m. Legislative Rulemaking

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Please note this is a draft and not yet approve by the State Board.

C. Minimum Standards for Public Schools (Ed 306.31 - Ed 306.46)

Continuation of April 3, 2024, public hearing:

Minimum Standards for Public Schools (Ed 306.01 - Ed 306.25)

Started at 1:00 p.m. and ended at 1:45 p.m. with the following providing public commentary:

1. Megan Tuttle & Irv Richarson, NEA NH
2. Julie Turner, Manchester School Board
3. Jessica Spiller, Manchester School Board
4. Jim O'Connell, Manchester School Board
5. Jason Bonilla, Manchester School Board
6. Christine Downing, Goshen, NH
7. Rob Nadeau, Hopkinton, NH
8. Christ Pros, Croydon, NH
9. David Trumble, Weare, NH
10. Jen Gillis, Manchester School District
11. Andrew Cambell, Bedford, NH
12. Mary Wilke, Concord, NH

IX. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Charter Schools - TAL BAYER, NHED, Administrator, Office of Public Charter Schools

- 1. MicroSociety Academy Charter School - renewal**

April 11, 2024

Please note this is a draft and not yet approve by the State Board.

Motion: Ann Lane made the motion, seconded by Jim Fricchione, that the State Board of Education approve the renewal of the MicroSociety Academy Charter School's charter.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

Motion: Ann Lane made the motion, seconded by Jim Fricchione, that the State Board of Education approve the amendment of the MicroSociety Academy Charter School's charter.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

2. Spark Academy of Advanced Technologies - renewal

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the renewal of Spark Academy Charter Public School's charter.

Please note this is a draft and not yet approve by the State Board.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

3. Great Bay Charter School - amendment

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve the amendment of the Great Bay Charter Public School's charter.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

4. North Star Academy Chartered Public School - opening extension request

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education accept North Star Academy's extension request.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

5. Coastal Waters Charter School - charter surrender

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Please note this is a draft and not yet approve by the State Board.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education accept the surrender of the Coastal Waters Charter School's charter.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

B. Office of Learn Everywhere Programs - TIM CARNEY, NHED, Administrator, Educational Pathways

1. Big Brothers Big Sisters of New Hampshire - renewal

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the Big Brothers Big Sisters of New Hampshire Learn Everywhere renewal application.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

C. Office of Nonpublic Schools - TIM CARNEY, NHED, Administrator, Educational Pathways

April 11, 2024

Please note this is a draft and not yet approve by the State Board.

1. New England Association of Schools and Colleges (NEASC) - identify as a recognized program approval agency

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education accept the recommendation of the NSAC and identify NEASC as the recognized program approval agency for nonpublic schools for the period of April 11, 2024, through April 11, 2034.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

X. RULEMAKING/LEGISLATIVE UPDATES (part II) - JULIE SHEA, NHED, Administrative Rules Coordinator

A. Preliminary Objection Response - General Application Instructions and BOC Forms (Ed 505.08)

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve the preliminary objection response to Ed 505.08, Bureau of Credentialing Forms and the amendments to the addresses on the forms.

April 11, 2024

Please note this is a draft and not yet approve by the State Board.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

B. Adopt - Learn Everywhere (Ed 1400)

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adopt Ed 1400 regarding Learn Everywhere.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

XI. COMMISSIONER'S UPDATE

XII. OPEN BOARD DISCUSSIONS

XIII. CONSENT AGENDA

A. Meeting Minutes of March 14, 2024

Motion: Drew Cline made the motion, seconded by Phil Nazzaro, that the State Board of Education table the March 14, 2024, meeting minutes.

April 11, 2024

Please note this is a draft and not yet approve by the State Board.

Vote: The motion was adopted by unanimous vote by the State Board of Education.

- B. Joint Legislative Performance Audit and Oversight Committee - Performance Audit Report - March 2024 - Special Education Dispute Resolution Processes (Informational only, no presentation and no action needed)**

XIV. TABLED ITEMS

- A. Initial Proposal – Visual Arts Teacher (Ed 507.09)**
- B. Student/Pittsfield School District (SB-FY-24-11-013) - Open Enrollment**

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education remove the Student/Pittsfield case from the table.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

XV. NONPUBLIC SESSION

There was no public session.

April 11, 2024

Please note this is a draft and not yet approve by the State Board.

XVI. ADJOURNMENT

Motion: Kate Cassady made the motion, seconded by Phil Nazzaro, that the State Board of Education adjourn the meeting at 2:34 p.m.

Vote: The motion was adopted by unanimous vote by the State Board of Education with the chair abstaining.

Secretary

April 11, 2024

EXECUTIVE SUMMARY OF WITHDRAWN CASES

1. Student/Rochester – SB-FY-24-02-018

Issue: McKinney-Vento

Outcome: Settled

Action Needed by State Board: None